

SIZE OF HIGH SCHOOLS FROM WHICH STUDENTS  
COME AS A FACTOR IN COLLEGE SUCCESS

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COME AS A FACTOR IN COLLEGE SUCCESS

By

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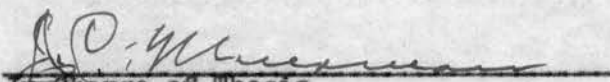
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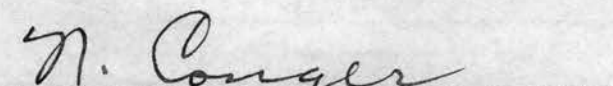
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## CONTENTS

Chapter		Page
I	STATEMENT OF THE PROBLEM AND SURVEY OF PREVIOUS STUDIES OF SIMILAR PROBLEMS	1
II	PURPOSE OF THE STUDY	3
III	SOURCE OF DATA	5
IV	DESCRIPTION AND ANALYSIS OF DATA	6
V	SUMMARY AND CONCLUSION	28

## PREFACE

This study was prompted by a survey made by a special committee appointed by the Governor on reorganization of the school units in Oklahoma in 1935. Its purpose was to see the possibilities of a county unit system of schools for the state. Much argument was advanced on both sides of the question, so it is the intention of the writer to take up one phase of the problem and see what the advantages of larger units would be over the class of work carried on in the smaller units in southeastern Oklahoma.

Things are not always what they seem to be. Many laymen and some teachers argue that the children from the small high school are as well qualified for college work as those from the larger and better equipped schools.

With this thought in mind and a curiosity to know what influences tend to develop such inequalities, the writer sets about formulating a plan to measure the differences in educational opportunities in the different sized high schools, and to offer some solutions to the possibility of developing a better type of high school than we now have in southeastern Oklahoma.

We assume that people in Oklahoma want the best type of high school that it is possible for them to have. Therefore, it is the intention to show the advantages of the larger units. Living in an age in which we have rapid communication and transportation, it is possible for us to develop larger and better units. Before we can make further progress along this

line, however, it will be necessary to prove to the public the advantages of the larger units.

It is hoped that the advantages shown by this thesis, as limited as it may be, will be of some value in improving school conditions, not only in Southeastern Oklahoma, but in Oklahoma as a whole. Whatever the outcome may be, the pleasure of studying the schools of the twelve counties in Southeastern Oklahoma will more than compensate the great amount of work involved.

CHAPTER I  
STATEMENT OF THE PROBLEM AND SURVEY OF PREVIOUS STUDIES  
OF SIMILAR PROBLEMS

The problem under consideration in this study is a determination to find if there is any correlation between the size of the high school from which students come to Southeastern State Teachers College and the grades they make during their freshman year in college.

One of the most warmly debated questions in academic circles today is the question of the type of test to be used to determine the fitness of applicant for college. This thesis is concerned with only one of the several kinds of tests commonly used for determining fitness for college work; namely, the school records for measuring fitness for college. According to Edward L. Thorndike<sup>1</sup> there are in general use three kinds of tests: (1) entrance examination; (2) intelligence test; and (3) school record.

One of Thorndike's<sup>2</sup> investigations has shown clearly that success in a college entrance examination does not give a reliable forecast, at least as measured by success in Columbia University. He found that in a considerable number of cases students who had done very poorly in entrance examinations proved to be among the best students in college classes. His conclusion is that the relation between standing in entrance examinations and standing in college work is only moderate even

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1 Edward L. Thorndike. Empirical Study of College Entrance Examination. Science. No. 23, June, 1906, p. 842

2 Ibid. p. 842



in case of (the) freshman year and dwindles steadily, the coefficient of correlation being .62, .50, .47, and .25.

J. E. Evans<sup>3</sup> in a study at Iowa State College found the correlation between high school marks and college success to be slightly higher than intelligence tests for predicting the success of freshmen students for the first quarter.

Since Thorndike<sup>4</sup> found the correlation between school averages and college marks had a greater correlation than either the entrance examination or scholastic aptitude test, it seems to the writer to offer a promising field of investigation and becomes the starting point for the study of this thesis.

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3 J. E. Evans, Iowa State College. Educational Research and Statistics. School and Society. Vol. 31. p. 160.

4 Edward L. Thorndike. op. cit. p. 842.

CHAPTER II  
PURPOSE OF THE STUDY

In light of the modern investigation we have come to the question of the grade of work carried on in the different classes of schools in Southeastern Oklahoma, to see if the students in the smaller schools are being taught the thing they should be in relation to what the college expects them to know during the first year.

We have been arguing for years that we have equal opportunity for education in Oklahoma, but from this study you can readily see that there is no such thing as equal opportunity in light of that which college professors expect the students to know when they enter college.

The only method used in this study is the analysis of the grades they made in college during their freshman year.

The method here used is somewhat elementary, but up to the present time it is the only criteria we have whereby we may be able to judge whether the work in college has been as satisfactory from the small school, where the equipment is inadequate and the teachers in most cases are required to teach in more than one field, than they are from the larger schools where we have more and better equipment and teachers who only teach in one field, and sometimes in only one phase of that particular field.

To investigate the relationship existing between the three groups or classes of schools represented in Southeastern Oklahoma as to:

1. The number of students studied.
  - a. Sex
  - b. Age
2. The size of the schools in each group.
  - a. Pupils enrolled
  - b. Teachers employed
3. The number of units for which each school in each group is accredited.
4. The occupations of parents by groups.
5. The number of students withdrawing at the end of each quarter from each group.
6. Number in graduating classes in schools of all groups.
7. The per cent of students in each group that are classified as honor students.
8. The number and per cent of A, B, C, D, F, I and W made by each of three groups in college.

CHAPTER III  
SOURCE OF DATA

For the purpose of this study it was necessary to secure the information concerning the classes of schools and students studied from the following sources:

1. From the student enrollment cards in the office of the registrar of Southeastern State Teachers College was secured a complete record of all students. This enrollment card gave the name, age, sex, occupation of parents, and the high school from which they were graduated.

2. From the student grade card the subjects and grades earned for each quarter were obtained.

3. From the official Oklahoma Educational Directory, Bulletin No. 108K, the names of the high schools in Southeastern Oklahoma were secured.

4. From the official Oklahoma Annual High School Bulletin No. 112J the number of units for which all schools, except those belonging to the North Central Association, were accredited.

5. By questionnaires, personal interviews, and examination of records filed at the Teachers College in Durant the honor students were obtained.

6. By examination of records in the State Department of Education, Oklahoma City, the number of students enrolled, the number in the senior class, and the number of teachers of each school were obtained.

CHAPTER IV  
DESCRIPTION AND ANALYSIS OF DATA

The freshmen enrolled in Southeastern Teachers College, Durant, Oklahoma, for the school year 1934-35, are the subjects used. There were two hundred fifty-five enrolled from the twelve counties comprising the Southeastern District.

The number of freshmen from each of the twelve counties varied from one in Latimer County to one hundred twenty-five in Bryan County.

Doctor Cavens<sup>1</sup> in his study of higher education in Oklahoma found that each institution was expected to serve a given district. The residence of these freshmen studied indicate that this is true.

Oklahoma Eastern College is located in Latimer County, from which only one freshman student enrolled in Southeastern Teachers College, while from Bryan County, in which Southeastern Teachers College is located, one hundred twenty-five students enrolled. This shows that forty-nine per cent of the freshman group studied came from the county in which the college is located.

A. Sex of subjects studied.

1. Eighty-nine students were males and one hundred and sixty-six were females.

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1 Doctor L. V. Cavens. Booking Institute. Washington, D. C.  
Report of Higher Education in Oklahoma. Chapter IV. pp.87-88

B. The average age for the students belonging to Group I, or the schools in the North Central Association, was nineteen years and two months at the time of entering college; those belonging to Group II, or those schools accredited with sixteen or more units, but not members of the North Central Association, was nineteen years and nine months; and those students belonging to Group III, or those schools accredited for less than sixteen units, was nineteen years and eleven months when they entered college.

In Group I twenty-seven and one-half per cent of the students were less than eighteen years of age; there was one student less than sixteen years of age, and there was also one that was more than twenty-five years of age. In Group II fifteen and three-fourths per cent of the students were less than eighteen years of age; there were two students less than sixteen years of age; there were three students more than twenty-five years of age, with the maximum age being thirty-three years. In Group III there were eleven per cent less than eighteen years of age, none below the age of sixteen, but there was one less than seventeen; the maximum age in this group being twenty-seven years of age. Approximately forty-four per cent of Group I, thirty-three and one-half per cent of Group II, and thirty-three per cent in Group III were between the ages of eighteen and nineteen years at the time of entering college.

The laws of Oklahoma permit children to enter school any

time after their sixth birthday, and to spend eight years in the grade school and four years in high school. We should expect the normal individual to enter college sometime after his eighteenth and before his nineteenth birthday. But you will readily see that over twenty-nine per cent of Group I, fifty-one per cent of Group II, and fifty-six per cent of Group III entered after they were nineteen years of age. In these groups note that in Group I there are thirty-five students, or twenty-seven and one-half per cent, in Group II there are thirteen students, or fifteen and three-fourths per cent, and in Group III there are five students, or eleven per cent enrolling before their eighteenth birthday. The above mentioned group would be considered as accelerated students. It is evident that there will be some students in each group retarded; thus, in Group I twenty-nine per cent, in Group II fifty-one per cent, and in Group III fifty-six per cent. Some of these cases of retarded pupils may be explained in part by some of the individuals staying out of school several years and working before entering college. In each of the groups it was found that the girls enter college at an earlier age than the boys.

The size of the school from which the two hundred fifty-five subjects came varied in enrollment in Group I, from one hundred one in Russell High School (Durant) to eight hundred twenty-three in Ardmore; in Group II, from forty in Colbert to three hundred thirty-five in Hartshorne; and in Group III, nineteen in Mount Washington to one hundred fourteen in Rattan.

TABLE I

DISTRIBUTION OF 255 FRESHMEN ACCORDING TO AGE OF EACH  
OF THE THREE GROUPS

<u>Age</u> <u>Group I</u>	<u>Frequency</u>	<u>Age</u> <u>Group II</u>	<u>Frequency</u>	<u>Age</u> <u>Group III</u>	<u>Frequency</u>
33	0	33	1	33	0
32	0	32	0	32	0
31	0	31	0	31	0
30	0	30	1	30	0
29	0	29	0	29	0
28	0	28	0	28	0
27	0	27	0	27	1
26	0	26	0	26	0
25	1	25	1	25	0
24	2	24	2	24	1
23	2	23	1	23	1
22	6	22	4	22	3
21	4	21	4	21	4
20	11	20	11	20	11
19	26	19	23	19	8
18	38	18	22	18	11
17	34	17	9	17	5
16	2	16	4	16	0
15	<u>1</u>	<u>15</u>	<u>0</u>	15	<u>0</u>
TOTAL	<u>127</u>		<u>83</u>		<u>45</u>



TABLE II

NUMBER OF PUPILS ENROLLED IN EACH SCHOOL IN EACH OF THE  
GROUPS STUDIED

<u>Group I</u>	<u>Number Enrolled</u>	<u>Group II</u>	<u>Number Enrolled</u>	<u>Group III</u>	<u>Number Enrolled</u>
Ardmore	823	Antlers	191	Achille	70
Atoka	298	Bennington	139	Albany	41
Dundee	120	Bokchito	77	Battiest	58
Durant	461	Broken Bow	246	Blue	65
Eufaula	203	Caddo	148	Bokoshe	74
Healdton	240	Calera	116	Burneyville	47
Hugo	351	Cameron	165	Caney	62
Idabel	322	Colbert	40	Cobb	70
Madill	268	Crowder	99	Courtney	42
Marietta	161	Clayton	72	Greenville	60
McAlester	760	Hartshorne	335	Kemp	58
Poteau	285	Haileyville	253	Lone Grove	75
Russell High	101	Haworth	149	Matoy	43
Wilson	284	Heavener	292	Mead	66
		Indianola	95	Mt. Washington	19
		LaFlore	81	Orr	53
		Panama	113	Rattan	114
		Quinton	115	Smithville	62
		Stringtown	65	Tom	31
		Savannah	53	Utica	72
		Soper	102	Wade	38
		Talahina	115	Wright City	65
		Tuska	63	Whitsboro	41
		Tuskahoma	80	Yarnaby	23
		Valliant	147	Yuba	46
		Wilburton	180		
		Woodville	57		
		Zanies	101		

TABLE III  
THE DISTRIBUTION OF THESE SCHOOLS ACCORDING TO THE ENROLLMENT  
IN EACH OF THE GROUPS\*

<u>Group I</u>	<u>Frequency</u>	<u>Group II</u>	<u>Frequency</u>	<u>Group III</u>	<u>Frequency</u>
801-850	1	301-350	1	101-125	1
751-800	1	251-300	2		
451-500	1			76-100	0
401-450	0	201-250	1		
351-400	1	150-200	3	51- 76	14
301-350	1				
251-300	4	101-150	10	26- 50	8
201-250	1	51-100	8		
151-200	1			0- 25	2
101-150	2	0- 50	1		

\*This is the method of classification used in A Report on College Freshmen for First Semester, 1928-29<sup>2</sup> made by the Committee on Special Studies of the Commission on Secondary Schools.

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2 Maxwell, C. R. op. cit.

The size of the school that is most frequent in Group I is that with an enrollment between two hundred fifty and three hundred; in Group II that with an enrollment between one hundred and one hundred fifty; and in Group III that with an enrollment between fifty and seventy-five.

The number of teachers employed in the sixty-seven high schools varies from one teacher and twenty-three pupils to thirty teachers and eight hundred twenty-three pupils. In Group I they vary from five teachers and one hundred one pupils to thirty teachers and eight hundred twenty-three pupils. In Group II the variation is equally as great, it being two teachers and forty pupils to seven and one-half teachers and three hundred thirty-five pupils; while in Group III the variation is from two teachers and nineteen pupils to four teachers and one hundred fourteen pupils.

The size of the school from which these students were graduated.

One hundred and twenty-seven students were graduated from schools which were members of the North Central Association. The schools represented by these individuals range from five to thirty teachers in high school. Eighty-three were graduated from schools not members of the North Central Association, but were accredited for sixteen or more units. The schools represented by this group of individuals range from three to nine teachers in high school. Forty-five individuals were graduated from schools accredited for less

TABLE IV

THE NUMBER OF HIGH SCHOOL TEACHERS EMPLOYED IN THE RESPECTIVE SCHOOLS OF EACH GROUP<sup>3</sup>

Group I	Number of Teachers	Group II	N Number of Teachers	Group III	Number of Teachers
Ardmore	30	Antlers	6	Achille	3
		Bennington	4	Albany	2
Atoka	8	Bokchito	3 $\frac{1}{2}$	Battiest	2
		Broken Bow	8	Blue	3
Dundee	8	Caddo	5	Bokoshe	4
		Calera	5	Burneyville	2 $\frac{1}{2}$
Durant	16	Cameron	5		
		Colbert	2	Caney	2 $\frac{1}{2}$
Eufaula	8	Crowder	4	Cobb	2 $\frac{1}{2}$
		Clayton	3	Courtney	2
Healdton	6	Haileyville	7	Greenville	2 $\frac{1}{2}$
		Hartshorne	7 $\frac{1}{2}$	Kemp	2 $\frac{1}{2}$
Hugo	11	Haworth	5	Lone Grove	3
		Heavener	9		
Idabel	11	Indianola	4	Matoy	2
		LaFlore	3	Mead	3
Madill	9	Panama	5 $\frac{1}{2}$	Mt. Washington	2
		Quinton	4	Orr	3
Marietta	7	Stringtown	3	Rattan	4
		Savannah	3	Smithville	3
McAlester	23	Soper	4		
		Talahina	4	Tom	2
Poteau	13	Tuska	2 $\frac{1}{2}$	Utica	3
		Tuskahoma	3	Wade	2
Russell		Valliant	5	Wright City	3
High	5	Wilburton	6	Whitsboro	2 $\frac{1}{2}$
		Woodville	3	Yarnaby	1
Wilson	9	Zanies	4	Yuba	2

<sup>3</sup> Annual Report of County and City Superintendents. 1935.  
Part I

TABLE V

## NAMES OF SCHOOLS AND THE NUMBER OF UNITS FOR WHICH ACCREDITED

<u>Group I</u>	<u>Units</u>	<u>Group II</u>	<u>Units</u>	<u>Group III</u>	<u>Units</u>
Ardmore	N.C. <sup>4</sup>	Antlers	19 $\frac{1}{2}$	Achille	15
		Bennington	17 $\frac{1}{2}$	Albany	12
Atoka	N.C.	Bokchito	17	Battiest	11
		Broken Bow	26 $\frac{1}{2}$	Blue	14
Dundee	N.C.	Caddo	19	Bokoshe	15
		Galera	22	Burneyville	15
Durant	N.C.	Cameron	18		
		Colbert	18	Caney	14
Eufaula	N.C.	Crowder	20	Cobb	11
		Clayton	17 $\frac{1}{2}$	Courtney	10
Healdton	N.C.	Haileyville	28	Greenville	12
		Hartshorne	23	Kemp	13 $\frac{1}{2}$
Hugo	N.C.	Haworth	18	Lone Grove	14
		Heavener	28		
Idabel	N.C.	Indianola	18	Matoy	12
		LaFlore	16	Mead	12
Madill	N.C.	Panama	20	Mt. Washington	11
		Quinton	24	Orr	12
Marietta	N.C.	Stringtown	16	Rattan	8
		Savannah	16	Smithville	15
McAlester	N.C.	Soper	17		
		Talahina	16	Tom	13
Poteau	N.C.	Tuska	16	Utica	14
		Tuskahoma	16	Wade	13
Russell		Valliant	18	Wright City	15
High	N.C.	Wilburton	20	Whitsboro	15
		Woodville	17	Yarnaby	0
Wilson	N.C.	Zanies	17	Yuba	10

4 North Central Association

than sixteen units. The schools represented by this group of individuals range from one to four teachers.

Table V gives the names of schools and their rating as to the number of units for which they are accredited by the State Department of Education.<sup>5</sup>

The number of units for which each school was accredited in the North Central Association or Group I varied from twenty-six and one-half to thirty-eight units. The schools in Group II, as those schools accredited for sixteen or more units, varied from sixteen to twenty-eight units, while Group III, or those school with less than sixteen units, varied from zero to fifteen and one-half units. The school from which one student graduated was not accredited for a single unit by the State Department of Education, but was received by the College on the same basis as those students graduating from the best schools in southeastern Oklahoma.

#### Occupational Classes Represented.

A study of the records of each of the three groups reveal the fact that forty-two of the one hundred twenty-seven students, or thirty-two per cent in Group I; forty-eight of the eighty-three students, or fifty-seven per cent in Group II; and twenty-five of the forty-five students, or fifty-five per cent, in Group III were sons and daughters of farmers.

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<sup>5</sup> Annual High School Bulletin No. 112J.

The others are distributed somewhat evenly among Taussig's<sup>6</sup> six occupational classes. Table VI shows the distribution according to occupational classes.

There is opportunity for a wide range of environmental conditions and social culture in each of the groups. However, we may be reasonably safe in assuming that most of them come from above the average home in their community.

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TABLE VI  
OCCUPATIONAL CLASSES REPRESENTED BY 255 PUPILS DIVIDED IN THE  
THREE GROUPS

<u>Occupational Classes</u>	<u>Group I</u>	<u>Group II</u>	<u>Group III</u>
Farmers	42	48	25
Unskilled Labor	13	5	2
Semi-skilled Labor	7	3	1
Skilled Labor	12	6	1
Business and Clerical Work	32	13	9
Professional	<u>21</u>	<u>8</u>	<u>7</u>
TOTAL	<u>127</u>	<u>83</u>	<u>45</u>

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It is interesting to note that all of the students in Group III from the professional class were sons and daughters of teachers.

Withdrawals from school at end of quarters.

Table VII shows the number and per cents of boys and girls

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<sup>6</sup> Taussig. Principles of Economics, Macmillan Company. 1913.  
12:134-148

that withdrew at the end of each of the first three quarters from each of the three groups.

TABLE VII

## WITHDRAWALS FROM SCHOOL AT END OF QUARTERS

GROUP	B O Y S				G I R L S				Per Cent Boys	Per Cent Girls	Total PerCent
	QUARTER			Total	QUARTER			Total			
	I	2	3		I	2	3				
I	1	9	1	11	6	12	4	22	27.5	25.3	26.0
II	2	6	3	11	12	4	6	22	40.7	29.2	40.0
III	3	3	1	7	4	3	1	8	30.4	36.3	33.3
TOTAL	6	18	5	29	22	19	11	52	32.9	33.6	33.2

This is the only case thus far in which the groups have failed to correlate. Group II had a greater per cent of boys and girls to withdraw from school than did Group III. Up to this time the writer has been unable to explain the reason for the change. It is possible that this is due to the fact that twelve of the twenty-five schools in Group III are within a radius of twenty-five miles of the College, while only five of the twenty-eight schools in Group II are located within the same territory.

This statement may be justified by some data that Doctor Cavens<sup>7</sup> found in his study of Higher Education in Oklahoma that forty-four per cent of all students in Teachers Colleges lived

7 Doctor L. V. Cavens. Booking Institute. Washington, D. C. Report of Higher Education in Oklahoma. Ch.IV. p.88



within twenty-five miles of the College, and that sixty-seven per cent of the freshmen lived within fifty miles of the institution.

Number in Graduating Classes in Schools of all Groups.

In each of the groups studied there were more girls than boys graduating in the spring of 1935. Therefore, you would normally expect a larger number of girls to enroll in college. Southeastern Teachers College was no exception. As stated before, there were eighty-nine boys and one hundred sixty-six girls. There were few classes in which the boys outnumbered the girls. These were exceptional classes.

The classes in the different groups varied considerably. Group I varied in number from twelve in Dundee to one hundred fifty-four in Ardmore. Group II varied from seven in Colbert to Fifty-nine at Hartshorne. Group III varied from one in Yarnaby to eighteen in Blue. There was a wide variation in the sizes of classes in each group.

The per cent of Freshmen that were high school honor students in each of the groups.

From the one hundred twenty-seven students in Group I, there were only six students classed as valedictorians, salutatorians, or honor students; of the eighty-three students in Group II, there were fourteen students that were classed as valedictorians, salutatorians, or honor students; and of the forty-five students in Group III, fifteen were classed as valedictorians, salutatorians, or honor students.

TABLE VIII

THE NUMBERS OF BOYS AND GIRLS IN EACH OF THE GRADUATING CLASSES OF 1935

Group I	Boys	Girls	Total	Group II	Boys	Girls	Total	Group III	Boys	Girls	Total
Ardmore	84	70	154	Antlers	20	21	41	Achille	2	11	13
Atoka	30	23	53	Bennington	2	16	18	Albany	3	4	7
Dundee	5	7	12	Bokohito	5	3	8	Battiest	3	6	9
Durant	30	50	80	Broken Bow	9	21	30	Blue	8	10	18
Eufaula	18	24	42	Caddo	11	20	31	Bokoshe	5	7	12
Healdton	12	21	33	Calera	8	14	22	Burneyville	3	2	5
Hugo	26	27	53	Cameron	4	22	26	Caney	6	3	9
Idabel	23	28	51	Colbert	3	4	7	Cobb	7	3	10
Madill	32	30	62	Crowder	7	9	16	Courtney	3	4	7
Marietta	13	17	30	Clayton	5	10	15	Greenville	3	3	6
McAlester	52	75	127	Haileyville	13	16	29	Kemp	3	10	13
Poteau	31	28	59	Hartshorne	29	30	59	Lone Grove	1	6	7
Russell				Haworth	12	13	25	Matoy	3	2	5
High	13	14	27	Heavener	31	29	60	Mead	1	4	5
Wilson	22	33	55	Indianola	6	10	16	Mt. Washington	2	2	4
				LaFlore	5	5	10	Orr	1	3	4
				Panama	6	7	13	Rattan	5	6	11
				Quinton	5	7	12	Smithville	4	6	10
				Stringtown	3	5	8	Tom	1	2	3
				Savannah	3	4	7	Utica	4	8	12
				Soper	12	16	28	Wade	4	4	8
				Talahina	9	7	16	Wright City	3	3	6
				Tuska	2	3	5	Whitsboro	1	2	3
				Tuskahoma	10	6	16	Yarnaby	0	1	1
				Valliant	7	11	18	Yuba	2	5	7
				Wilburton	11	10	21				
				Woodville	2	9	11				
				Zanies	7	7	14				
<b>TOTAL</b>	<b>381</b>	<b>447</b>	<b>828</b>		<b>247</b>	<b>335</b>	<b>582</b>		<b>78</b>	<b>117</b>	<b>195</b>

Table IX shows the number of valedictorians, salutatorians, and other honor students and the per cent in each group.

TABLE IX

## HONOR STUDENTS ENROLLED

	<u>Valedictorians</u>	<u>Salutatorians</u>	<u>Honor Students</u>	<u>Per Cent</u>
GROUP I	3	1	2	4.75
GROUP II	6	5	3	16.85
GROUP III	6	7	2	33.33

It is not the intention of the writer to attempt to prove the better students from the larger schools do not attend college, but he is trying to show that they did not attend the teachers college. The better students from the smaller schools did attend Southeastern Teachers College in larger numbers. This is possibly due to the fact that a large per cent of these students from the smaller schools lived closer to the institution.

The Number and Per Cent of Grades of Each Group.

In Group I there were one hundred twenty-seven students making a total number of one hundred ninety-five A's, or ten and six-tenths per cent of the total grades were A's. They made five hundred ten B's, or twenty-seven and eight-tenths per cent B's; eight hundred fourteen C's, or forty-four and three-tenths per cent C's; two hundred forty-one D's, or twelve and nine-tenths per cent D's; seventy-seven F's, or three and six-tenths per cent F's; ten I's,<sup>8</sup> or five-hundredths per cent I's; seven W's<sup>9</sup>, or four hundredths

<sup>8</sup> I means Incomplete

<sup>9</sup> W means Withdrew From Class.

per cent W's. In Group II eighty-three students made eighty-five A's, or seven and two-tenths per cent of the total grades were A's; three hundred twenty-four B's, or twenty-seven and four-tenths per cent B's; five hundred sixty-eight C's, or forty-eight per cent C's; one hundred forty-eight D's, or twelve and five-tenths per cent D's; thirty-nine F's, or three and three-tenths per cent F's; fifteen I's, or one and three-tenths per cent I's; three W's, or twenty-five hundredths per cent W's. In Group III forty-five students made forty-four A's, or six and five-tenths per cent of the total grades were A's; one hundred sixty-eight B's, or twenty-two and one-tenth per cent B's; three hundred twenty-five C's, or forty-eight and five-tenths C's; eighty-six D's, or twelve and eight-tenths per cent D's; thirty-eight F's, or five and seven-tenths per cent F's; five I's, or eighty-three hundredths per cent I's; and three W's, or five-tenths per cent W's of the total grade made. There is one slight deviation from the correlation and that is Group II made three-tenths per cent less F's than Group I. This is possibly due to the fact that in Group II a number failed to complete all their work and received an I rather than fail.

TABLE X

THE NUMBER OF DIFFERENT GRADES AND THE PER CENT MADE BY EACH OF THE GROUP OF THE 255 STUDENTS STUDIED

Group I	No.	Per Cent	Group II	No.	Per Cent	Group III	No.	Per Cent
A	195	10.6	A	85	7.2	A	44	6.5
B	510	27.8	B	324	27.4	B	168	22.1
C	814	44.3	C	568	48.0	C	325	48.5
D	241	12.9	D	148	12.5	D	86	12.8
F	77	3.6	F	39	3.3	F	38	5.7
I	10	.05	I	15	1.3	I	5	.83
W	7	.04	W	3	.25	W	3	.5
TOTAL	1854	100.00		1182	99.95		669	99.93

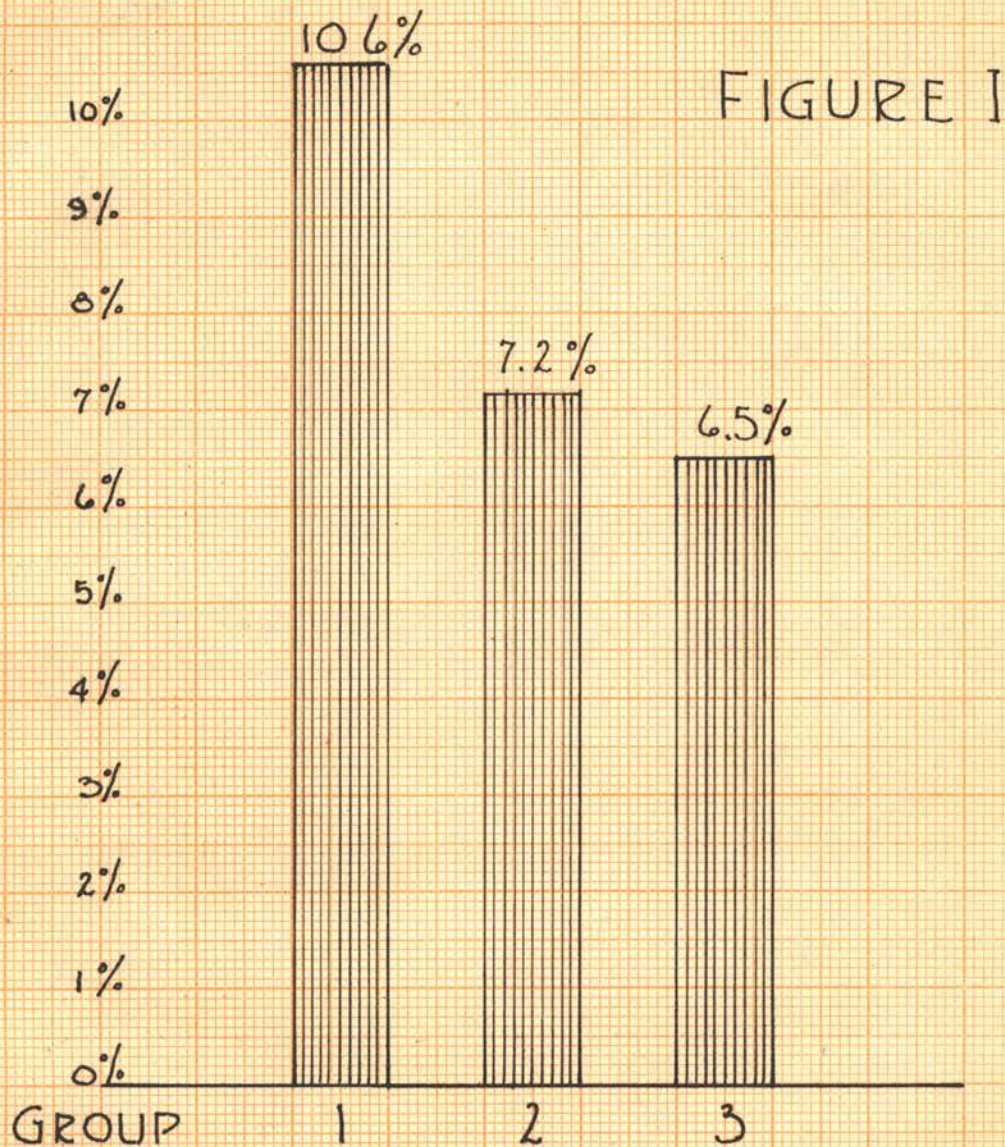


FIGURE I SHOWS THE PERCENTAGE OF A'S RECEIVED BY THE THREE GROUPS OF TWO HUNDRED FIFTY FIVE STUDENTS STUDIED

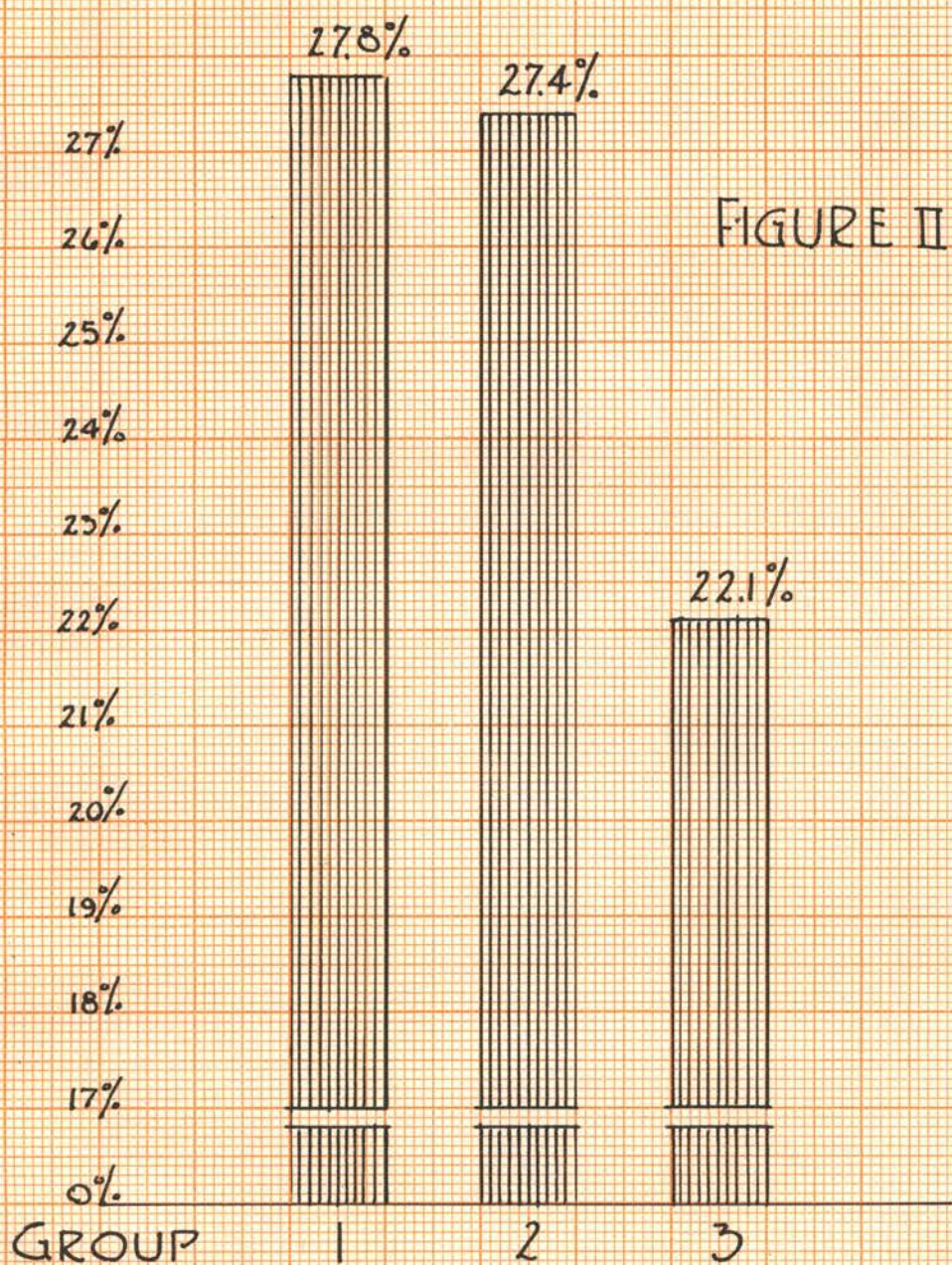


FIGURE II SHOWS THE PERCENTAGE OF B'S RECEIVED BY THE THREE GROUPS OF TWO HUNDRED FIFTY FIVE STUDENTS STUDIED

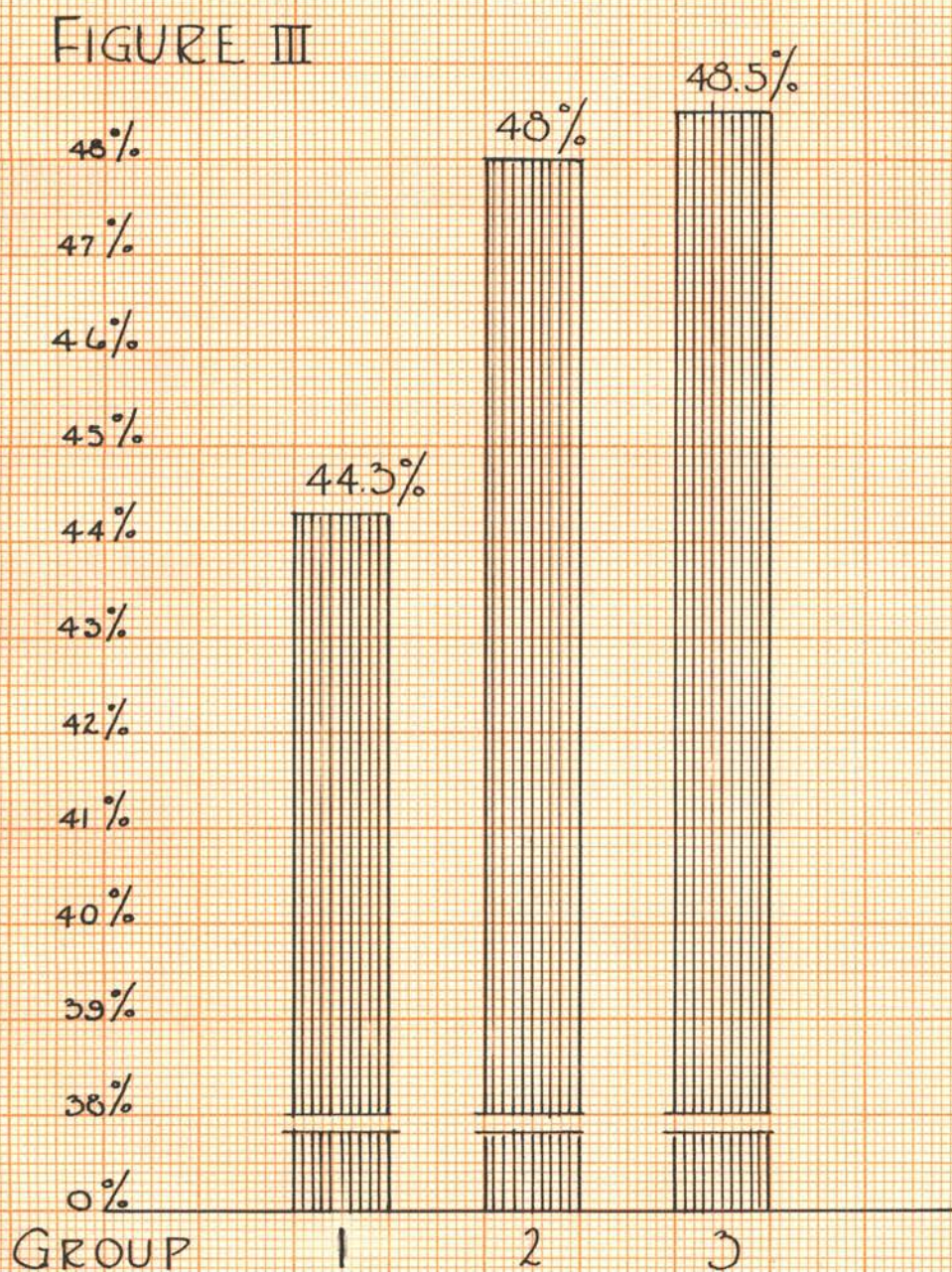


FIGURE III SHOWS THE PERCENTAGE OF C'S RECEIVED BY THE THREE GROUPS OF TWO HUNDRED FIFTY FIVE STUDENTS STUDIED

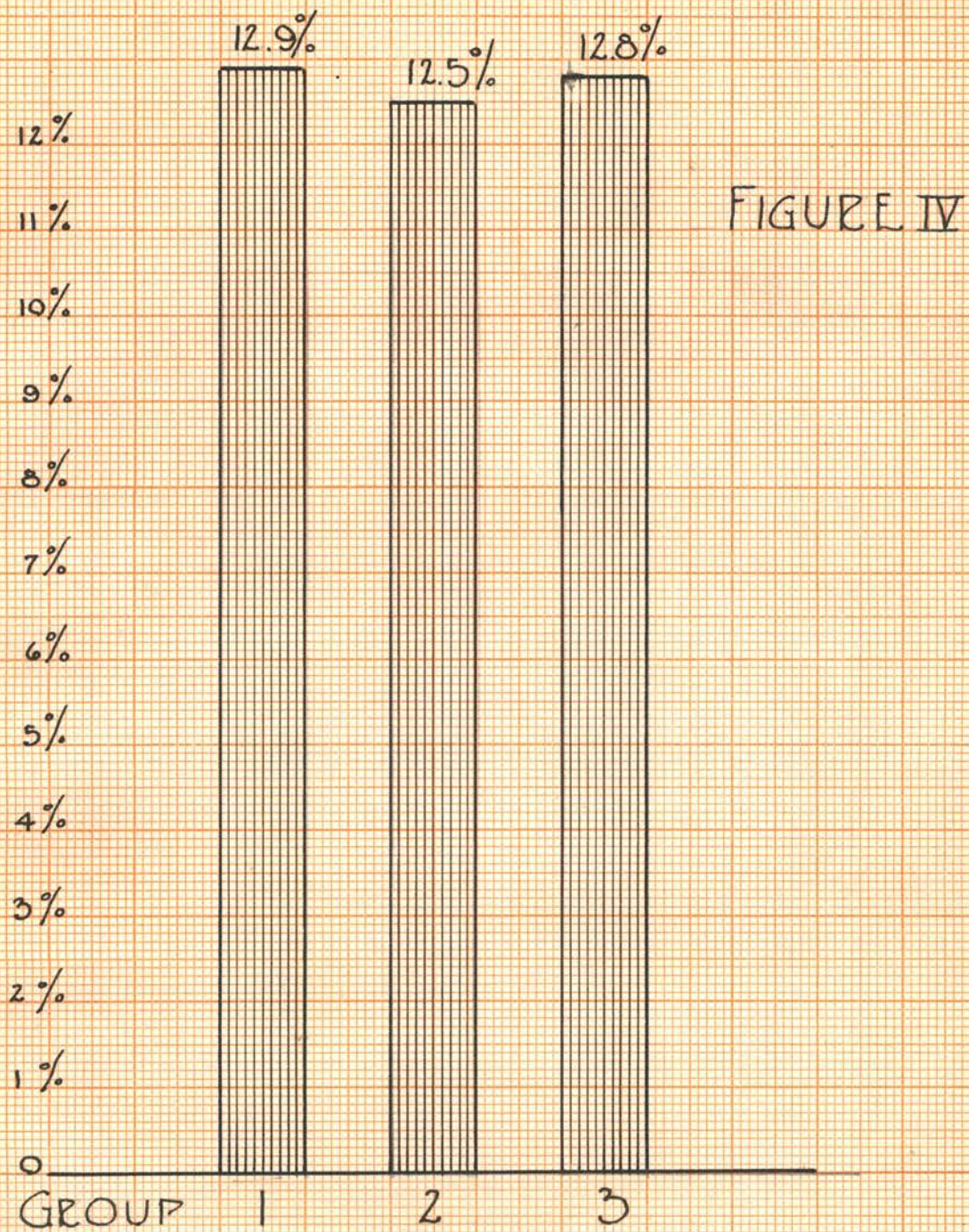


FIGURE IV SHOWS THE PERCENTAGE OF D'S RECEIVED BY THE THREE GROUPS OF TWO HUNDRED FIFTY FIVE STUDENTS STUDIED



FIGURE V

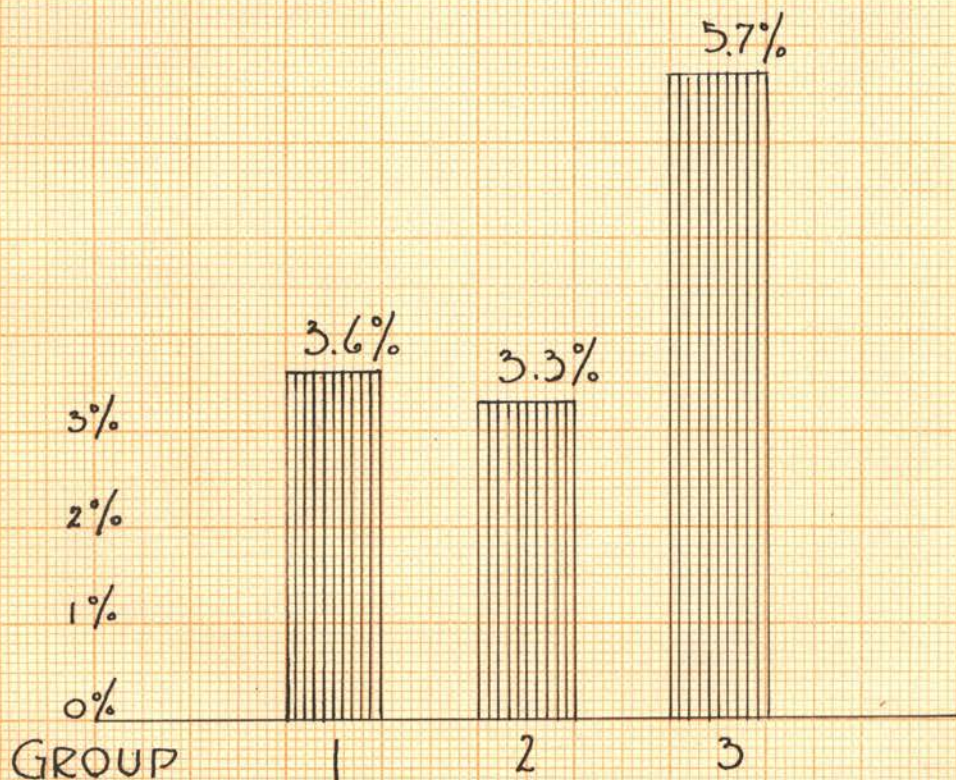
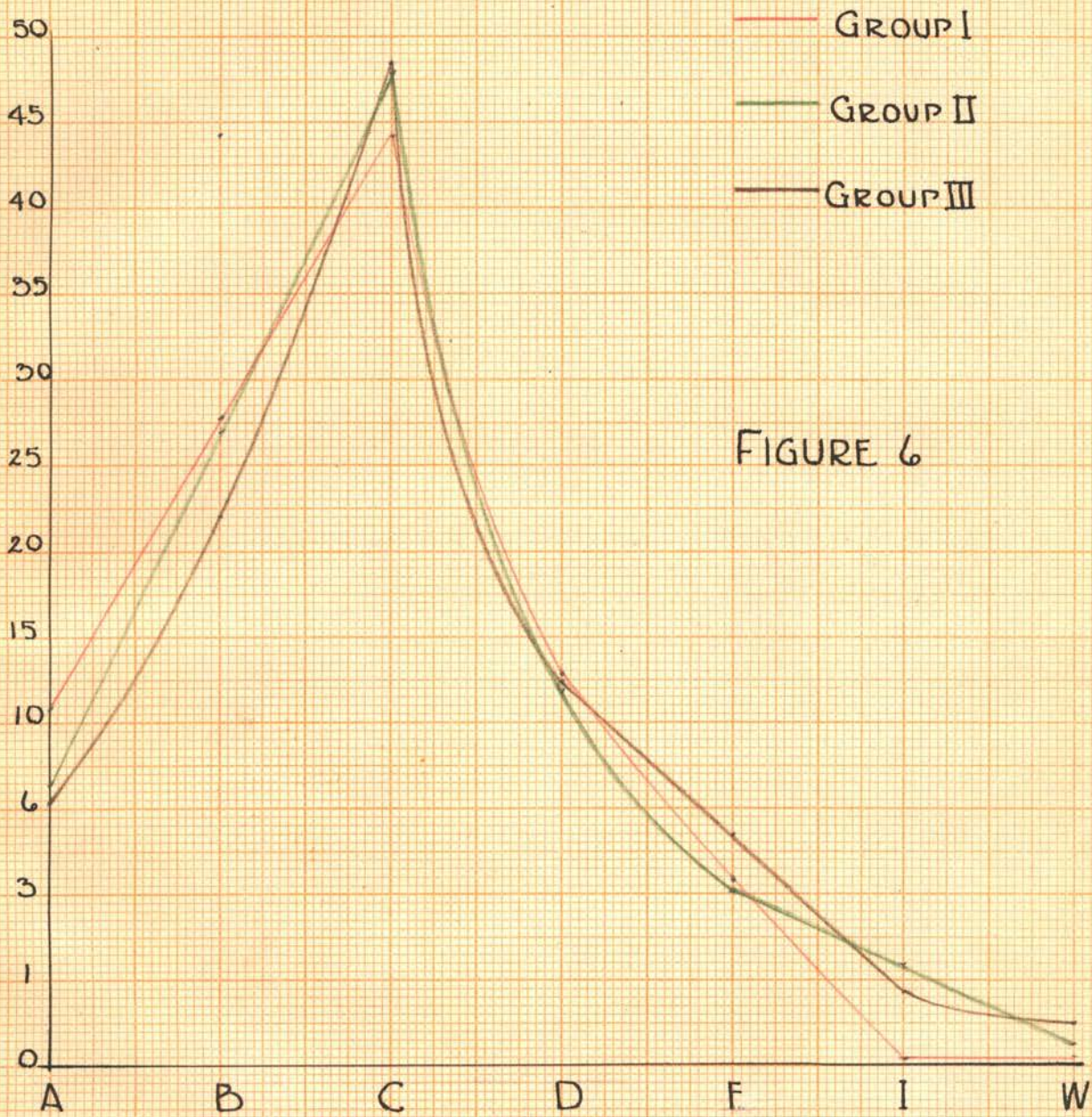


FIGURE V SHOWS THE PERCENTAGE OF F'S RECEIVED BY THE THREE GROUPS OF TWO HUNDRED FIFTY FIVE STUDENTS STUDIED.



COMPARATIVE GRAPH OF THE  
THREE GROUPS STUDIED

## CHAPTER V

## SUMMARY AND CONCLUSION

To summarize the statement in the foregoing chapters, we say:

1. Approximately half the freshmen students attending Southeastern Teachers College are local students of the institution. That is, their homes are located within a radius of twenty-five miles of the institution.
2. There are more girls that attend the Teachers College than boys.
3. The larger and the better equipped the schools are in southeastern Oklahoma, the younger the students are when they enroll in college.
4. The students from the larger schools that have been rated as members of the North Central Association do a better grade of work in college than either the students from schools that are fully accredited, but not members of the North Central Association, or those students from schools accredited for less than sixteen units.
5. The per cent of boys and girls withdrawing from school are approximately the same; the boys being thirty-three per cent, and the girls being thirty-three and one-half per cent.
6. The Southeastern Teachers College gets the outstanding students from the smaller schools, while it gets only the average students from the larger schools.

7. The chance for success in college offered by the schools of southeastern Oklahoma varies according to the size of the school.

In conclusion of the study of records and data of the freshmen students in Southeastern Oklahoma attending Southeastern Teachers College, it is found that the larger and the better equipped schools graduate students that are better prepared to do freshman work in college than the students that are graduated from the smaller and more inadequately equipped schools.

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