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ABSTRACT

In response to a need for a systematic national survey of the status of pre-college psychology that would be made available to all interested researchers and teachers, this document presents seven status studies -- one each from Colorado, Delaware, Florida, Georgia, Montana, Oklahoma, and Ontario. The data most frequently presented in these studies concern types of schools surveyed, length and level of courses offered, students enrolled in courses and their grade levels, teacher characteristics such as hours of college background in psychology, and textbooks used. A concluding article, "High School Psychology in the Pre-CPCP Questionnaire," discusses a standardized questionnaire to be developed by the American Psychological Association Committee on Pre-College Psychology (APA-CPCP). The usefulness of such a questionnaire is suggested by the disparity among items sampled in the independently organized state surveys, exemplified by the seven status reports. A further impetus for the questionnaire is the funding by the National Science Foundation of the APA's Human Behavior Curriculum Project for Secondary Schools which will require accurate and complete information on pre-college psychology. (JH)

HIGH SCHOOL PSYCHOLOGY IN THE UNITED STATES AND CANADA: AN ANTHOLOGY OF RECENT STATUS REPORTS

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Introduction

Despite the fact that psychology on the pre-college level has been the focus of many studies since the early 1930's, an examination of the reports of these surveys indicates that these studies have been at best random. Rarely have three or more surveys been conducted in the same year. When conducted, these surveys have tended to collect diverse rather than similar categories of data. Because so few states were surveyed in the same year, little in the sense of national status information or definite trends could be derived from the available data. To combat this, some individuals have attempted nation-wide surveys in order to obtain identical kinds of information from several states during the same year. In part because of the expense of such projects, these surveys have tended to collect scattered bits of data from a small number of teachers. However, the results of these efforts have been somewhat more useful in studying national trends and in making curriculum and certification decisions at state and local levels.

Another important aspect of the history of the study of pre-college psychology has handicapped the examination and assessment of its growth and development in the high school - this is the publication and general accessability of the final reports based upon the collected data. When studies have been completed and the data analyzed, the subsequent reports have frequently been made available only to a limited population fortunate enough to have access to them at the time. Unfortunately these reports have not been available to later scholars, educators, and researchers to study and use. As a consequence, the full range of documents related to

the historical development and growth of pre-college psychology is nowhere to be found. Equally rare and unavailable are collections of these survey reports bound under the same cover.

This volume is a deliberate response to the problem identified above. It serves to make some of the more recent status studies more accessible and provides several of these reports under the same cover. It contains seven status studies--six from the United States and one from Canada--conducted during 1972 or 1973. The major purpose of this volume is to provide researchers and educators with the kinds of information needed to make decisions relevant to the areas of high school psychology and behavioral science. To the degree that this anthology can contribute to a more complete history of high school psychology, encourage others holding similar reports to make theirs available, and assist educators in policy-making decisions, this monograph will have been successful.

High School Psychology in Colorado[1]

Gerald P. Benson Larry Jacobson
and
Frank J. Vattano

The Department of Psychology at Colorado State University in April, 1972, sent questionnaires to 245 secondary schools of Colorado for the purpose of identifying those institutions offering instruction in psychology. The Department initiated this study in order to obtain information concerning psychology programs and staffs which would help in planning departmental assistance to interested school personnel. Secondary schools were identified by utilizing the Colorado Education Directory and a University mailing list. Returns were received from 206 schools or 84% of the population.

Psychology was included in the curricula of 131 (63.6%) of the Colorado high schools responding. An additional 11 schools (5.3%) planned to offer a course in psychology. There were 64 schools (31%) which did not offer or plan to offer instruction in this subject. Consequently, about seven high schools in ten are offering or plan to include psychology as part of their curriculum.

The total student enrollment in grades nine through twelve in Colorado in 1963 was 119,922 with 3,028 (2.53%) students enrolled in psychology courses. One hundred and twenty (120) schools reported enrollment

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[1]Parts of this chapter first appeared as: Benson, G. P., Jacobson, L. and Vattano, F. J. A survey of high school psychology in Colorado. Fort Collins, Colorado: Department of Psychology, Colorado State University, 1972, 8 pages (mimeograph).

data for the 1971-72 academic year. These schools reported a total enrollment of 90,272 students with 12,033 (13%) students enrolled in psychology. This increase (3,028 to 12,033) is approximately a 397% increase in psychology enrollment during the nine year period from 1963 to 1972. Enrollment in psychology was primarily limited to juniors and seniors, and was most frequently a semester (60%) or a full year course (39%) in length.

Thus, if 13% of the high school students enroll annually in psychology, one would anticipate that 52% of the youths in these schools would have taken psychology over a four year period. Several teachers commented that psychology was their most popular elective.

There were 158 staff members teaching psychology in the 131 high schools. Several high schools employed more than one psychology instructor. Most of these teachers (71%) had obtained teaching certificates from nine Colorado colleges and universities. Since such a high proportion of the state's psychology teachers received training in Colorado, programs aimed at improving psychology instruction in the state would be implemented at these universities and colleges.

The typical academic preparation of the high school psychology teachers was in the social sciences, history, and social studies (See Table 1a). The predominance of the social science concentration is further amplified by the addition of majors reported in sociology, political science, and education. When academic minors are considered, the preparation of high school psychology appears to improve (Table 1b).

Table 1a

College Majors of High School Psychology Teachers

Academic Major	N (142)	% of Sample	Academic Major	N (142)	% of Sample
Social Science	26	18.20	Mathematics	5	3.30
History	23	16.10	Political Science	4	2.80
English	14	9.80	Education	4	2.80
Psychology	13	9.10	Zoology	3	2.10
Social Studies	13	9.10	Business	2	1.30
Sociology	9	6.30	Music	2	1.30
Physical Education	9	6.30	*Other	8	5.40
Counseling	7	4.70			

*Majors indicated by only one respondent

Table 1b

College Minors of High School Psychology Teachers

Academic Minor	N (119)	% of Sample	Academic Minor	N (119)	% of Sample
Psychology	35	29.4	Business	4	3.3
Physical Education	14	11.8	Mathematics	3	2.5
Education	13	10.8	Biology	3	2.5
Social Studies	9	7.5	Social Science	3	2.5
History	8	6.7	Foreign Language	2	1.6
Political Science	7	5.8	Philosophy	2	1.6
Counseling	5	4.2	Geography	2	1.6
English	5	4.2	*Other	4	3.3

*Minors indicated by only one respondent

Teachers of high school psychology reported an academic minor in psychology more often than any other area (29.4%). Again, however, the social science orientation predominates even among the minor areas of study.

Table 2 consolidates majors into five general categories. This consolidation reveals that in Colorado 62% of the high school psychology teachers had majored in the social sciences, 11.3% in the natural sciences, 9.2% in psychology, 5.6% in the humanities, and 8% in the "other" category. The number of psychology teachers reporting majors in sciences and humanities is similar to findings revealed in other surveys. The largest discrepancy in the comparison of these surveys is the smaller number of psychology teachers in Colorado who reported a college major in psychology. Only 9.2% reported a psychology major compared to a mean of 24% as reported in other similar surveys.

Table 2

Academic Preparation of High School Psychology Teachers Reported in Four Surveys

Academic Area	Percentage
Social Sciences	62.0
Mathematics & Sciences	11.3
Psychology	9.2
Humanities	5.6
Other	8.0

As psychology is increasingly incorporated into high school curricula it is being taught by teachers whose major academic preparations is in other areas. The present survey indicates that only 20% of those teaching psychology have no other teaching responsibilities, while 80% have additional teaching assignments unrelated to psychology (Table 3).

Table 3

High School Psychology Teachers by Subject Matter Area

Subject	N	% of Sample
Social Sciences	167	66.8
Only Psychology	29	19.6
Humanities, Mathematics, and Sciences	49	9.8
Others	33	13.2

This finding is in accord with the fact that social science is the most frequently reported academic major (Table 2).

In response to a question concerning instructional materials, 52.5% of Colorado's psychology teachers utilized Psychology: Its Principles and Applications by Engle and Snellgrove (Table 4). This text is also reported to be the most widely used in several other states. Despite the text's wide usage, a number of teachers spontaneously asked for suggestions on more appropriate texts. While most teachers reported using a text with an appropriate title, some titles suggest wide variation in course content by the selection of the following texts: Sociology

Table 4

Textbooks Used by Colorado High School Psychology Teachers

Author and Title	N	% of Sample
Psychology: Its Principles and Applications, Engle and Snellgrove	65	52.5
Psychology: The Science of Behavior, Branca	17	13.7
Psychology for Living, Sorenson, Halm, and Forehand	7	5.60
Psychology Today, Communications/Research/ Machines Inc.	5	4.0
Psychology and Life, Ruch and Zimbardo	4	3.2
Introduction to the Behavioral Sciences, Sandberg	2	1.6
*Others	24	19.35

*Texts indicated by only one respondent

Table 5

High School Psychology Teachers' Preferences for C.S.U. Support Programs

Question	Number Responding	Number Responding Yes	Percent Responding Yes
Would you like additional work in psychology?	126	102	86.5
Which of the following support programs offered at C.S.U. would be of interest to you?			
a) Ten-week summer institute for teachers of psychology	83	47	60.2
b) Two-week summer workshop	108	85	85.1
c) Short courses during academic year	95	67	63.6
d) Supplemental materials on video tape	115	99	92.1
e) College courses on video tape granting credit	93	56	67.7
f) College credit leading to a master's degree	89	42	50.5

by Lanier, Psychocybernetics by Maltz, and How to Win Friends and Influence People by Carnegie. Although the adoption of these materials may be useful supplements, their selection as the primary text is questionable.

The most frequently used title for high school courses was "Psychology", with closely related titles like "Introduction to Psychology", and "General Psychology". Only a few references were made to titles like Social Studies, Mental health, and Personality Dynamics. Although course titles show a definite focus on psychology, there is no assurance that the title adequately reflects course content as suggested by text selection in some schools.

One of the purposes of the survey was to identify the types of assistance which high school teachers of psychology desired. The categories of help and the responses of the teachers are presented in Table 5. One hundred and two of the teachers desired additional work in psychology; 85 were interested in two-week summer workshops, 67 in short courses during the academic year, 56 in college courses for credit on video tape, 47 in ten-week summer institutes, and 42 in a program of study leading to a master's degree. In addition, 99 teachers were interested in supplemental teaching materials on video tape.

Summary and Recommendations

There is growing interest and awareness about psychology among the general populace expressed in numerous ways, not the least of which is the public media. The relatively recent presence of publications like Psychology Today, the "Behavior" feature of Time magazine, the increasing appearance of books about psychological phenomena, and the recurrent

"psychological" theme of many movies, indicates a focus upon behavior which is unprecedented. Additionally, psychology enrollments are up both in colleges and in high schools. These phenomena demonstrate that the public is eager to learn more about themselves and about the determiners of behavior generally.

These trends toward increased behavioral awareness are certainly related to the state of our knowledge about psychological phenomena. The study of behavior has become a sophisticated discipline and there is much to be conveyed and interpreted to the general public which is in keeping with the overall purpose of advancing psychology as a science and as a means of promoting human welfare. The psychological profession must be concerned about the status of what is being taught, at what level, and by whom. With our current technological capacity for the dissemination of scientific knowledge, it would appear the time has never been more opportune for making the findings of our behavioral research a part of the public domain.

The American Psychological Association is to be commended for its efforts in this area. The activities of the Education and Training Board, Division II, and the special task force on precollege psychology have all contributed considerably to the resources available to the high school and college teacher. Publications like Periodically, Program on the Teaching of Psychology in the Secondary School, The Undergraduate Education in Psychology, and the Psychology Teacher's Resource Book are excellent examples of recent quality efforts to keep pace with the preparation and resource needs of high school and college teachers. There remains, however,

a lack of adequate formal preparation in psychology received by many high school psychology teachers. Perhaps it is time for the psychological profession to take an even stronger position regarding curricular matters as they involve the teaching of psychology in the high schools.

The present authors would suggest the following be given consideration for immediate action among those charged with curriculum responsibilities within the psychological profession:

(1) Development of a systematic program for the upgrading of the qualifications of those currently teaching psychology in the high schools.

(2) Consideration be given to a formal certification requirement for those who teach psychology courses in high schools to insure that a common core of information be given adequate coverage within the scope of the high school curriculum.

(3) Additional funding be made available to support a special commission as part of the APA pre-college committee which would establish policy and make recommendations regarding minimum standards for training.

(4) Increased efforts be made to collect and develop supplemental software materials to be made available to those interested in using such materials to enhance their teaching efforts.

(5) Additional efforts be made to encourage the psychological profession to take a more active role in transmitting and interpreting knowledge about behavior to the public within a context of education for living at all levels.

High School Psychology in Delaware[1]

by
Norma Hoffman

During the 1972-73 school year, questionnaires were mailed to thirty-one high school principals. Of these, twenty-nine were returned (93.5%). Two schools did not respond.

Of the twenty-nine schools responding to the survey, thirteen (44.8%) offered a separate course in psychology in their curriculum. In all but one of the thirteen schools (92.3%), the psychology course was offered as an elective for all eleventh and twelfth grade students. One or two schools limit the course to just twelfth graders. One school offered psychology as an elective for academic students only.

In these thirteen schools, three (23.1%) offered the separate psychology course for nine weeks, eight (61.6%) offered it for a semester, and two (15.4%) offered it for a full year.

Information was obtained relevant to the background of those teaching the separate course in psychology. In eight schools (61.6%), the course was taught by social science teachers. In the other five schools, the course was taught by counselors and English teachers or special education teachers with psychology training. This data is consistent with the data on the certification background of psychology teachers in other states.

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[1]Parts of this chapter first appeared as: Hoffman, N. Report of survey of Delaware high schools. Wilmington, Delaware: Wilmington Public Schools, January 25, 1973, 1 page, (mimeograph). Mrs. Hoffman is a member of the Ad Hoc Committee for Social Science.

A variety of textbooks were being used by these teachers. Two textbooks, Psychology: The Science of Behavior (A. A. Branca) and Psychology (T. L. Engle) were used in four schools each (30.8%). Three schools (23.1%) used the Sorenson text entitled Psychology for Living. Textbooks being used in one school each were: Psychology (Cox), General Psychology (Orgell and Moskowitz), Reading in Psychology Today (CRM Publications), and Introduction to the Behavioral Sciences (Sandberg). One school indicated an assortment of paperback and dittoed materials were used in their psychology class.

Of the sixteen schools that did not offer a course in psychology, seven had plans to add the course in the near future. Two schools indicated they would like to offer a course if there is a call and/or if they can find someone qualified to teach it. One of these schools had a counselor teaching it at one time but found that to be unsatisfactory. Seven schools (43.7%) have no plans for offering the course.

High School Psychology in Florida[1]

by

Robert J. Stahl and J. Doyle Casteel

During the 1970-71 school year, a survey of Florida secondary schools relative to the teaching of psychology in Florida was conducted and the results were reported by the two authors. After two years, the authors felt a need to repeat the survey.

A new questionnaire was designed 1) to obtain data on the same broad range of areas and topics pertaining to the status of psychology in Florida secondary schools as was collected on the previous study; and 2) to get information and data relevant to a number of other areas and subjects not included on the previous survey but which were considered important. In April, 1973, a 37-item questionnaire accompanied by an introductory letter and a stamped, self-addressed envelope was mailed to 409 Florida secondary schools. This report includes data from 218 responses in the 409 schools surveyed (53.3%).

The survey revealed that psychology as a separate course of study was taught in 175 of the 218 Florida secondary schools. When compared to data collected in the 1970-71 survey, this 1972-73 figure represents an increase of thirty-five schools (25.0%) offering separate courses in psychology in two years. While 175 schools (80.3%) offered separate psychology courses within their curriculum, 158 of the 175 respondents

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[1]Parts of this chapter first appeared as : Stahl, R.J. & Casteel, J.D., The status of pre-college psychology in the state of Florida during 1970-71 and 1972-73: a comparative report. Research Monograph No. 8, Gainesville, Florida: P. K. Yonge Laboratory School, October, 1973, 49 pages. (Copies are available free upon request.)

(90.3%) actually taught the course designated as psychology in their school. This report concerns itself primarily with the responses of the 158 respondents who actually taught the separate course of psychology.

According to the data reported in the 1970-71 survey report, 19,779 students were enrolled in all psychology courses ranging in length from six weeks to one year with 128 teachers teaching separate psychology courses. Respondents to the more recent survey reported that during the 1971-72 school year, 24,709 students had enrolled in their psychology courses with that enrollment increasing to 25,201 students in the 1972-73 school year. The 1971-72 figure represents an increase of 24.9 percent over the 1970-71 figure with the 1972-73 enrollment showing a 27.4 percent increase over the 1970-71 enrollment for all courses over six weeks long.

The 17,412 students enrolled for a one semester course during the 1972-73 school year represents a slight decrease of .10 percent in student enrollment over a two year period for courses of that length. This total is a 39.1 percent increase over the 1968-69 student figures (12,519 students) supplied by the Florida State Department of Education. The 158 teachers represent a gain of thirty teachers (23.4 percent increase) in the two year period and a 154.8 percent increase over the 1968-69 State Department teacher tally (62 teachers). While the pace of student enrollment in separate psychology courses has slackened over the past two years (57.9% from 1968-69 to 1970-71 to 27.4% from 1970-71 to 1972-73), psychology continues to be one of the fastest growing course offerings in the history of Florida education.

The data indicated that these courses were offered primarily in

public secondary schools (135 responses or 85.4%) with non-Catholic private religious schools (11 responses or 7.0%), private non-religious schools (6 responses or 3.8%), and Catholic parochial schools (4 responses or 2.5%) following in that order. In addition, classroom teachers of psychology in one military academy and one vocational-technical school responded to this survey.

The 158 teachers taught their courses in schools with dissimilar total student enrollments, racial mixtures, and urban-rural settings. The data collected relative to these school characteristics are reported below.

One hundred and one teachers (64.3%) taught in secondary schools with over 1,000 students enrolled. Schools with enrollments of 501 to 1,000 ranked second with 25 responses (15.9%); 201 to 350, third with 11 responses (7.0%); 351 to 500, fourth with 9 responses (5.7%); 101 to 200, fifth with 7 responses (4.5%); and, schools with less than 100 students enrolled, sixth with 4 responses (2.5%). In part these data may suggest that psychology is considered to be a valid but not a critical component of many course offerings provided by schools. The data also suggest that already required instructional courses operate to restrain the development and offering of psychology courses in some high schools.

Of the 154 teachers who responded to the item concerning the approximate ratio of whites to blacks attending their school, 110 teachers (71.4%) indicated they taught at schools with a racial balance of approximately 80 percent white and 20 percent black. Twenty-three teachers (14.9%) taught in schools with a 65%/35% white-black ratio;

7 teachers (4.5%) in schools with an approximate 50%/50% ratio; 3 teachers (1.9%) in schools with a 35%/65% white-black ratio; and 11 teachers (7.1%) in schools with a 20%/80% ratio.

A majority of the teachers (89 or 57.8%) taught in secondary schools whose geographic and social setting were predominately urban in nature. Thirty-five teachers (22.7%) taught in primarily rural schools while 30 respondents (19.5%) indicated their school drew students about equally from both urban and rural settings.

One hundred and twenty-nine of the 154 teachers (84.9%) responding reported that they taught classes which had a racial mixture of approximately 80 percent white and 20 percent black. This suggests that in better than four-fifths of all psychology courses taught in Florida secondary schools, the student enrollment is approximately four whites to one black regardless of the white-black ratio of the total school population. The data concerning the whites to blacks enrollment for the other ratios specified in the questionnaire also support this claim. The second most frequently indicated ratio of whites and blacks enrolled in the courses was the 65% white/35% black ratio (10 responses or 6.6%), with the 50%/50% ratio third (5 responses or 3.3%), and the 20% white/80% black ratio fourth (8 responses or 5.3%). No teacher responded to the 35% white/65% black ratio included in the questionnaire. In only 8 of the 14 schools with predominately black student enrollments did psychology courses enroll more black than white students. This data suggests that blacks may not perceive psychology as beneficial to their lives or relevant to their needs and interests while it may indicate that the psychology course is one of the last bastions against integration still remaining in the secondary school curriculum. While

other interpretations of the data are possible, insufficient information allows only for conjecture at this time.

It was found that in better than two-thirds of the cases (69.1%), the majority of students in the classes were girls. Twenty-six teachers (17.1%) indicated an approximately balanced classroom while only 21 teachers (13.8%) reported that a majority of students enrolled in their courses were boys.

Information pertaining to the grade level of the students enrolled in the courses was obtained. Courses open to only ninth graders or only tenth graders were offered at only one school each. Three teachers (1.9%) indicated their courses were open to just eleventh graders while 47 (30.1%) reported courses open only to twelfth graders. The grade combinations which received the most responses were the eleventh and twelfth grades combined (69 responses or 44.2%) and the tenth through twelfth grades (33 responses or 21.2%). The ninth through twelfth grades combined received only two responses (1.3%). In 1970-71, courses enrolling just twelfth graders or eleventh and twelfth graders combined were found in 34.4% of the schools. The 1972-73 data revealed this had declined to 74.5 percent. These figures represented a tendency of schools over the past two years to break from the pattern of primarily enrolling seniors in the course and a growth toward allowing more tenth and eleventh graders to enroll in the courses. This may mean that psychology is seeking a niche in the social studies programs offered at the secondary school level. These data also suggest that psychology as a course offering usually competes with Economics, Sociology, Problems of Democracy, and other behavioral science offerings for the attention of

twelfth graders with either eleventh to tenth and eleventh graders allowed to elect the course. Those interested in increasing the number of psychology offerings might well contemplate developing courses and instructional materials for ninth and tenth grades. Less competition with other behavioral sciences is likely because typical ninth and tenth grade course offerings for the social studies are less established in tradition, convention, and law.

Data were collected relative to the length of time the specific courses in psychology were offered. The most frequent responses showed 100 schools (64.5%) offered the course for one semester in length. This figure was nearly identical to the 1970-71 percentage (66.4%) for semester course offerings. The other choices and responses were: a) a full year (40 responses or 25.8%), b) nine weeks (7 responses or 4.5%), and c) six weeks (3 responses or 1.9%). Five respondents (3.3%) indicated their courses were offered on the trimester system of 12 weeks in length. In light of the data from the 1970-71 study, there appears to be a slight tendency to offer fewer year-long courses in psychology while at the same time increasing the number of courses six weeks and nine weeks in length.

When asked if the specific courses in psychology were offered as an elective or required course at their school, 141 of the 157 respondents to this item (96.8%) selected the former. This is a slight decrease from the 1970-71 data which revealed 98.4 percent of the courses were elective.

The survey obtained information relative to the identity of courses or subject areas other than those specifically labeled Psychology which contained some psychological principles and subject matter. In examining the combined responses of the 218 respondents, it was again found that

'psychological' subject matter was taught in a variety of other courses and was again considered important by the respondents to the comprehension and application of those subject areas. Courses identified as containing psychological subject matter were: Sociology (28 responses or 37%); Problems of Democracy (26 responses or 35.1%); Family Life (22 responses or 29.7%); Child Development (14 responses or 18.9%); Home Economics (14 responses or 18.9%), and Contemporary Issues (11 responses or 14.9%). The choice labeled "other" received 14 responses (18.9%) and included such courses as Religion (4), Anthropology (3), Teenager in Society, Human Relations, Farm Relations, Nursing Education, Senior Youth Guidance, Social Studies Seminar, and Modern Family Living. The data may suggest that schools were making a great effort to incorporate as much 'psychology' as they could into existing courses when they were not able to offer their students separate courses in psychology. Forty-four of the 153 psychology teachers indicated that psychological principles and information were being taught in other courses at their school as well as in their own separate courses.

When the respondents were asked whether the course was considered a popular course for students to take at their school, 136 of the 145 teachers (93.8%) marking this item answered in the affirmative. This was nearly the same figure (94.5%) reported in the 1970-71 study. Four of the five teachers who reported their courses were required courses at their school indicated the course was not considered popular by students.

In another item related to the popularity of the courses, respondents were asked if students demand for and enrollment in specific psychology classes had increased, decreased, or remained steady over the past two or three years. In schools where specific courses in psychology were

offered, 87 of the 137 teachers (63.4%) who responded to this item indicated that enrollment and demand for the course had risen over the past two or three years. The 1970-71 survey revealed a slightly higher percentage (65.2%) of teachers reporting a growth in demand and enrollment over a two to three year period. Twelve teachers (8.8%) reported a decrease while 38 respondents (27.7%) indicated a fairly stable enrollment and demand. Again as in the 1970-71 survey, teachers reporting decreases in enrollment noted that the reason for the decrease was largely attributable to one of two causes: first, the school's total enrollment had dropped tremendously as new schools were opened in the area; and second, the teacher who had taught the course before had departed; consequently, the principal reduced the number of psychology courses offered. This suggests still again that psychology has not found a conventional place in the curriculum. It would appear that those interested in increasing psychology offerings must do two things: (1) determine what knowledge, what understandings, and what concepts a high school student can anticipate knowing as a result of instruction in psychology; and (2) convince those who exercise influence over the curriculum that the consequences of such knowledge, understandings, and conceptual power are of primary value as an integral (one is tempted to say essential) element of general education.

Information pertaining to the subject area of certification and college preparation of teachers teaching psychology was sought. Social studies certificates were held by 128 of 148 teachers (86.5%) teaching the course. This compares to 71.8% of the teachers in the 1970-71 study. Guidance and Counseling certificates were held by 23 respondents (15.5%) with home economics (6 responses or 4.1%) and Science (4 responses or

2.7%) following in that order. A number of respondents indicated they held degrees in other areas. When their responses were analyzed, the data revealed that some of the psychology teachers held certificates in Administration (7 responses), Language Arts (5 responses), Foreign Languages (3 responses), and one each in Physical Education, Library Science, Journalism, Mathematics, Bible, Elementary Education, and Theology.

In Florida, as in most other states, a teacher could (and still can) teach psychology courses at the secondary school level without having had a psychology or educational-psychology course in college since no certification requirements have been spelled out by the state certification agency. However, the data revealing the strong social science background of the teachers teaching the specific courses and the background of those who include psychological subject matter in their courses suggest that administrators and teachers are continuing to perceive the course as a social studies rather than a science course and that social science teachers are perceived as the teachers most able to teach the psychology courses.

One-third (51 responses or 33.9%) of the 150 teachers who responded to the item indicating the level of their college training reported they held a masters degree. Twenty-six teachers (17.3%) had completed some work beyond the masters level. One teacher had attained the specialist rank and one the doctorate. Thirty-seven teachers (24.7%) held the bachelors degree only while 34 teachers (22.7%) had completed some course work beyond the bachelors degree level but had not yet received a masters degree.

In examining the number of semester hours the 158 teachers had accumulated in psychology and educational psychology courses at either the graduate or undergraduate level, it was found that these teachers averaged 25.1

hours of college course preparation. The amount of their college preparatory background ranged from a low of zero hours (15 respondents) to a high of 75 semester hours with a mode of 24 hours. Wide discrepancies do exist in the college preparatory background of pre-college level psychology teachers. These data also indicated that the 1972-73 teachers had increased their college course work by an average of 2.4 hours over their 1970-71 counterparts who averaged 22.7 hours. The data lend support to the claim made by several respondents in the 1970-71 survey that they felt they needed more training at the college level and would seek to obtain this preparation. The number of teachers with no college psychology course background increased slightly in the two-year period.

Of the 158 teachers, 152 responded to the item regarding their attitude about their college course preparation. A majority of the teachers (115 or 75.7%) reported they felt they had enough college preparation to teach psychology adequately in the high school. Thirty-seven teachers (24.3%) felt less confident about their training and did not consider their background adequate for teaching the course. When asked if they felt they had enough college course work to teach psychology adequately at the secondary school level, 71.8% of the 128 teachers answering the 1970-71 survey responded affirmatively. A comparison of the data from the two surveys indicates that the 1972-73 teachers felt more positive about the adequacy of their college preparation (an increase of 3.9%) than did the 1970-71 teacher respondents. These data seem to support the claim made in the report of the 1970-71 survey results that administrators and department chairmen are most likely to select those teachers whom they feel can do a good job of teaching the course rather than randomly assigning the course to any

teacher on the staff. The information regarding subject area of certification would indicate that these administrators are willing to staff courses with teachers from a wide variety of subject area specialties and from different degree levels to find a teacher for the course.

Additional information relative to the general approach of the teachers to their courses, the topics which were taught, and the objectives set for the courses was sought.

Teachers were asked whether the approach they took toward their courses tended to be behavioristic or humanistic in orientation. Of the 152 teachers who responded to this item, 80 (52.6%) reported their approach was behavioristic with 59 teachers (38.8%) indicating a humanistic approach. Since 13 respondents refused to lean either way and wrote in "both" or "about even", their responses were combined and made up 8.6 percent of the replies to this item. The fact that a majority of teachers indicated their approach tended to be more behavioristic than humanistic runs counter to what was anticipated especially in light of the strong social studies background of most of the teachers teaching the course. However, with the current movement toward labeling psychology courses "behavioral science" courses, the introduction and use of a state-adopted textbook with "behavioral science" in the title, and the lack of an articulated "humanistic" psychology curriculum for the secondary school, the stated preferences of these teachers toward behavioristic labels, and perhaps actions and concepts as well is understandable. The reader is cautioned not to equate respondent selection of 'behaviorism' with the work of B. F. Skinner, Albert Bandura, and other strict psychological behaviorists. The objectives toward which most respondents designed and taught their courses and the topics they included in these courses add merit to this caution.

Teachers were asked to identify the objectives they set for teaching their courses at the secondary school level. This item of the questionnaire allowed teachers to check any number of the 12 objectives already provided and included an invitation to add additional objectives. A number of teachers marked several objectives. The three objectives receiving the most support and passing the 75.0% level were: a) to help students cope with problems associated with emerging adolescence (132 responses or 84.0%); b) to assist students in adjusting to life and solving life's problems (126 responses or 80.2%); and, c) to apply psychological knowledge in order to understand contemporary social problems and events (124 responses of 78.9%). The three objectives least supported by these teachers were: a) to help students in their vocational planning (31 responses or 19.7%); b) to prepare students for college psychology courses (56 responses or 35.6%); and, c) to assist students in preparing for family life (83 responses or 53.8%). Apparently skeptical of the value of psychology courses on the pre-college level, one respondent listed as the objective of these courses "to supply another elective which looks good on paper!" In reviewing the objectives specified for the psychology courses, it is apparent that they emphasize general "life-adjustment" and "mental health" objectives while they de-emphasize preparation for career, college, family life activities.

Twenty-two topics generally covered in psychology courses in secondary schools were listed in the questionnaire. The respondents were invited to indicate all of those topics which they included in their courses. The five topics covered most by the teachers teaching the specific courses in psychology were intelligence (145 responses or 92.4%), mental illness (140 responses

or 89.2%), personality theory (139 responses or 88.5%), mental health (135 responses or 82.8%), and emotions (130 responses or 82.8%). Those topics least covered included statistics (37 responses or 23.5%), child care (45 responses or 28.6%), the human body (biological background) (65 responses or 41.4%), love (88 responses or 56.0%), and human growth and development (90 responses or 57.3%).

An item was included seeking information as to what topics should be included in psychology courses taught at the secondary school level. The respondents were invited to select the topics that should be included in these courses with the option of adding additional topics if the ones provided were not sufficient for their needs. Four of the top five topics previously identified as the topics most often covered in psychology courses taught by these teachers were checked as those topics which ought to be included in pre-college psychology courses. The lone exception, intelligence, which ranked number one in topics-taught, ranked number seven in the topics-to be included item. The top five topics these teachers listed as those which ought to be covered were emotions (137 responses or 92.5%), mental illness (132 responses or 89.1%), mental health (131 responses or 88.5%), personality theory (127 responses or 85.8%), and motivation (124 responses or 83.7%). The fifth topic, motivation, reached eighth place in the topics included in current courses section of the questionnaire. The topics considered least important on the basis of whether they should be included in psychology courses on this level were statistics (52 responses or 35.1%), the human body (63 responses or 42.5%), child care (70 responses or 47.2%), parapsychology (84 responses or 56.7%), and heredity and genetics (92 responses or 62.1%). Three of the five topics selected as least appropriate

are closely associated with "behaviorism" (statistics, the human body, and heredity and genetics), and three of the top five topics (emotions, mental illness, mental health) are associated with "humanism". Thus, even though these teachers perceived themselves as being primarily behavioristic in their approach to their courses, the topics they covered in their courses and those they wanted to see included in courses taught at this level clearly favored "humanistic" approaches, objectives, and topics at the expense of more "behavioristic" ones.

Florida secondary school teachers again reported they were in great need of new and various kinds of materials, instructional aids, and information to help them do a more adequate job of teaching their psychology courses. The 1972-73 survey analysis revealed that these classroom teachers desired a great deal of assistance in the form of materials and instructional aids and were quite willing to identify the materials and the type of assistance they wanted. An overwhelming number of the 158 teachers and the 60 other respondents to the survey indicated that this assistance and instructional material would help them improve the quality of the courses they were teaching. Their responses clearly demonstrated their thoughts and feelings toward getting newer, more useful, and larger quantities of instruction materials and resources.

As expected, a large number of the 158 teachers used at least one of the four state-adopted textbooks in teaching their courses. With all of the 158 teachers responding to this item, 97 teachers (61.4%) indicated they used the textbook entitled Psychology: Its Principles and Applications by T. L. Engle and Louis Snellgrove. Psychology: The Science of Behavior

by A. A. Branca was being used by 34 teachers (21.5%); Introduction To Behavioral Science edited by [illegible] was being used by 24 teachers (15.2%); and Psychology by W. J. McKeachie and C. L. Doyle was used by 15 teachers (9.5%). These data when compared to the results of the previous study suggest that psychology teachers are not only looking for better and more informative textbooks; but, when given the opportunity will purchase and use these books to assist them in improving the quality of their courses. However, despite the fact that these teachers had four state-adopted textbooks from which to choose and even though twelve percent of them were using a newly adopted textbook, a greater percentage of teachers (52.3%) reported they wanted a different kind of text than did those who responded to the 1970-71 study (49.2%).

Additional information regarding the use of these textbooks was collected. An examination of these data revealed that in twenty-nine percent of the cases, these state-adopted textbooks were used a great deal of the time by those teachers teaching the courses in psychology. One-third of the teachers (33.1%) reported they used these textbooks often while twenty-eight percent of the teachers reported using them occasionally. Thirteen teachers (9.4%) who responded to this item reported they never or rarely used these texts even though they had them available in their classrooms for students use. The overall tendencies suggested nearly parallels the results obtained on the 1970-71 survey when 64.6% of the teachers reported they used the state-adopted textbooks often or a great deal of the time. Additional data indicates that 31 of the 139 teachers who responded to this item used these textbooks for lack of any other reading material(s). The data support the claim made in the 1970-71

report and reiterated in this essay that these widely used textbooks are not including the kinds of topics, concepts, information, and subject matter that classroom teachers feel ought to be investigated, explored, and taught in the secondary school classroom.

Despite the fact that the past two years has seen a tremendous increase in the availability and quantity of commercially produced instructional aids and materials for psychology teachers to use in their classrooms, 94.7 percent or 144 of the 152 teachers responding to this item reported they felt a need for more materials and information to help them do a more adequate job of teaching psychology. This figure, compares to the 96.1% reported two years earlier. However, 152 of 153 teachers (99.3%) indicated they would use these materials if they were made available for their use. This is an increase of 2.4% over the 96.9% recorded for this item on the 1970-71 survey. These data suggest that while the 1972-73 teachers did not have the same feelings about needing new and more instructional materials, they did indicate they would use them more if they were made available for their use.

Data were also sought relative to the specific kinds of materials psychology teachers wanted to see made available to them for use in their psychology courses. (See Figure 1). The data presented in the figure indicates the divergent and convergent needs as well as the overall preferences of the respondents.

The data received from the 1972-73 survey and the conclusions based upon an analysis of these data both suggest that these classroom teachers are still not content with the courses they are teaching or the materials

FIGURE I

What type(s) of additional instructional materials relating to psychology would you want to see made available for your use?

	Category I* (with percentages)	Category II**	Total All Respondents***
A. Films	135 (88.2%)	21	156
B. Materials for classroom experiments	131 (85.6%)	20	151
C. Simulation games	117 (76.5%)	22	139
D. Filmstrips	116 (75.8%)	15	131
E. Overhead transparencies	102 (66.7%)	13	115
F. Posters and pictures	93 (60.8%)	12	105
G. Audio tapes	91 (59.5%)	18	109
H. A different kind of textbook	80 (52.3%)	10	90
I. A newsletter or bulletin for teachers	75 (49.0%)	10	85
J. A reference service for students	72 (47.1%)	13	85
K. Pamphlets relating to careers in psychology and related fields	72 (47.1%)	9	81
L. A curriculum guide	66 (43.1%)	12	78
M. Material for slow learners	55 (35.9%)	13	68
N. Other (specify)	10 (6.5%)	3	13

*Category I represents the 153 psychology teachers who responded to this item of the questionnaire.

**Category II represents the responses of the 60 respondents not teaching the psychology courses.

***The Total represents all 213 respondents who responded to this item.

they are using to teach them. These teachers are very interested in improving the quality of their courses and are concerned with finding ways of doing so. Their responses clearly indicate that what has been done to assist them in the form of instructional material and information has not been adequate to meet their needs. It also appears that these teachers are willing to further their academic training in order to do a more adequate job of teaching their psychology courses; and this may result in an increased desire on the part of these teachers for materials and resources in the future.

Thirty-five respondents expressed interest in offering psychology courses at their school providing adequate materials and personnel were available. This represents 81.4 percent of the 43 schools not offering separate courses in psychology. Only eight respondents replied negatively to this possibility.

There is a definite need for educators, scholars, colleges of education, state boards of education, curriculum planning committees, and professional organizations interested in psychology on the secondary school level to join forces to provide teachers with some of the information, materials, equipment, resources, curriculum guides, instructional units, classroom activities, and teaching methods they need. The college preparation these teachers need and are seeking must be provided in both the pre service and in-service programs. Educational and professional groups must share ideas, personnel and resources in order to deal more effectively with the problems related to teaching psychology to secondary school students. At the same time, colleges of education and state boards

of education must not set up hastily assembled degree or certification programs which could result in creating additional problems rather than bringing about an improvement in the quality of the course offerings.

After analyzing data from two surveys, the authors are convinced that those interested in pre-college psychology ultimately must make three decisions. Unless these decisions are made, persons interested in or teaching psychology on the secondary school level are likely to remain unhappy or uncertain with what is taught, with the objectives of instruction, with the orientation of the course, with instructional materials, and with the training of those who teach the psychology courses. Stated briefly these three decisions are:

1. Psychology as an instructional discipline for high school students requires definition. This definition should be functional (purposeful), structural (organizational), and pedagogical (instructional procedures).

2. Once psychology has been defined, a decision must be made relative to clientele. Who will take the course? To prepare course objectives and instructional materials for ninth graders calls for acknowledgment of constraints that are not as likely to operate with twelfth graders. To prepare materials and design textbooks for selected students who have the time or the bent to take an extra elective differs from preparing materials and writing textbooks for heterogeneous groupings of students. The identification and statement of objectives, the preparation of materials, and the writing of textbooks should be completed only after decisions as to who should take the courses are made.

3. Also with psychology defined, one should be able to describe the qualifications by which teachers can be prepared, certified, and selected to teach the high school psychology courses.

The suggestion that these decisions be made is not to presume that only one answer or one pattern of instruction in psychology is desirable. Rather, hopefully, these suggestions will stimulate debate and generate alternative patterns, subject to empirical verification and validation.

High School Psychology in Georgia[1,2]

by

Franklin M. Berry and Quana R. Jones

During the period from July of 1972 until February of 1973, questionnaires were submitted to 28 city and 160 county public school systems throughout the state of Georgia in order to determine the status of psychology in the curricula of Georgia's public schools. The questionnaire sought information concerning: (a) whether or not psychology courses were being offered in these school systems; (b) the credentials of those employed as psychology instructors; (c) the number of courses offered; and (d) the texts being used. The original plus two follow-up questionnaires elicited responses from 167 of the 188 school systems (88.8%) surveyed.

The questionnaires yielded a number of interesting facts concerning the teaching of psychology in Georgia public schools. It was noteworthy that none of the 167 responding school systems offered psychology courses at the elementary level and only one reported such courses were being taught at the junior high school level. The picture was not as bleak at the senior high school level. Fifty-nine of the 167 responding systems (35.3%) offered psychology courses in at least one of their

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[1]Parts of this chapter first appeared as: Jones, Q. R. & Berry, F. M., The status of psychology in Georgia public schools. Georgia Psychologist, 1973, 26, 20-22.

[2]This survey was undertaken as part of the effort of the Georgia Psychological Association Liaison Committee to the State Department of Education of which Q. R. Jones is a member and F. M. Berry is chairman. It was also part of F. M. Berry's efforts as GPA's liaison to the APA's Committee on Pre-College Psychology.

senior high schools. From the data it was revealed that these fifty-nine school systems offered a total of 97 courses in psychology at the secondary school level.

The number of psychology courses varied considerably from school system to school system, i.e., from one to seven courses with a mean of approximately 1.6 courses. The median was 1.0 courses. Tables 1 and 2 identify the school systems offering psychology courses on the senior high school level. In addition, they include the number of courses being offered in each system and the academic degree credentials of those persons serving as classroom instructors of these courses.

Information concerning the credentials of these psychology instructors indicated the diversity of background of classroom psychology teachers in the various school systems. Twenty-five of the 59 school systems (42.4%) offering psychology stated that one or more of their teachers held the T-4 certificate in Behavioral Sciences[3]. Thirteen systems (22.0%) stated that one of their teachers held the B.A. or B.S. in psychology, four systems (6.8%) stated that one of their teachers held the M.A. or M.S. in psychology; and, four systems (6.8%) stated that their psychology teachers possessed "other" (social science or social studies) credentials. None of the 59 school systems reported teachers who held doctoral degrees. Fifteen systems (25.4%) failed to supply

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[3] The requirements for the T-4 teaching certificate as given by the Georgia State Board of Education are: (a) 60 hours in sociology, psychology, and anthropology with a minimum of 40 quarter hours in one area of concentration and 10 quarter hours in each of the other two behavioral sciences; (b) 30 quarter hours which must include a minimum of ten hours in each of the following areas: Foundations in education, Curriculum and methods, Secondary student teaching, or, on approval, a substitute.

TABLE 1

County Public School Systems Offering Psychology Courses (1972-73)

System	Number of Courses*	Number of Teachers	System	Number of Courses*	Number of Teachers
Berrien	1	1[a]	Lowndes**	3	2[d]
Bibb	3	3[a]	Lumpkin	1	NR
Brantley	1	1[a]	Morgan	1	1[b]
Brooks	1	NR	Oglethorpe	1	1[b]
Camden	1	1[a]	Paulding	1	1[a]
Carroll	4	4[d]	Polk	1	1[a]
Catoosa	NR	2[a]	Putnam	1	NR
Chatham	7	1[b]	Richmond	7	5[a], 1[b], 1[c]
Chattooga	4	2[a]	Rockdale	1	1[a]
Cherokee	1	1[c]	Stewart	1	NR
Clark	2	2[a]	Stephens	2	1[b], 1[c]
Cobb	1	2[d]	Terrell	1	1[a]
Columbia	NR	2[d]	Thomas	1	1[d]
Coweta	1	1[a]	Union	1	1[a]
Crawford	1	1[a]	Walker	2	1[b]
Dawson	1	1[a]	Wayne	1	1[c]
Dooly	1	1[a]	Wilcox	1	NR
Dougherty	1	4[a], 1[b]	Wilker	1	NR
Fayette	1	1[d]	Worth	1	NR
Forsyth	1	1[b]			
Glynn	2	NR			
Grady	1	1[a]			
Gwinnett	7	NR			
Hall	4	NR			
Heard	1	1[a]			
Henry	2	2[a]			
Houston	3	NR			
Irwin	1	1[a]			
Jones	1	1[b]			

[a]T-4 certificate

[b]B.A. or B.S. in psychology

[c]M.A. or M.S. in psychology
other

NR - No response to this item

*Total number of courses in the state: 57

**Courses also offered in Junior High

TABLE 2

City Public School Systems Offering Psychology Courses (1972-73)

System	Number of Courses*	Number of Teachers
Atlanta	2	2[b]
Calhoun	1	NR
Chikamauga	1	1[b]
Cochran	1	1[d]
Decatur	1	1[a]
Dublin	1	NR
Gainesville	1	NR
La Grange	1	1[a], 1[b]
Thomaston	1	1[b]
Thomasville	1	1[a]
Trion	1	NR
Total:	13	

[a]T-4 certificate

[b]B.A. or B.S. in psychology

[c]M.A. or M.S. in psychology

[d]Other

NR - No response to this item

*Total number of psychology courses in the state: 97.

teacher credential information. This latter finding may mean that a number of persons with little or no college preparation in the field of psychology served (and still may be serving) as psychology instructors in high school classrooms in Georgia's public schools.

Finally, it was also interesting to note that of those systems reporting the names of their psychology textbooks (approximately 78%), fifty-two per cent (52%) mentioned Psychology for Living (McGraw-Hill), ten percent (10%) listed Psychology: Its Principles and Applications (Harcourt), and six percent (6%) mentioned Psychology: The Science of Behavior (Springer). Thirty-two percent (32%) identified various other materials and texts.

The results of this survey suggest that the teaching of psychology in Georgia's public schools was (and is) approached in somewhat of a casual and non-systematic manner. Although the state of Georgia appears to be moving in the appropriate direction with its provision for a T-4 teaching certificate in secondary school psychology, it is difficult to believe that only a third of the school systems in the state offered any psychology course at all! Rather, one might expect to encounter increasing concern with such studies and to find the teaching of psychology assuming equal importance to topics subsumed under some of the more ubiquitous areas, say, civics or geography. Furthermore, it seems reasonable to project that, in an adequately conceptualized program, the instruction of psychology might be featured in the curricula at different academic (grade) levels. For example, behavioral science contributions could be introduced at the elementary school level. In any case, it

appears obvious to us that some sort of systematic plan should be devised in order to introduce students to psychology at all educational levels within the public school system of Georgia. We suspect that our findings concerning the approach to the instruction to psychology in Georgia's public schools may also be representative of other states as well.

High School Psychology in Montana[1]

by

James A. Walsh and Roberta Walsh

More and more high schools in Montana are teaching courses in psychology to their students. Data on the scope and content of these courses and the number of students who enroll in them was sought so appropriate experiences could be planned and provided for students at the college level. The educational background of those who taught the high school courses was needed to determine if their competence could be knowledgeably evaluated on this basis and if effective certification procedures could be objectively determined. It was the purpose of this investigation to provide data through which answers to these questions might be formulated.

A questionnaire which dealt with the existence, content, scope, and structure of high school psychology courses in the state of Montana and with the educational background of the persons teaching these courses was constructed. It was mailed to the 173 public, 16 private, and five special state secondary schools listed in the Montana directory of educational institutions. A cover letter explained that the data being requested might be useful in providing better college psychology courses

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[1]Parts of this chapter first appeared as: "Teaching of high school psychology in the state of Montana". Walsh, J.A. and Walsh, R. Missoula, Montana: Department of Psychology, University of Montana, 1973, 6 pages, (dittoed).

and in bringing about closer relationships between high school psychology teachers and the state psychological association. The questionnaire was to be filled out by the person most directly responsible for teaching the psychology course. If no psychology course was taught, the questionnaire was to be returned to the investigators bearing that notation.

The response to the questionnaire was extraordinarily good for a single letter mailing with no follow-up: 64% of those sent out were returned. Of the 124 schools which responded, 42, or 33.9%, offered a course in psychology. There appeared to be no correlation between size of school district and whether a psychology course was offered or not. Nor did geographical area relate to the offering of such a course when number of school districts was taken into account. One-fourth of private schools offered a psychology course as opposed to one-third of public schools. These proportions are not significantly different.

Those courses offered for a single semester outnumbered two-semester courses by more than three to one. Seventy-six percent (76%) of the schools offered one semester courses. Twenty-four percent (24%) offered full year courses.

The number of students taking the course per year (when offered) varied from seven to more than 300 with a median of about 22 per school. Therefore, perhaps 1200 to 1300 students enrolled in psychology courses in Montana's high schools during the 1972-73 school year. The percentage of a school's total population taking a psychology course in a given year varied considerably. The distribution is illustrated in Table 1. As can be seen, in more than half the schools, 10% to 20% of the students enroll in the psychology course in a given year.

In all but one case, schools reserved their psychology courses for juniors and seniors. One school offered the course to freshmen. No school offered the course to sophomores. Eighteen schools, or 42.9% offered the course to juniors, thirty-nine, or 92.9%, offered the course to seniors.

The educational backgrounds of Montana high school psychology teachers are shown in Table 2. More than one-third, 38%, held either a bachelor's degree in psychology or graduate degrees that included considerable background in psychology. Another 38% of teachers had undergraduate minors in psychology. Only 28% did not specify their backgrounds and thus presumably had less, or different, preparation as high school psychology teachers. The median number of undergraduate quarter-hours in psychology was 31 for 27 respondees. (This would be equal to approximately 21 semester hours.) Ten of the teachers surveyed reported a median of 25 graduate hours in psychology. Five of the teachers had participated in summer programs (2 NSF, 3 other) intended primarily for college teachers of psychology. One of these teachers plus 12 others had independent research or extended laboratory experience varying from courses in advanced learning theory to a year's sequence in individual mental testing to a year's work at a regional primate center.

In the 42 schools which offered high school psychology courses, 17 different texts or collections of materials were used (see Table 3). The most used text (13 schools or 30.9%) was Psychology by Engle. Four schools (9.5%) used Psychology for Living. Four schools (9.5%) used Living Psychology. Three (7.1%) used Psychology: It's Principles and Applications. Two (4.7%) used Psychology Today: An Introduction. The

other texts were represented in only one school each. Schools are represented more than once in the table if they indicated that they used more than one text or source of material. As the titles suggest, a moderate bias toward adjustment-oriented texts rather than scientifically-based texts seemed to exist. Of the seven syllabuses and outlines submitted, four reflected a basic science orientation and three a personal adjustment orientation.

Those schools offering a course in psychology incorporated a variety of methods to teach the course. Only twelve percent (12%) used the strictly text-and-lecture method. Seven percent (7%) made use of laboratory experience. Thirty-one percent (31%) added demonstrations to lecture. Nineteen percent (19%) assigned term projects. Twenty-nine percent (29%) used lecture, laboratories, demonstrations, and term projects. Nineteen percent (19%) used "other" (unspecified) methods. Four and eight-tenths percent (4.8%) did not respond to this question.

Approximately one-third of Montana high schools (in 1972-73) offer a psychology course on a regularly scheduled basis. At least 1300 students per year enroll in these courses. The courses reflect a wide variety of orientations in which the usual college basic science approach and the personal adjustment orientation predominate. The teachers are, on the whole, well-trained with extensive background in course work at the undergraduate and even graduate level and often extended laboratory experience as well.

The implications are obvious. Psychology has developed into a major area of study in Montana high schools. This expansion has apparently not been guided by any central principles, and several directions

of development are apparent. Some of these directions are probably less desirable than others. If the State Association wished to constructively influence the course of high school psychology offerings in Montana in years to come, the creation of a category of affiliate membership for high school teachers and the encouragement of their participation in Association affairs may be well worth serious consideration.

Table 1

Proportion of Student Body Enrolled Psychology Course

Proportion of Student Body	Number of Schools in this category	Percent of Schools in this category
1-10%	9	21.5%
11-20%	22	52.5%
21-30%	4	9.5%
31-40%	0	0.0%
41-50%	0	0.0%
51-60%	0	0.0%
61-70%	1	2.5%
Not given	5	14.0%

Table 2

Educational Background in Psychology
of
High School Psychology Teachers

Background	Frequency	Percent
MA in Counseling and Guidance	6	14
MA with minor in Psychology	3	7
BA in Psychology	7	17
BA with minor in Psychology	16	38
Not specified	10	28

TABLE 3

Texts Used in High School Psychology Courses in the State of Montana

Text	Number of Schools	Percentage
Psychology (Engle)	13	30.9
Psychology for living (Sorenson, Malm & Forehand)	4	9.5
Living psychology (Hershey and Lugo)	4	9.5
Psychology - its principles and applications (Engle & Snellgrove)	3	7.1
Psychology today: an introduction (CRM)	2	4.8
"APA" Program on the Teaching of Psychology in the Secondary Schools"	1	2.4
General psychology and Abnormal psychology (College Outline Series)	1	2.4
Introduction to psychology	1	2.4
Introduction to the behavioral sciences (Sandberg)	1	2.4
Introductory psychology (Individual Learning Systems, Inc.)	1	2.4
Patterns of life: human growth and development	1	2.4
A psychologist looks at life	1	2.4
Psychology (Cox)	1	2.4
Psychology and the science of behavior	1	2.4
Psychology made simple	1	2.4
Struggle for significance	1	2.4
Understanding ourselves and others	1	2.4

High School Psychology in Oklahoma[1]

by
John D. Hampton

In an effort to provide services to the teaching of precollege psychology the Oklahoma State Psychological Association sponsored a survey of state high schools. Of the 478 questionnaires initiated in November 1972, 209 (43%) were returned by February 1973. The returns revealed that 112 high schools (53%) had a psychology program at the time of the survey; or in fact 23% (112/478) of Oklahoma high schools reported teaching psychology.

Data collected relative to the size of the high school clearly revealed that as the size of the school (reporting increased, the greater the probability it had a psychology program (see Table I).

TABLE I *

Number of students	Number of schools	% of respondents Schools with program
0 - 4000	59	54%
401 - 1000	34	76%
1000 +	27	100%
TOTAL	120	

*Note: 23 schools with programs and 66 without failed to identify their school size, therefore, these percentages are not complete.

[1]Parts of this chapter first appeared as: "High school psychology in Oklahoma: 1972", Hampton, J.D., Stillwater, Oklahoma: Department of Educational Psychology, Oklahoma State University, undated, 5 pages, (mimeograph).

Information concerning the number of persons teaching psychology courses in each school, the orientation of the teachers in their approach to teaching these courses, the mode of teaching employed by these teachers, the test prodedures used, and, the grade level and number of students enrolled in these courses was collected and analyzed. The data revealed some interested facts about these areas of psychology in Oklahoma's high schools.

Of the 112 schools with psychology programs, 87% had one teacher, 9% had two teachers while only 4% had three or more teachers. These teachers approached their classes in diverse ways. Data concerning the orientation of the teachers focused on the way they taught their course. Eighty-three percent (83%) emphasized psychology as an approach to understanding life, while only 17% taught it as a science or as a survey of a discipline. To do this, a majority (67%) of the teachers used the lecture-discussion mode, while the others reported using the lecture(11%), seminar (9%), and laboratory (13%) methods of instructional procedure. Fifty-six percent (56%) of the psychology teachers responding to the survey reported giving objective tests, while 39% used essay tests.

Data related to students enrollment revealed that students taking psychology courses included seniors (47% of the total enrollment), juniors (39%), sophomores (13%) and freshman (1%). Eighty-three of the 112 schools (74%) having separate psychology courses were teaching from 1 to 100 students per week, 9 taught 101-200, six taught 201-320, and three schools had over 400 students per week.

The textbooks being used in the high school classes was of importance. It was found that of the schools responding to the questionnaires a majority used one particular textbook, although others appear frequently as can be seen in Table II.

TABLE II

Textbooks	Perc.	Textbooks	Perc.
Psychology: Its Principles and Applications Engle and Snellgrove	42%	Psychology Today CRM 1970	4%
Psychology: The Science of Behavior Branca	14%	Living Psychology Hershey and Lugo	3%
Psychology McKeachie and Doyle	11%	Successful Living Peterson	1%
Introduction To Behavioral Sciences Sandberg	5%	No textbook used	4%

Of the teachers who are instructing in psychology, the amount of preparation which they have in psychology and in various related subjects was of interest. Table III includes the number of teachers who have completed the indicated semester hours in psychology, sociology, anthropology, and history.

TABLE III

semester hours completed	Psychology graduate	Psychology undergrdauate	Sociology	Anthropology	History
0	0	0	10	95	6
1-10	27	35	51	9	19
11-20	16	49	25	1	30
21-30	10	15	3	0	27
31-40	0	3	0	0	15
41-50	1	2	1	0	8
51-60	0	0	0	0	3
61-70	0	1	1	0	2
71-80	0	0	0	0	0
81-90	0	0	0	0	0
91-100	0	0	0	0	1

Subjective inferences obtained from comments written on survey questionnaires revealed the following:

1. a need for short training sessions for the teachers of psychology.

2. an interest in receiving knowledge of how other teachers were working their classes.

3. a lack of knowledge of availability of publications available from: The A.P.A. Clearinghouse on Pre-college Psychology and Behavioral Science.

The Oklahoma Psychology Association (OPA) intends to attend to the first need with one day training sessions during the 1973-74 school year. The third need was attended to by presenting to the high school personnel of how to obtain APA publications. The problem of knowing what other teachers were doing was [illegible] by suggesting that they obtain the publication, Periodically. Members of the OPA in academia were appraised of the high school teachers' problems and these college professors are offering their services.

High School Psychology in Ontario[1,2]

by

Howard A. Smith

In light of the data describing high school psychology in such countries as America, Britain, Germany, France and Australia, psychology in the secondary schools of Canada needed to be specified. The purpose of the 1972-73 survey was to determine the nature and extent of psychology as a high school subject in Canada's most populus province, Ontario.

In the schools of Ontario, psychology is not and has never been part of the established curriculum. A 1973 Ministry of Education listing of about 150 intermediate and senior division courses did not include psychology. However, there are provisions for offering new or experimental courses which are not covered by existing curriculum guidelines. Ministry approval is necessary before these experimental courses can be offered for credit. The significant point that emerges is that any course labeled psychology is considered to be new or experimental and must obtain government approval before it can be taught in the Ontario school system.

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[1]Parts of this chapter first appeared as: Smith, H. A., The teaching of psychology in Ontario secondary schools: a descriptive survey, or, putting the tip of the iceberg under a microscope. Paper presented to Division 2 of the American Psychological Association, Montreal, August 28, 1973.

[2]This survey was supported by a research grant from the Faculty of Education, Queen's University.

In view of the above constraints on high school psychology courses, it was assumed that the Ministry of Education would have on file a list of every accredited course in the province. The Ministry indicated that five psychology courses had obtained the necessary approval to be offered beginning in September, 1972. The five local Boards of Education were then contacted for the names and addresses of relevant school principals and teachers. By mid-March, 1973, each of the five teachers of psychology had received and responded to the survey questionnaire.

The open-ended questionnaire was designed to obtain data about the nature of the course in psychology, characteristics of the class enrollment and class activities, and the teacher's perceptions concerning high school psychology. More specifically, the questionnaire posed questions to get information about the number, characteristics and activities of students enrolled in the course, course objectives, subject matter content, teacher certification area and college preparation, textbooks and other teaching aids, and the percentage of time spent on various psychology-related topics. Questions of a more personal nature concerned the teacher's motivation for offering the course, his academic qualifications, and his opinions on several aspects of high school psychology.

The data revealed that the students enrolled in high school psychology courses were in either the eleventh or twelfth grades. For grade twelve students in the four-year program, the psychology course was a terminal one offered in the last year of high school. For students in the five-year program, psychology was not a final year course and probably served as an introduction to future, related courses.

As seen by the teachers, the academic ability of students enrolled in psychology classes ranged from low to extremely high. Career plans of the students varied from work after graduation to attendance at college or university. It was estimated that about one half of the 1972-73 psychology students planned to pursue the latter option.

Except for one class of eight highly motivated students, class size ranged from 23 to 35. In the former case, the teacher anticipated that student numbers would increase sharply by September, 1973 as a result of the course becoming established. It appeared that psychology was offered to a single class in four of the schools and that two classes were offered in the fifth school. The total enrollment in psychology courses in the five schools was estimated at 140 students.

Three of the teachers appeared to have studied substantial amounts of psychology in college programs in guidance and counseling, special education or physical education. A fourth teacher had completed eight courses in sociology and three in psychology. Of the five courses taught, only one was conducted by a teacher with a single credit in psychology. It was presumed that all teachers had regular Ontario teaching certificates. Most of the high school psychology teachers had studied a moderate amount of psychology in their university programs. Hence, it is probably safe to assume that these teachers were at least minimally competent in psychology. None of the five teachers were full-time teachers of psychology, but shared their time with related disciplines. At least two of the teachers were guidance counsellors, two were physical

education specialists, and one taught other subjects in the social science area. Although certification to teach psychology is not yet an issue in Ontario, the present teachers of psychology seemed to be reasonably well qualified to teach the subject.

A majority of the courses taught by these teachers presented several traditional areas of psychology such as, learning, motivation, perception, and experimental from the scientific point of view. However, in terms of allotted class time, major emphasis was also placed on such topics as adjustment, mental health, response to crisis, and the family and other small groups. The data suggest that each course stressed in varying degrees the scientific nature of psychology while mental hygiene topics were used to fill the remaining class time. Within the context of Ontario's experimental psychology courses, it seemed that psychology was not presented solely as a science or as a mental hygiene course.

At least three of the five psychology courses emphasized the mental hygiene rather than the scientific point of view. Although two of the courses dealt extensively with experimental techniques and statistics and a majority of the courses studied learning and motivation, the primary focus of the courses was on giving students a deeper understanding of themselves and others within society. The presentation of psychology as a science seemed to be viewed as a means to an end rather than as an end in itself. A typical expression of the mental hygiene point of view was the following: "the chief aims of such a course would be to enable students to see themselves as worthwhile individuals and to understand other people and to assist them to relate to their peer group, their

families and society generally". Other course objectives identified by the five teachers included: a) to introduce a social science and the scientific study of human behavior; b) to assist the student toward realistic self-evaluation with application in academic, marital and career planning; c) to acquaint students with the various fields of psychology; d) to give students a background in personality development and people relationships; and e) to relate the course to everyday living.

In addition to the objectives stated above, the five teachers provided the following reasons for offering a course in psychology:

(a) with courses being offered in so many other areas, it was time to develop one that could apply to daily living;

(b) to inform students not going on to university of the differences between psychology and psychiatry and of the large number of areas covered by psychology;

(c) as a response to interest from students who were contemplating careers in nursing, teaching, social work and the like;

(d) as a result of both self-interest and interest on the part of students in this area of the social sciences; and

(e) as a response to the principal's request to develop a psychology course for students who were not university-bound.

The wide discrepancy in the items listed above might help to explain the diverse nature of the content and emphasis of these psychology courses.

The objectives and content of Ontario's psychology courses nearly paralleled those of high school courses offered in the United States. It seemed that by emphasizing mental hygiene rather than psychology the science, the courses more directly met the demand of students and administration for content of immediate interest and possible application.

Two of the five courses were designed for students who were not planning on post-secondary education. The approving bodies apparently had a strong desire to expose terminal students to some of the implications of psychological research. The implicit assumption was that students later attending post-secondary institutions would be free to select offerings in psychology and would be exercising an option not available to terminal students. Nonetheless, about 50 percent of the students enrolled in psychology courses planned to attend college or university.

Three of the five teachers used one book as the basic course text. The title of the text in each case was: Psychology: Its Principles and Applications (Engle and Snellgrove), Psychology for a Changing World (Evans and Smith), and Psychology for Living (Sorensen, Halm and Forehand). The remaining two teachers used several texts as reference material only. The latter category consisted of books typically found at the university undergraduate level and included Introduction to Psychology (Hilgard, Atkinson and Atkinson), Basic Psychology (Kendler), and Social Psychology (Kleinberg).

According to several teachers, the use of textbooks in the high school psychology course was accompanied by two major difficulties; prohibitive cost and the absence of Canadian content. Although the former problem is a familiar one with no easy solution, the latter is of no less significance in Ontario particularly within the social science areas. It appeared that the approval of future psychology courses could be dependent primarily on the selection of "appropriate" texts and refer-

ence materials. Similarly, high costs and the lack of readily available products affected the use of teaching aids such as films, overheads and printed materials. As a result commercially-produced teaching aids were seldom used in the classroom. Two of the teachers experimented with rats or mice in homemade apparatus and at least one teacher brought magazine articles to class, but teaching activities revolved mainly around the class or reference texts.

In response to a question concerning the future growth of high school psychology, four of the teachers felt that the demand for psychology courses will increase, while the fifth teacher felt that the need for psychology will remain at its present level. One teacher who supported the continued growth of psychology stated that students wanted answers to the questions which were of greatest personal concern and which were not being considered in other subject areas. In general, the teachers felt that the increasing complexity of modern life made such courses more imperative than ever before.

The teachers stated that techniques and materials concerning the teaching of high school psychology should be made available in teacher-training institutions at both the preservice and inservice levels of development. Newsletters and resource booklets were also described as potentially useful, especially if Canadian sources of teaching aids were emphasized.

Responses to a final question underlined the current isolation of high school teachers of psychology: only one of the five teachers was aware of anyone else who was teaching the subject. It was apparent

that these teachers were dependent primarily on their own initiative and resources in mounting and maintaining their courses in psychology.

One sources of concern in the present study was the completeness of information upon which the survey was based. Obtaining precise data from central bodies such as state departments of education may not always be possible. There is some reason to believe that similar difficulties existed in the current investigation. For example, at least one additional high school psychology course was absent from the Ministry of Education listing. However, in fairness to the Ministry, the listing reported courses which had obtained approval to begin in September, of 1972. No mention was made of courses with prior sanction. Thus, the survey probably did not include all of the psychology courses in operation during 1972-1973.

A related cause for concern was the absence of high school psychology courses in Toronto, provincial center and Ontario's largest metropolitan area. All target psychology courses were taught in schools in medium size cities or in predominately rural districts. There are several ways to account for this phenomenon; either smaller areas were more aggressive in mounting new courses, or Toronto had established a number of psychology courses before September, 1972, or the information provided by the Ministry of Education was incomplete. With the information available, the most likely explanation could not be determined.

Despite the risks of generalizing from a limited sample, it appeared that the five courses accurately reflected the current state of high school psychology in Ontario. In view of the apparent absence of

curriculum guidelines and the various procedures that must be satisfied to launch an experimental course, conditions do not favor the offering of psychology courses. It appears that only very interested or able teachers are willing to develop and teach psychology programs at the present time.

These courses in psychology represent a minor portion of the psychological content offered in the high school classrooms in Ontario. Significant amounts of psycholcgical material are presented in courses such as Man in Society, physical and health education, in courses with titles such as "The Family", and even in history and English. In the absence of formal course offerings in psychology, these courses have assumed the responsibility for much of the psychological content available to the secondary school student. As one might expect, the teachers of most of these courses are less likely to be able to teach psychological concepts than are the teachers responsible for the specific psychology courses. It is very possible that the teaching of psychology by qualified personnel would be welcomed by these teachers of related subjects.

One point of particular note in the present survey was the lead taken by the school administration in preparing psychology options, since at least two of the five courses were initiated by the school principal. The administrators seemed quite aware of the students' present ability to choose courses and were prepared to take some steps to meet student demand in spite of tight budgetary restrictions. In addition, school principals are in a more favorable position than teachers to effect the desired changes in course offerings. Clearly, the administrator's role in determining courses should not be underplayed.

Curriculum guidelines for courses in psychology apparently do not exist at the provincial level. As noted before psychology is not included on the Ministry of Education course list. The Ministry failed to respond to a letter requesting information on policies and guidelines governing high school psychology courses in the present and future. If psychology is to gain increased attention, it is reasonable to expect that the development of Ministry guidelines should not be long in coming. Hopefully, those interested in the area and with some degree of expertise will aid in the development process of the high school psychology curriculum.

Given the absence of guidelines at the central level, it was presumed that decisions affecting psychology offerings are now taking place at the local level according to criteria which may vary from region to region. If these criteria exist, they have not been made public or, perhaps, explicit. Several courses have been approved by the regions but a number of other proposals have probably been rejected. It seems that consistent decisions concerning courses from time to time and from region to region can be achieved with clear guidelines. For the present, the local boards of education might be approached for an outline of their criteria covering courses in high school psychology.

At yet another central level the degree of involvement by the Ontario Psychological Association (OPA) with high school psychology deserves mention. Although affiliate membership with OPA is not possible at the present time, applicants with B.A.'s and two years experience of a psychological nature are eligible for associate membership; their

acceptance as members must be approved by the OPA Board of Directors. In addition, interested persons can subscribe to the Ontario Psychologist and may attend OPA's Annual Meeting. For the latter event, the Division of Psychologists in Education has in the past sponsored preconvention workshops which have been attended by teachers. However, even though concerned and qualified teachers can play some role in OPA affairs, no special provision exists within OPA for teachers of high school psychology.

Several things can be done to more directly aid the high school teacher of psychology. Through workshops or newsletters, a person or central body can make teachers aware of the teaching aids, techniques and other resources available to them. The APA Clearinghouse on Pre-College Psychology has attempted to provide many of these services. For teachers in Ontario there is the additional demand to compile a Canadian source of aids and, possibly through the Ontario Secondary School Teacher Federation, a resource booklet on psychology. None of these documents exists at the present time.

In April of 1973, a one day workshop on high school psychology was held at Queen's University. Because the workshop was aimed only at associate teachers in the student-teaching area of the Queen's Faculty of Education, only one of the five psychology teachers attended. However, those at the workshop expressed enough interest to encourage future endeavors. At that time, it seemed that any means used to promote contact with the classroom teacher of psychology would pay dividends.

No preservice or inservice training program for secondary school teachers of psychology now exists in Ontario although there are plans to

offer in early 1974 a preservice "short course" on the teaching of psychology at the Faculty of Education, Queen's University. This attempt is clearly embryonic in nature and will rise or fall with demand. However, if psychology is to play a more central role in the school curriculum, additional program offerings will be necessary.

In summary, the teaching of psychology in Ontario secondary schools has far to go to reach the level of sister subjects in the school curriculum. The number of teachers involved with formal courses is small, guidelines and certification requirements for the subject do not exist and no formal training programs are being offered by the institutions of higher learning. In addition, contact with classroom teachers of psychology by psychologists and by the general area of psychology is minimal and resource guides are practically nonexistent. At the present time, high school psychology in Ontario is faced with two possibilities: up or out. Psychologists should hope for the former.

High School Psychology in the Pre-CPCP Questionnaire Era

by

Robert J. Stahl

At its December, 1973 meeting, the APA Committee on Pre-College Psychology (CPCP) made the decision to develop a standardized questionnaire which could be used for all future state surveys on the status of pre-college psychology. The questionnaire would serve to collect uniform data on a number of specific areas in psychology and the behavioral sciences. Furthermore, individuals desiring to conduct status studies in their state would be provided these questionnaire forms upon request at no cost. This would ensure that results of surveys conducted in the various states would be comparable. The standardized questionnaire would make possible the first large scale survey of secondary schools and at the same time guarantee the collected data will be along similar lines.

The decision to develop a questionnaire and to make every effort to locate individuals in all fifty states and possibly all provinces of Canada to conduct the survey during the 1974-75 school year was especially important in light of the January, 1974 announcement that NSF had funded the Association's Human Behavior Curriculum Project for Secondary Schools (HBCP)--a five year project to develop instructional modules for high school psychology and behavioral science. To be effective this project will need accurate and complete information on psychology as it presently exists in the secondary school curriculum. In part, the Committee's decision to develop a single questionnaire was based upon the future value of such data for projects like HBCP.

However, the major impetus for conducting the nation-wide survey using a standardized questionnaire was the awareness of the diversity of data being collected by individuals throughout the nation and in Canada. A review of the literature clearly indicated that concerned individuals, historically and presently, were not collecting comparable data. Studies conducted in the same year in different states varied so greatly that efforts to compare them and determine trends were nearly impossible. In some cases, individuals conducting surveys in the same state several years apart did not collect similar data, thus making comparisons between the two surveys difficult.

A graphic illustration of the discrepancies in these status surveys was made available to the Committee at its December meeting. (See Figure 1). The figure clearly indicates the diversity of data being collected and reported by persons conducting status surveys in the past few years. The six state and one Canadian survey reports included in this monograph were used to determine the categories and tabulate the frequencies shown in the figure. The figure identified 62 categories in which data relevant to the teaching of psychology on the secondary school level have been collected on previous surveys as well as by some of the studies reported in this volume. [illegible] the three categories of data pertaining to the total number of schools surveyed, number of responses and percent of returns, only four of the remaining 59 categories were included in all of the seven survey reports. Two of these four categories - the type of school surveyed, public schools and secondary schools - were expected. However, even this must be approached with caution. The Georgia survey was directed to public school systems rather than the

FIGURE I

TYPES OF DATA REPORTED ON 1972 and 1973 SURVEY REPORTS RELATED TO THE TEACHING OF PRE-COLLEGE PSYCHOLOGY

Categories of Data		Survey Reports: Colorado	Delaware	Florida	Georgia	Montana	Oklahoma	Ontario
I. General Information								
1. Number of schools (districts) surveyed	1.	+	+	+	+	+	+	+
2. Number of responses to the survey	2.	+	+	+	+	+	+	+
3. Percent returns	3.	+	+	+	+	+	+	+
II. Information Pertaining to the Schools								
4. Were school districts surveyed?	4.				+			
5. Were the schools themselves surveyed?	5.	+	+	+		+	+	+
6. Type of schools surveyed	6.							
a) public	a	+	+	+	+	+	+	+
b) private	b	?	?	+		+	?	
c) parochial	c	?	?	+			?	
d) other (lab., demon., etc.)	d	?	?	+		+	?	
7. Level of schools surveyed	7.							
a) elementary	a				?			
b) jr. high or middle school	b				?			
c) secondary schools	c	+	+	+	+	+	+	+
8. Size of school enrollment	8.	+		+			+	
9. Location of school (urban, rural, suburban)	9.			+				+
10. Racial mixture of school population	10.			+				
III. Information Pertaining to the Course Offerings								
11. Number of courses offered in each school	11.				+			+
12. Number of courses offered in entire state	12.				+			
13. Frequency of course offering (yrly, alt. yrs.)	13.					+		
14. Length of course offerings (qrterly, sem., etc.)	14.	+	+	+		+		
15. Grade levels for which courses are offered	15.		+	+		+		+
16. Elective or required nature of the course	16.	+	+	+				
17. Popularity of the course	17.	+		+				
18. Other criterion of eligibility to enroll	18.							?
IV. Information Pertaining to Student Enrollment								
19. Number of students enrolled in courses (cur. yr.)	19.	+		+		+	+	+
20. Number of students enrolled in courses (pst. yr.)	20.	+		+				
21. Percent of total school enromt. enrd in psy.	21.	+				+		
22. Data about trends in student enrollment	22.			+				
23. Average number of students enrd in each class	23.							+
24. Grade levels of students enrolled	24.	+	+	+		+	+	+
25. Racial mixture of students enrolled	25.			+				
26. Sex make-up of students enrolled	26.			+				
27. Academic level of students enrolled	27.							+

FIGURE I (continued)

		Colorado	Delaware	Florida	Georgia	Montana	Oklahoma	Ontario
V. Information Pertaining to Psychology Teachers								
28. Total number of psychology teachers	28.	+	?	+				+
29. Number of psych. teachers in prev. years stated	29.			+				
30. Number of hours of college bkgd. in psy.	30.			+		+	+	+
31. Academic credentials (degrees) held by tchrs.	31.			+	+	+		
32. Certification area of teachers	32.	+	+	+	+			+
33. Teachers' attitudes about their training	33.			+				+
34. Orientation of teachers towards their course	34.					+	+	+
a) behavioristic-humanistic	a			+				
b) life adjustment-scientific	b					+	+	+
c) other	c			+				
VI. Information Pertaining to the Course Itself								
35. Mode of teaching (lect. dis. lab. etc.)	35.					+	+	+
36. Type of class activities (proj. fld. trips, etc.)	36.						+	
37. Type of exams given in the course (obj. or essay)	37.						+	
38. Objectives for the course identified	38.			+				+
39. Topics included in the course identified	39.			+				+
40. Topics that ought to be included identified	40.			+				
41. Titles given to the psychology course	41.	+						
42. Other	42.					+		+
VII. Information Pertaining to the Materials Used								
43. Titles of textbooks	43.	+	+	+	+	+	+	+
44. Percent of schools using each textbook	4.	+	+	+	+	+	+	+
45. Frequency of use for each textbook in course	45.			+				
46. Information about supplementary texts	46.					+	+	+
47. Use of A-V equipment and aids used	47.							
48. Types of A-V equipment and aids used	48.							
49. Frequency of use of A-V equipment and aids	49.							
50. A-V materials desired or needed are stated	50.			+				+
51. Teacher attitudes about A-V materials	51.			+				?
52. Other	52.					+		
VIII. Information on Other Areas Relative to Psychology								
53. Psy. in other areas of the curriculum ident.	53.			+				+
54. Other courses including psy. subj. matter given	54.			+				+

(? - Reports suggest that this category was covered in the status survey, but the report itself does not include specific data in this category.)

schools themselves. The remaining two categories dealt with the use of textbooks - textbook titles and percent of schools using each textbook. Thus, of the fifty-nine areas of concern to persons interested in the status and trends in pre-college psychology, only in four areas (7%) were data collected by all seven survey conductors. Surprisingly, a number of important areas of concern were virtually ignored. Three surveys or less collected and reported information on the size of school enrollment, the racial and/or sexual make-up of class enrollments, the elective or required nature of the course, the number of students enrolled in psychology classes, the academic credentials of teachers, the mode of teaching employed by teachers, course objectives, and topics being taught in the courses. That such items as these were omitted from over half of the questionnaires used in these studies strongly suggests that the kinds of information deemed important and useful depends primarily upon the interests and needs of the individual or group conducting the survey and the specific purposes for which the data was sought. The variety and scope of the data reported in the status studies identified in the Figure are consistent with previous studies found in the literature dating back into the 1930's. Furthermore, the figure illustrates vividly that persons interested in psychology on this level are not collecting or obtaining uniform data for use in [illegible] adequately assessing national and local trends.

In conclusion, it is not difficult to see how valuable the CPCP standardized questionnaire will be to those involved in st[illegible]ing trends

and making decisions relevant to high school psychology. The concern of this monograph has been to provide researchers, educators and decision-makers with some of the pre-CPCP questionnaire era data they will need to accurately assess the historical development and current status of psychology on the high school level.