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THE UNIVERSITY OF OKLAHOMA

GRADUATE SCHOOL

A SURVEY OF THE JUNIOR-SENIOR HIGH SCHOOL OF MAUD, OKLAHOMA

A THESIS

A SURVEY OF THE JUNIOR-SENIOR HIGH SCHOOL OF MAUD, OKLAHOMA

APPROVED FOR THE DEPARTMENT OF SCHOOL ADMINISTRATION

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Balyeat

MASTER OF EDUCATION

J. L. Wade

Elsworth Collins

194435

BY

HERBERT R. RICHARDSON

Norman, Oklahoma

1938

UNIVERSITY OF OKLAHOMA

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A SURVEY OF THE JUNIOR-SENIOR HIGH SCHOOL OF MAUD, OKLAHOMA

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BY

[REDACTED]

General

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In this survey an effort has been made to discover the practices and conditions that exist in the Maud School and to make recommendations therefor.

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reference to the following subjects: (1) The School Plant; the size and location, the utility facilities, and the separate departments with their equipment. (2) The Pupil Population; enrollment and attendance, failures and retardation, race and socio-economic status. (3) The Curriculum; influences affecting curriculum-making, required courses, and

1. Bender, John P., Survey Report of the Purcell Public Schools, 1931-32, Preface.

elective fields. (4) Extra-Curricular Activities; finance and pupil participation

CHAPTER I

INTRODUCTION

This study attempts to discover, for the writer and

The chief objective of a school survey is to reveal clearly the essential facts as to practices and conditions. If good practices and conditions are found they should be pointed out and the maintenance of them encouraged. If undesirable practices are found the nature and consequences of them should be shown and suggestions for improvement should be made.¹

In this survey an effort has been made to discover the practices and conditions that exist in the Maud School and to make recommendations concerning them.

The Problem

The purpose of this study is to make a survey of the Junior-Senior High School of Maud, Oklahoma with particular reference to the following subjects: (1) The School Plant; the size and location, the utility facilities, and the separate departments with their equipment. (2) The Pupil Population; enrollment and attendance, failures and retardation, race and socio-economic status. (3) The Curriculum; influences affecting curriculum-making, required courses, and

1. Bender, John F., Survey Report of the Purcell Public Schools, 1931-32, Preface.

2. Oklahoma Educational Directory, 1937-38, pp. 8-44.

elective fields. (4) Extra-Curricular Activities; finance and pupil participation

Justification for the Study

This study attempts to discover, for the writer and all others who may be interested, the advantages and disadvantages of the school plant; the per cent of pupil failure and retardation; and the solution of various curricular and extra-curricular problems that exist in the Maud Junior-Senior High School. The writer believes that this study will be of value to him in his future work, and hopes that others may profit from his efforts.

School and Community

"Maud is an independent school district"¹ employing 27 teachers and having an enumeration of 819 pupils. It is one of the 63 schools in Oklahoma which employs between 20 and 30 teachers.²

The Maud Schools are in Joint District 117, which is located in the southeastern corner of Pottawatomie county at the western extremity of Seminole county. The district contains approximately three and one-half square miles of territory. About two square miles of the district is farm

1. School Laws of Oklahoma, 1937, Section 130, p. 37.

2. Oklahoma Educational Directory, 1937-38, pp. 8-44.

land, while the remainder includes the city of Maud, a Sinclair-Prairie oil camp, and a Magnolia oil camp and tank farm. About two and one-fourth square miles of the district are in Pottawatomie county and the remaining one and one-fourth are in Seminole county.

Figure 1 shows the general shape of the district, the sections of land which it includes, and the location of the high school building. The building is located in Seminole county, but the schools are affiliated with Pottawatomie county.

The district depends, to a very great extent, upon public utilities and corporations for revenue since it is small and other resources are few.

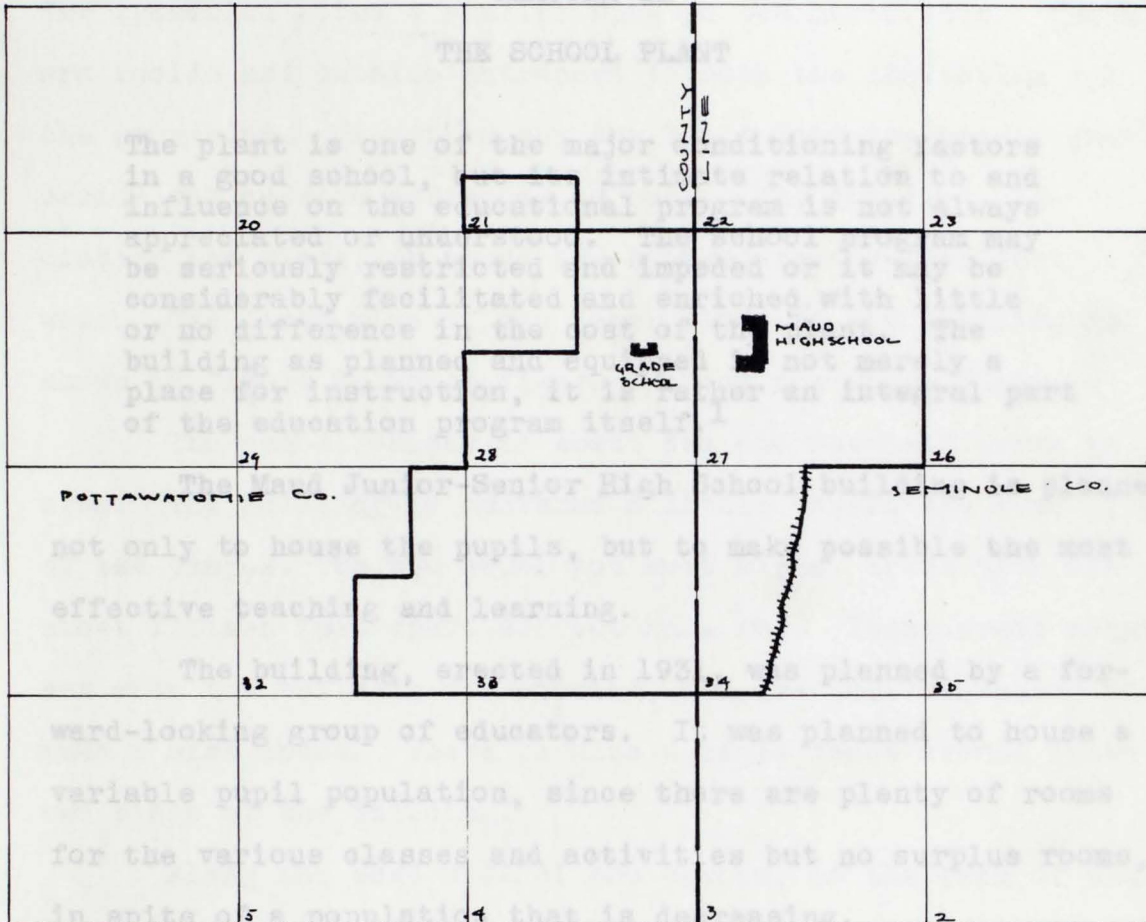
The city school system consists of three buildings, the junior-senior high school building and two grade school buildings; however, only one of the grade buildings is being used. This condition was brought about by a rapid decrease in population. The population of the city of Maud, according to the 1930 census was 4,326, but the present population is approximately 2,500.

Sources of Data and Methods Used

Primary data used in this study were of two kinds; that which was available as a part of the permanent records of the school, and additional data which were made possible through careful observation and measurement.

CHAPTER II

THE SCHOOL PLANT



MAP OF MAUD DISTRICT

FIG. 1

The building is of red brick with facings and other decoration of white stone. It is a two-story structure of the flat roof type. The main building, which faces west, is two hundred feet long and a little more than fifty feet wide. The front entrance is on the west side of the building.

1. Cooperative Study of Secondary School Standards, Section K, 1937, p. 3.

The auditorium, beginning about the center of the main building and extending eastward, forms a wing on the north side.

CHAPTER II
THE SCHOOL PLANT

The plant is one of the major conditioning factors in a good school, but its intimate relation to and influence on the educational program is not always appreciated or understood. The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place for instruction, it is rather an integral part of the education program itself.¹

The Maud Junior-Senior High School building is planned not only to house the pupils, but to make possible the most effective teaching and learning.

The building, erected in 1931, was planned by a forward-looking group of educators. It was planned to house a variable pupil population, since there are plenty of rooms for the various classes and activities but no surplus rooms, in spite of a population that is decreasing.

The building is of red brick with facings and other decoration of white stone. It is a two-story structure of the flat roof type. The main building, which faces west, is two hundred feet long and a little more than fifty feet wide. The front entrance is on the west side of the building.

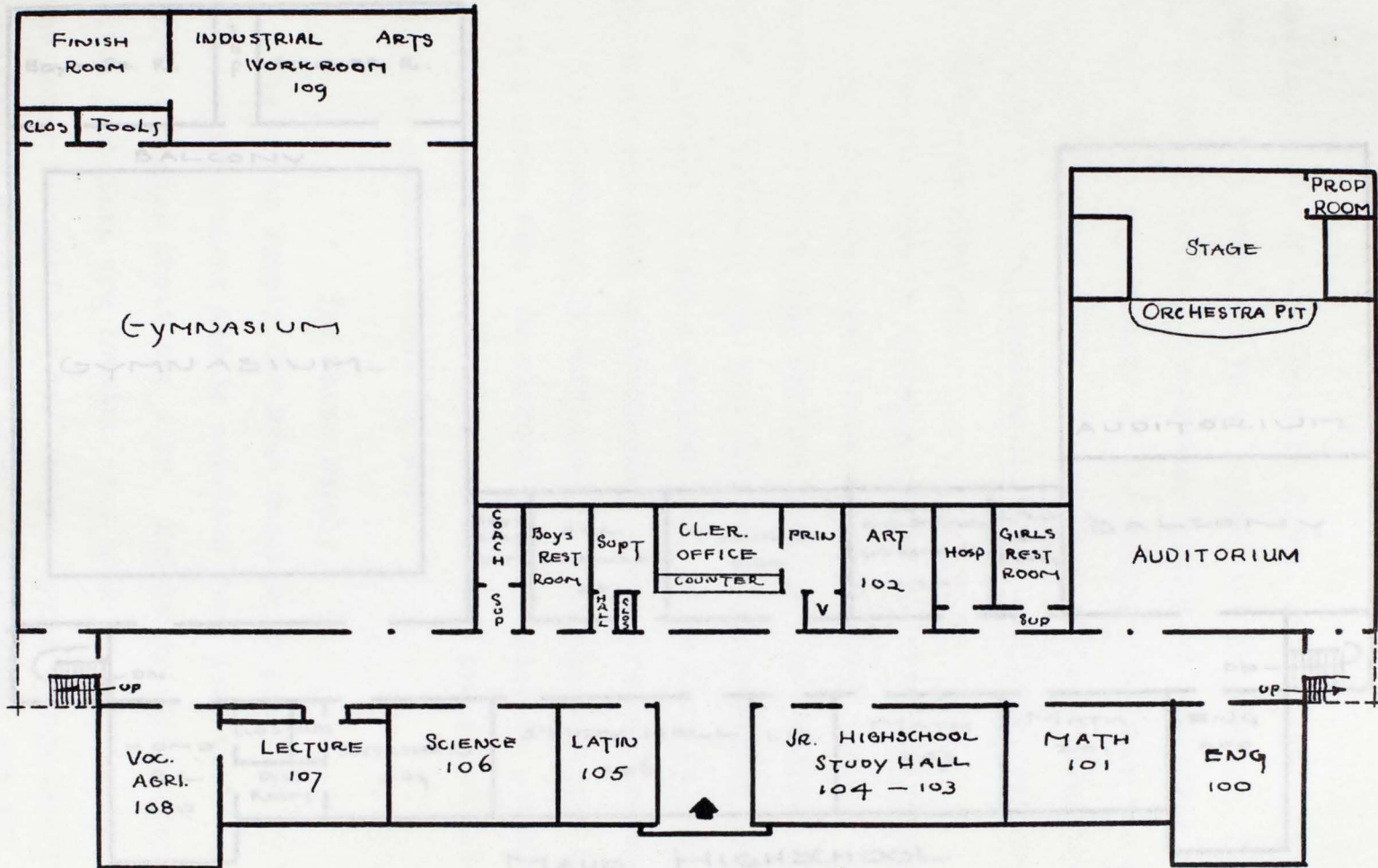
1. Cooperative Study of Secondary School Standards, Section K, 1937, p. 3.

The auditorium, beginning about the center of the main building and extending eastward, forms a wing on the south side. The gymnasium forms a similar wing on the north side. There are inside and outside entrances to both the auditorium and the gymnasium. Ticket booths are built into the spaces just beside the outside entrances to both. The building, including the wings, is about two hundred twenty-four feet wide. The floor plan of the lower floor of the building is shown in figure 2, while figure 3 shows the upper floor.

The school campus is about two and one-half acres in area. The building is centered a little toward the east side of the campus. On the south and west sides, trees that are about fifteen feet apart are set in a row. These trees were set when the building was erected, and are just beginning to make a nice shade. There is also a cable fence around these two sides of the building.

Along the east side of the campus, at the back of the building, is a wire fence. A shed for housing the busses is built directly behind the building, near the fence. This shed contains storage tanks for gasoline and oil for the busses.

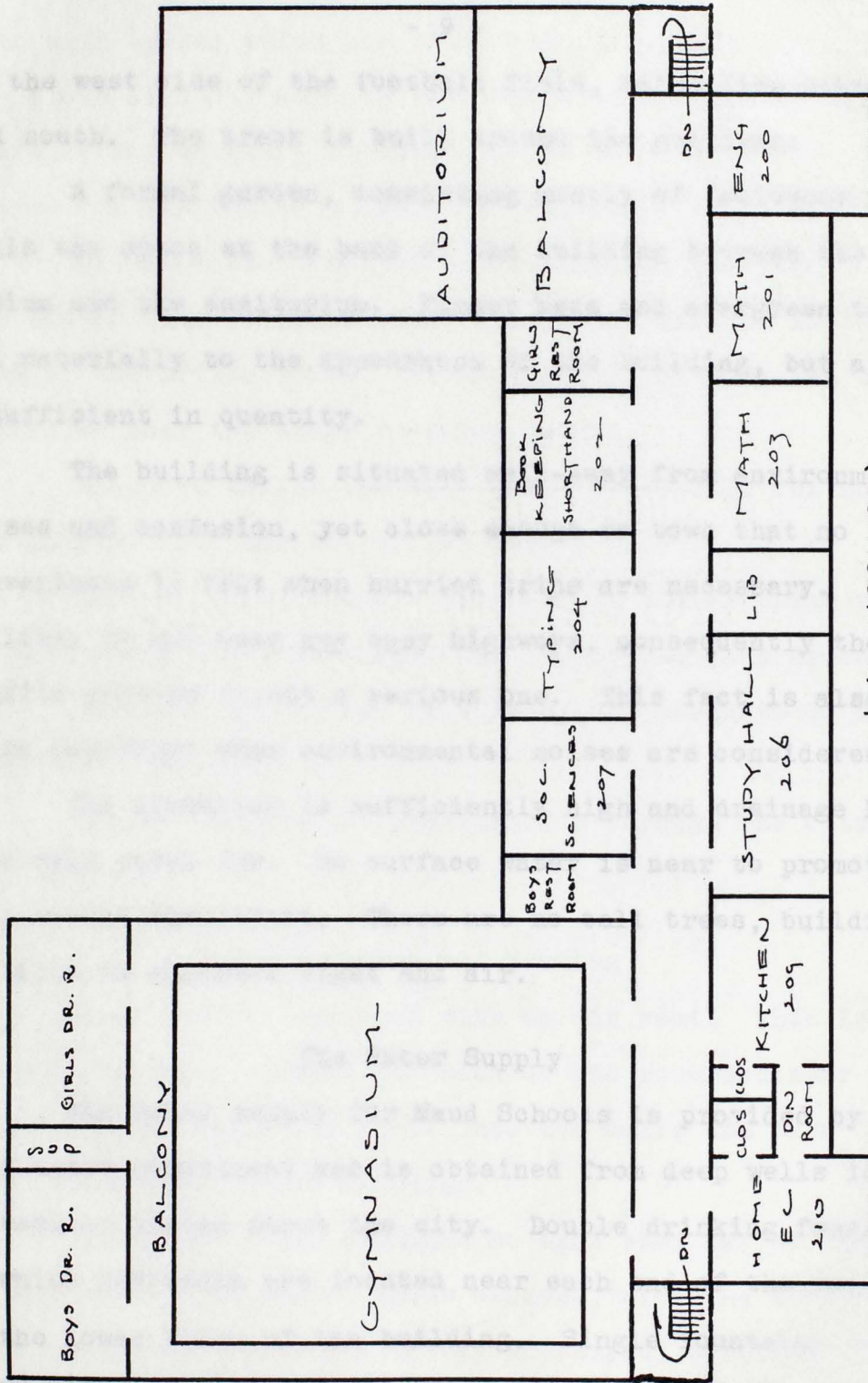
North of the campus is the athletic field. The approximate area of this field is three and one-half acres. Convertible bleachers are installed during football season



MAUD HIGH SCHOOL
LOWER FLOOR PLAN

Fig 2

SCALE 1" = 28'



MAUD HIGH SCHOOL

UPPER FLOOR

FIG 3

SCALE 1"=28'

at the west side of the football field, which lies north and south. The track is built around the gridiron.

A formal garden, consisting mostly of deciduous plants, fills the space at the back of the building between the gymnasium and the auditorium. Flower beds and evergreen trees add materially to the appearance of the building, but are insufficient in quantity.

The building is situated well-away from environmental noises and confusion, yet close enough to town that no inconvenience is felt when hurried trips are necessary. The building is not near any busy highways, consequently the traffic problem is not a serious one. This fact is also quite important when environmental noises are considered.

The elevation is sufficiently high and drainage has been well cared for. No surface water is near to promote poor health conditions. There are no tall trees, buildings, or hills to obstruct light and air.

The Water Supply

The water supply for Maud Schools is provided by the city water department and is obtained from deep wells located in various places about the city. Double drinking fountains of white porcelain are located near each end of the corridor on the lower floor of the building. Single fountains are located directly above on the upper floor. These are set back

into wall spaces which are lined with black and white tile. The floor directly beneath the fountains is also of tile. There is one drinking fountain at the east end of the gymnasium for the use of players or visitors.

An adequate number of lavatories are provided. There are two in each of the student rest rooms and one in the rest room of the office force. An additional lavatory has been installed near the stage dressing rooms.

Adequate toilet facilities are accessible for both the student body and the office force.

Shower facilities are provided in the dressing rooms in the gymnasium. There are four showers in each dressing room. Lavatory and toilet facilities are adequate in these dressing rooms also.

Sewage disposal is provided for through the city sewage system.

Ventilation and Heating

Each room is equipped with an air vent. This is located, usually, toward the back of the room and near the floor. These vents are built into the walls and have their openings on top of the building.

The windows are arranged so that they may be opened at both top and bottom. These windows, with the transoms over the doors, provide a fairly successful system of cross-

ventilation. The gymnasium is provided with enough windows, that may be regulated, so that the temperature within the gymnasium may be easily controlled.

The building is heated with gas radiators and stoves. These furnish sufficient heat for the warming of all the rooms, however appearances would be improved if only radiators or stoves were used.

Clock and Bell System

The building is equipped with a very elaborate, electric clock and bell system. Besides the control clock, which is in the office, there is a double-faced clock located in the center of the corridor on each floor of the building. There are also clocks in the auditorium, gymnasium, and the upstairs study hall.

The bell system is connected with the clock and the bell rings automatically, thus no time is lost by having the principal, janitor, or some member of the staff, stop his work to ring the bell at the end of the class period. Besides the bells which ring in the corridors, there is a buzzer in each room which sounds at the same time. This prevents the possibility of any class being held overtime.

Telephone System

The outside telephone is in the clerical office. One extension telephone is in the superintendent's office.

Another was originally located in the principal's office, but this telephone was moved to the counter in the clerical office. This made the telephone more accessible to the students.

The switchboard for the school telephone system is located in the outer office, near the control clock. Telephones are installed in the music room, beneath the auditorium stage, in the manual arts department, in the home economics department, in the upstairs study hall and in the coach's supply room in the gymnasium. The buzzers in each room are also connected with this system and at a given signal the teacher reports to the office. The telephone system is a very great convenience to the administrative force.

Lighting

The window space for the building is approximately twenty per cent of the floor space, which, on clear days, is enough to insure a sufficient amount of natural light. The windows are equipped with double, translucent shades that may be adjusted at both top and bottom.

Throughout the building there is an average of one semi-direct artificial light for each 294 square feet of floor space.

The lights in the corridors are equipped with switches that require keys for operation. This is for economy in

lighting, since the students are not able to operate the switches.

Another instance of economy in lighting is in the study hall lights. The lights are operated by two switches so that the lights near the windows need not be turned on when only the ones on the darker side of the room are needed. The gymnasium lights are also operated with separate switches so that if all the playing surface is not being used it is not necessary to use all of the lights.

There are lights on the outside of the building for use when some program is being rendered.

The Offices

"In all schools the office layout should provide at least three divisions; (1) an outer office which may be used as a waiting room; (2) a room or space for clerical work which may be separated from the outer office by a counter; and (3) a private office for the principal."¹

This describes the offices in the Maud School very effectively; however, in addition, there is a private office for the superintendent. The offices are located in the center of the lower floor and are accessible from all parts of the building. In the outer office there are mail boxes for

1. Cox and Langfitt, High School Administration and Supervision, p. 77, 1934.

the teacher's mail, the electric control clock and the switch board for the school telephone system. A counter about three and one-half feet high and two and one-half feet wide separates the outer office from the clerical office. Beneath the counter is storage space for blank forms of all kinds.

The clerical office, which is 25 feet long and 12 feet wide, is equipped with two desks, a typewriter, adding machine, and two steel filing cabinets. One of these cabinets is used for enrollment cards, office grade sheets, attendance records and other information about the pupils. In the other cabinet are kept records and reports such as; The North Central Association accrediting report, Annual accrediting report, and transportation reports of the state department of education.

To the south of the clerical office is located the principal's office. This office is about 12 feet wide and 10 feet long. It is equipped with a desk and typewriter. The vault is built into the west wall of the principal's office. This is of steel and is fire proof. In the vault are kept permanent records and other things that are valuable.

To the north of the clerical office is the office of the superintendent. This is the same size as the principal's office. The major equipment of this room is a large desk and chair. A large closet, in which the superintendent keeps

A door connects the - 15 - with 107 which was originally built into the west wall of the superintendent's office. There is a mimeoscope kept in the superintendent's office. A separate door from the superintendent's office opens into a short hall, leading to the main corridor. The rest room for the office force is on the north side of this hall.

The Science Department

The science department consists of three rooms and is located at the north end of the lower floor. These rooms were originally planned for two laboratory rooms and one lecture room; however, two of the rooms have been taken for other purposes. Room 106 is now used as the science room. It is 28 feet long and 21 feet wide. The equipment in this room consists of a large desk, equipped for using different kinds of apparatus, a sink, an aquarium, and sets of maps and charts for physiology, geography and biology. A large closet contains smaller equipment, supplies and special science books. The floor is prepared with utility outlets so that new laboratory equipment can be installed easily. The total value of the equipment in the science department for the year 1937-38, according to the accrediting report, is \$1162.62. Movable arm chairs are used for seating the students in this room.

A door connects this room with 107 which was originally the lecture room. This room is smaller than 106 since it is only 15 feet wide, although it is the same length. The only equipment in the room is a teacher's desk and regular student's desks.

This department might be more effectively used if more equipment were installed.

There is also a connecting door between rooms 107 and 108. Room 108, which is 21 feet wide and 28 feet long, was originally planned as a physics room. The equipment consists of heavy science tables and a sink. Smaller equipment and supplies are kept in a large storage closet. Since Vocational Agriculture has been added, room 108 has been the agriculture room. Equipment added includes filing cabinets for records of projects, and book cases for an agriculture library and pamphlets from the agriculture department at Washington. Laboratory stools are used for seating the students. According to the accrediting report for the year 1937-38 the value of equipment for this room is \$492.25.

Ample blackboard space is provided in each of the rooms in this department.

The Mathematics Department

There are three rooms designed especially for the teaching of mathematics. They are rooms 101, 201 and 203.

Each room is 21 feet wide and 28 feet long. A special feature of these rooms is the extra amount of blackboard. The boards, with cork display boards above, extend entirely across both ends of the room and along one side, leaving only room for the closet. There is 198 square feet of blackboard space in each of these rooms. Special equipment for these rooms include graph charts, board compasses, board protractors, and approximately three times as much crayon as for the other rooms.

The Social Studies Department

There is but one room designed especially for social studies. Room 207 is 22 feet long and 21 feet wide. Special equipment for this room includes extra display boards and bulletin boards for current events, a set of maps, and a large world globe.

The English Department

Rooms 100 and 200 were designed for English rooms. Extra bulletin boards and appropriate pictures are among the special features of these rooms. Each of these rooms is 21 feet wide and 28 feet long. Room 105 is sometimes used as an English room. It is a small room and is more commonly used as a Latin room, since the Latin classes are usually small. This room is 21 feet wide but only 16 feet long.

LIBRARY

UNIVERSITY OF OKLAHOMA

The Commercial Department

This department consists of two rooms, 202, and 204. Room 202 is the typing room and 204 is the shorthand-bookkeeping room. These rooms are separated by a partition in which the upper portion is glass. The typing room is 30 feet long and 21 feet wide. It is equipped with 24 special typing tables, heavy, comfortable chairs, and typewriters. Adequate blackboard space and display boards are along the west side of the room.

The shorthand-bookkeeping room is equipped with 12 specially built bookkeeping desks. In addition to these, because of the increased demand for commercial subjects, 13 regular desks have been placed in this room. This room is 21 feet wide and 24 feet long. The mimeograph is kept in this room, also. The total value of equipment for this department for the year 1937-38 was \$2274.59.

The Home Economics Department

The home economics department consists of three rooms, the kitchen, dining room and the sewing room. This department joins the upstairs study hall on the north and fills the rest of that end of the building. The kitchen, which is 21 feet wide and 28 feet long, is well equipped with metal top work tables which have connected stools and gas

hot plates. There are five of these tables, four for the students and one for the teacher. Between each two tables are two sinks. The teacher's table also has its sink. The hot plate at the teacher's table is elevated so that demonstration is made easier. Other kitchen equipment includes an ice box, metal garbage can, two dish towel racks, and various small items of equipment which are kept in the drawers of the work tables. A pantry about six feet wide and ten feet long is built into the north wall of the kitchen. The six-burner stove has two baking ovens, one warming oven, and one broiling oven. A separate water heater has been installed in this department.

The dining room which is about 12 feet wide and 14 feet long contains a dining room suite and an attractive stove.

The sewing room, which is 21 feet wide and 28 feet long, is equipped with four large cutting tables, five electric sewing machines, an ironing board and electric iron, a pinking machine, and a triple mirror. A large storage closet contains small equipment and a rack for hanging the garments on which the students are working. Equipment in this department for the year 1937-38 was valued at \$2263.23.

The music room is located in the auditorium building on the stage. This location is suitable because the music does not bother the other classes. This room has sliding doors

The Industrial Arts Department

The industrial arts department is located at the east end of the gymnasium and is completely away from the rest of the classrooms. This is an advantage because the noise of the machines cannot disturb the other classes. The major equipment in this department consists of:

8 work benches	1 band saw
1 joiner	1 drill
1 rip saw	1 sanding machine
1 glue table	1 steel lumber rack
2 wooden lumber racks	1 lathe
1 filing case	2 clamp racks with many sizes of clamps
1 display board	

The work room is 21 feet wide and 52 feet long. To the north of the work room are the finishing room, supply room and paint room. The finishing room is 15 feet wide and 18 feet long. It contains lockers for unfinished articles, a long work table, and a sink. The water heater for the gymnasium dressing rooms is located in this room, also. The paint room is used to store paints and varnishes. The supply room contains small tools such as hammers, chisels, augers, planes, bits, hand saws, etc. The equipment in this department was valued at \$3111.31 for the year 1937-38.

The Music Department

The music room is located in the auditorium beneath the stage. This location is suitable because the music cannot bother the other classes. This room has sliding doors

in the center that close and form the two stage dressing rooms. There is an entrance to this room from the orchestra pit and an entrance from each side of the stage.

Because most of this room is underground, at times water seeps into it. To relieve this situation an electric pump has been installed. The windows in this room are on the east side. Equipment includes a piano, large storage closets for stage properties and storage space for band instruments that dampness would not affect. The blackboards in this room have music staves painted on them.

The auditorium stage is used for band and orchestra practice.

Room 102, which was originally designed as an art room, is now used as part of the music department. Long tables for musical instruments, clothes rack for band uniforms and filing cabinets for music form the major part of the equipment in this room. Equipment in this department for 1937-38 was valued at \$1734.53.

The Physical Education Department

The most valuable asset to the physical education department in the Maud School is the gymnasium. It is located in the north wing of the building. It is 70 feet wide and 87 feet long. The floor is of hardwood. The central basket ball court fills the major part of the gymnasium and

lies east and west. By removing the convertible bleachers, which are set up along the north wall, the gymnasium may be made into two smaller basket ball courts that lie north and south. This aids the coach in the early stages of training his teams. The wrestling mats are hung directly beneath the goals at each end of the basket ball court. This helps to protect the players when they hit the wall. Other gymnasium equipment is the punching bag, the rings, walking ladders and benches for the players.

Two iron, spiral stairways at the east end of the gymnasium lead upward to a balcony about five feet wide which extends entirely around the gymnasium at a height of ten feet from the floor. Benches for spectators are built on the balcony.

At the east end of the gymnasium, on the balcony, are the dressing rooms. These rooms are 18 feet wide and 32 feet long. Locker space, showers, toilet and lavatory facilities are adequate. The boys' dressing room is on the north and the girls' dressing room on the south. Between these two rooms, with a window which opens into the boys' dressing room, is a supply and check room for football, basket ball and track equipment. Student managers care for and are responsible for the equipment in this room. Located at the southwest corner of the balcony is an electric score board. Two doors from the building open into the gymnasium on the balcony.

At the right of the lower inside entrance from the building is the coach's supply room. The scales, first aid equipment, balls etc. are kept in this room.

The Auditorium

The auditorium is located in the south wing of the building. It is 50 feet wide and 70 feet long. The stage, in the east end, is 30 feet wide and 21 feet deep. A property room is built on the south side, backstage.

The auditorium contains a total of 604 seats of which 160 are in the balcony. The stairs leading to the balcony are in the northeast corner of the main floor. There is an entrance from the upper floor of the building into the balcony. The projection room for pictures is built in the center of the balcony.

Study Halls

There are two study halls. One, on the first floor, has been made by removing a partition and placing two rooms together. This is used for the junior high school. It is 44 feet long and 21 feet wide and is equipped with 75 regular classroom seats.

The regular high school study hall is on the upper floor. It is equipped with study tables and chairs. This hall is approximately the same size as the junior high hall.

At the south end are the loan windows for library books. The card catalog is placed to the left of the loan windows.

At the north end of the study hall are the service doors from the home economics department. These windows are very convenient when the study hall is used for a cafeteria or banquet room. Hot meals were served in the study hall to the indigent children during the year 1937-38.

Library

There are about 240 feet of shelf space in the library. This room is 14 feet wide and 21 feet long. There are also magazine racks, card files, book slides, a work table, and a desk in this room. The accrediting report shows that there is a total of 1737 books listed. Of this group 517 are English fiction; 230 English non-fiction; 58 European history; 119 American history; 103 other social studies; 77 science; 133 vocation agriculture; 51 home economics; 14 dictionaries; 50 encyclopedias; 386 general books. There is a good selection of books; however additional copies of some of these books are needed. Recent encyclopedias are needed because of the demand for biographies of modern authors.

The library is placed in charge of some instructor who has had library training. This instructor is given one period each day for a library period. Students assist in the library. During the year 1937-38 N. Y. A. assistants

helped in the mending and cataloging of books during the library period and before and after school. The books are cataloged according to the Dewey Decimal System.

Supply Rooms

Supply room is adequate. There is at least one closet for the instructor in each classroom. The office has sufficient supply room. The janitor's supply rooms are conveniently located. There is a supply room inside of each of the student rest rooms on the lower floor and just outside the rest rooms on the upper floor. An additional one joins the coach's supply room near the gymnasium.

Rest Rooms

Rest rooms are adequate for the needs of the student body and the office force. There are rest rooms for both boys and girls on each floor. Built in connection with the girls' rest room on the lower floor is the hospital room. This room is used primarily for girls who become ill while at school. The most frequent users of this room are bus students.

Corridors

The floors of the corridors are of concrete, as are the floors in the science department. All other floors are of wood.

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Lockers for the students are built into the west walls of the upper and lower floors, between the doors to the class rooms. Trophy cases are built into the east wall of the lower corridor near the office doors. Bulletin boards, for posting information of importance to the students, are located just outside of the office doors.

Conclusions and Recommendations

1. The Maud Junior-Senior High School building is very efficiently planned for the needs of the pupils which it houses; however, the outside appearance could be improved by a more extensive program of landscape gardening.

2. The major part of the building is being used with maximum efficiency under present financial conditions. Efficiency could be increased in the science department by the addition of needed equipment and in the library by the purchase of additional copies of books of which the library already has one copy, and a more recent set of encyclopedias.

3. The heating system of the school is adequate but appearances would be greatly improved by the use of only one type of heating equipment, either all radiators or all stoves.

4. Artificial lighting equipment is well placed. Natural lighting can be easily controlled by the use of shades that are adjustable at both top and bottom. A careful check of this equipment should be made. The check would

reveal any worn equipment and remove hazards in the lighting system that might result from broken switches or worn wire.

5. The auditorium is well situated on the side of the building that is most easily accessible from town. The seating capacity is adequate for most of the occasions when the auditorium is used. The auditorium might be more advantageously used if the projection room were equipped for a program of visual education.

6. The gymnasium is well planned and well placed, however the students do not have the proper regard for equipment. There should be an extension of the physical education program to make better use of this excellent gymnasium and better cooperation on the part of the students in preservation of equipment should be encouraged.

7. Rest room facilities are adequate for students and the office force. Additional rest rooms might be considered for the teaching force.

1. Bender, John F., Survey Report of the
Schools, 1931-32, p. 95.

The ninth grade enrollment presents the most difficult problem, since it is here that there is the greatest fluctuation in the number of students. The number is estimated by checking the number of students that finished the eighth grade.

CHAPTER III PUPIL POPULATION

According to the Purcell School Survey, the pupil population is of prime importance in planning the organization of the school system. The number of persons in school determines the nature of the school plant, the number on the teaching staff, the supplies to be furnished and the budget to be raised. The task of school officials may be modified by a large floating population, presence of parochial schools, and evasion of attendance laws.¹

Enrollment

The number of students in the Maud Junior-Senior High School is estimated by using the previous year's enrollment lists, school enumeration lists, transfer lists, and retention lists. The seventh grade estimate is made by checking the number of students that finished the sixth grade the previous year.

1. Bender, John F., Survey Report of the Purcell Public Schools, 1931-32, p. 95.

In the Maud Schools there has been a high positive correlation between scholastic achievement and attendance.

The ninth grade enrollment presents the most difficult problem, since it is here that there is the greatest fluctuation in the number of students. The number is estimated by checking the number of students that finished the eighth grade in the Maud School and the transfer blanks that were sent to schools in the surrounding territory during the previous year. Because the number of students will not remain static during the year, care must be taken in forming classes that may decrease too rapidly or become too easily overloaded.

Enrollment in the Maud Schools takes place the week before school begins. One-half day is allowed for the enrolling of each separate grade, beginning with the seniors and continuing through the seventh grade. Before enrollment the principal checks the permanent record of each child for the required subjects and the electives that he shall take.

The enrollment for each grade at the end of the first month of school for 1937-38 was as follows:

Seniors	44	Freshmen	77
Juniors	51	Eighth grade	55
Sophomores	77	Seventh grade	54

Prompt enrollment is stressed so that there will be no lost hours of instruction.

Attendance

In the Maud Schools there has been a high positive correlation between scholastic achievement and attendance.

More than 80 per cent of the students who belong to honor societies have a perfect attendance record. An honor cup is awarded at the end of each six weeks to the grade which has the highest average in attendance. At the end of the year a certificate of award is given to each student who has a perfect attendance record.

Attendance records are kept by the school secretary in a separate attendance book. Her record is made from the semi-daily class reports of the teachers.

In Table I is recorded the days of attendance in the Maud Junior-Senior High School. Fifteen pupils attended school one month or less; 17 attended between one and two months; 15 attended between two and three months; 12 attended between three and four months; 29 attended between four and five months; nine attended between five and six months; 13 attended between six and seven months; 23 attended between seven and eight months; and 259 attended between eight and nine months.

In most cases where attendance is low, it is due to the fact that most of those students moved, rather than that they were irregular in attendance.

As to subjects in which there were no failures, there was a total of 203 pupils. In six subjects, with a total enrollment of 315 there were failures of 10 per cent or more. The highest per cent of

TABLE I

ATTENDANCE IN THE MAUD JUNIOR-SENIOR HIGH SCHOOL, 1937-38

Days Attended	Pupils in Grades						Total
	Seven	Eight	Nine	Ten	Eleven	Twelve	
1- 10	0	3	3	4	0	0	10
11- 20	3	0	2	0	0	0	5
21- 30	2	1	2	3	0	0	8
31- 40	4	1	0	2	1	1	9
41- 50	3	0	3	3	0	1	10
51- 60	1	1	1	1	0	1	5
61- 70	2	0	2	0	0	1	5
71- 80	2	1	2	1	0	1	7
81- 90	4	5	1	4	1	2	17
91-100	2	3	2	1	1	3	12
101-110	1	1	1	2	0	0	5
111-120	1	0	1	1	0	1	4
121-130	2	2	1	3	0	0	8
131-140	1	0	1	2	1	0	5
141-150	0	1	3	0	1	3	8
151-160	2	1	3	5	4	0	15
161-170	2	7	17	6	5	6	43
171-180	31	34	37	42	42	30	216
Total	63	61	82	80	56	50	392

Failures

The failures in the high school subjects for the year 1937-38 are shown in Table II. In the 12 subjects in which there were no failures, there was a total of 223 pupils. In six subjects, with a total enrollment of 315 there were failures of 10 per cent or more. The highest per cent of

TABLE II
FAILURES IN THE HIGH SCHOOL SUBJECTS, 1937-38

Subject	Number Enrolled	Number of Failures	Per cent of Failures
Agriculture I	14	1	7.14
Agriculture II	14	0	0.00
Algebra I	60	4	6.66
American History	53	1	1.88
Band	9	0	0.00
Biology	27	0	0.00
Bookkeeping	21	1	4.76
Civics	58	9	15.51
Commercial Geography	25	0	0.00
English I	78	13	16.87
English II	60	4	6.66
English III	52	3	5.77
English IV	40	1	2.50
General Mathematics	63	8	12.69
General Science	55	5	9.09
Geometry	21	0	0.00
Home Economics I	26	2	7.69
Home Economics II	14	0	0.00
Industrial Arts I	16	1	6.25
Latin I	8	1	12.50
Latin II	12	1	8.33
Modern History	41	1	2.44
Music Theory	13	0	0.00
Oklahoma History	61	9	14.75
Physical Geography	30	0	0.00
Physics	9	0	0.00
Psychology	20	0	0.00
Public Speaking	19	0	0.00
Shorthand	23	1	4.35
Sociology	22	0	0.00
Typing	47	7	14.89
Total, grades 9-12	1011	73	7.22

failure was in English I with 16.87 per cent. Attention is called to the fact that in most of the 12 subjects in which there were no failures the pupils were, to a certain extent, selected. In geometry, for example, there were 21 enrolled and no failures. Only those students who plan to enter college are required to take geometry. This eliminated many students who would undoubtedly have failed. Another selected group is in band. Most students take band and music theory because they like them; consequently they will work harder. Notice is also called to the fact that the largest enrollment in any of these 12 subjects was 30, while the average enrollment in them was only 18.6. This leads to the conclusion that better work may be accomplished in smaller classes.

Age-Grade Distribution

The age-grade distribution of the students from the seventh through the twelfth grades is shown in Table III. The over-ageness in the ninth grade is 59.5 per cent. This is certainly unsatisfactory and should be carefully studied. The tenth grade over-ageness was 50.6 per cent, another unsatisfactory condition. The retardation in the eleventh and twelfth grades is a little less than that of the other grades in the high school. Total retardation is 49.9 per cent, which is a very unfavorable situation.

TABLE III

AGE-GRADE DISTRIBUTION

Ages as of September, 1937

Ages	7th	8th	9th	10th	11th	12th	Total
11	1						1
11½	4	3					7
12	18	1	1				20
12½	9	1	0				10
13	8	16	1				25
13½	5	10	3	1			19
14	2	9	15	6			32
14½	6	10	14	7			37
15	1	4	15	13	4		37
15½	5	1	5	13	7	1	32
16	0	1	13	14	13	4	45
16½	1	0	5	9	4	4	23
17	1	2	3	7	15	12	40
17½	0	2	3	5	4	10	24
18	1	0	3	3	2	1	10
18½		0	2	2	3	6	13
19		1	1	1	0	8	11
19½			0	0	0	2	2
20			0	0	0	0	0
20½				0	0	1	1
21				0	1	0	1
21½				0	0	0	0
22					0	0	0
22½					0	0	0
23						1	1
Total	62	61	84	81	53	50	392
Normal							
Age	27	26	29	26	17	22	147
Over							
Age	30	30	50	41	25	19	195
Under							
Age	5	5	5	14	11	9	49
Percentage:							
Normal	43.5	42.6	34.5	32.1	32.1	44.0	37.6
Over	48.4	49.2	59.5	50.6	47.2	38.0	49.9
Under	8.1	8.2	6.0	17.3	20.7	18.0	12.5
Percentage--considering as normal one year above and one year below the true normal age.							
	64.5	77.0	63.0	76.5	88.7	72.0	73.6

Very few of the parents of this group own the farms on which

By allowing for one year above and one year below the normal age a much better situation is found. This can be allowed because many students are nearly seven years of age when they enter school. If the normal ages are allowed to include the year above and below the per cent of retardation is materially lessened. This would increase the percentage of the eleventh grade from 32.1 per cent to 88.7 per cent, which more than doubles the amount. A decided increase is shown in each grade.

Socio-Economic Status of the Parents

The parents of approximately 46 per cent of the pupils of the Maud School work, in some capacity, for oil companies. Many of the students are transferred while others live in town. These students have good homes in modernized oil camps and their parents have good jobs. Probably the worst effect that the occupations of the parents have on these pupils is that of too frequent moving. Unless the parents are actively, alertly interested in their children and understand what changing schools too frequently can do for them, the children are likely to become disinterested because they are not able to orient themselves successfully. They become dull pupils and discipline problems and may lose a year of work very easily.

Sixteen per cent of the pupil population live on farms. Very few of the parents of this group own the farms on which

The attendance records show a total of 309 students who attended school between eight and nine months, these children have few of the advantages that most children have.

The parents of 27 per cent of the pupils have the usual occupations of small town folk--merchants, mechanics, and clerks.

The parents of the remaining 11 per cent of the pupils are "Odd Job" workers. These pupils present, as in most schools, problems in lack of books and supplies as well as lack of food and clothing.

Race

The majority of pupils in the Maud School belong to the white race. There are a few Indians of mixed blood, but no full bloods. There are no negroes in the district, consequently there is no separate school.

Conclusions and Recommendations

1. The enrollment is very effectively handled with the minimum loss of time on the part of students and the office force; however, enrollment might be handled more quickly through one of the more recent systems of pre-enrollment, that is, enrollment made during the last semester of the previous year.

2. The attendance records show a total of 259 students who attended school between eight and nine months. This is 66 per cent of the total enrollment for the year. Few students are lost for reasons other than moving.

3. A positive correlation between good attendance and scholastic achievement was shown by the fact that more than 80 per cent of the honor societies members were perfect in attendance. The importance of regular attendance as an element in satisfactory work should be stressed.

4. The retardation of pupils of the Maud School is more than 49 per cent. This is certainly a bad condition. When one year above and below the normal age is allowed the retardation is still high. The causes for retardation should be studied very carefully and remedial measures applied in the worst cases.

5. The percentage of failures in the high school subjects was more than seven per cent. The causes of these failures should be carefully investigated for the individual pupils.

6. There is great variation in failures in the high school subjects. Part of this is due to elective subjects; however standards of work and promotion should be considered carefully when failures are studied.

labor are shortening the hours of work, something must be done to train the people in the worthy use of leisure time.

CHAPTER IV

THE CURRICULUM

The curriculum or educational program of the school is the most important and consequently the most difficult to evaluate. It should include all those desirable experiences planned in organized form for the education of youth. They can only be really educative when they are selected to promote the changing functions of the school, which today dominantly relate to the orientation and guidance of youth in those significant areas of living where the education of other social institutions are inadequate. Intelligent and ethical citizenship, occupational orientation and guidance in purposeful use of leisure time are among the desirable outcomes of secondary education.¹

The secondary school curriculum includes not only the classroom work of the student, but all the activities in which the student participates while under the direction of the school.

The fact that the American people are no longer content with a strictly academic curriculum has added to the complexities of curriculum construction and is making it necessary for the schools to have a changing curriculum rather than a static one. Since the economic forces of

1. Cooperative Study of Secondary School Standards, Section D, 1937, p. 3.

labor are shortening the hours of work, something must be done to train the people in the worthy use of leisure time.

There are a number of forces or influences that have their effects on the secondary school curriculum, namely: tradition, religion, colleges, texts, law, official requirements by state department, accrediting agencies, local school authority, educational theories and philosophies, and endowed institutions. Of these probably the most outstanding is the college influence, which is felt in many ways. Certain entrance requirements are set up for the student who is to enter college, and the majority of text books are written by college teachers. However, in some schools many of these influences are being broken down. The student is able, more and more, to take subjects he needs and desires and avoid college entrance subjects, if he does not intend to attend college. The writing of text books by high school teachers, who know more about the needs of the high school student, is becoming a more general practice.

Among the challenges of present day conditions in secondary school curriculum is the need for training in consumer education, training for the prevention of crime, and training to meet the ever-changing status of the home. In addition to these problems, we find the schools confronted with the problem of safety education, because of the numerous accidents that are occurring daily.

The required courses include:
In studying the curriculum of the Maud schools there are several phases to be considered. The school operates under the 6-6 plan. The junior and senior high schools are in the same building, thereby making it possible for the junior high school students to have the instruction of subject specialists as the high school students do.

The school day begins at 8:45 A. M. and closes at 4:00 P. M. for the students. The teachers are required to report at 8:20 in the morning, at 12:45 in the afternoon, and stay until 4:20.

The lunch period is one hour and fifteen minutes long. It begins at 11:45 and lasts until 1:00 o'clock. This enables those students who live some distance from the building to eat at home, when otherwise they would have to bring their lunch. It also enables the music director to have an extra period for chorus work. The chorus period begins at 12:30 and lasts until 1:00. The students enrolled in this chorus class are given activity credit.

There are six class periods of one hour each. However in the junior high school two classes are taught in one period, for instance, writing and English, or spelling and reading.

During the school year 1937-38 Maud was accredited for 28 units, of which, as in most schools, 16 are required for graduation.

The required courses include:

English-----4 units Mathematics-----2 units
American history--1 unit Natural science----1 unit
Oklahoma history-- $\frac{1}{2}$ unit Civics----- $\frac{1}{2}$ unit
Modern European history--1 unit

TABLE IV

CURRICULAR OFFERINGS AND ENROLLMENT, 1937-38

Courses offered	Units offered	Number enrolled	Per cent of total class enrollment	Per cent of total pupil enrollment
English	5	251	23.41	100.89
Mathematics	3	155	14.44	62.25
Social Studies	3 $\frac{1}{2}$	210	19.59	84.31
Foreign Language	2	24	2.24	9.64
Natural Science	4	154	14.45	61.48
Applied Science	5	84	7.84	33.57
Commerce	3	95	8.86	38.55
Others	2 $\frac{1}{2}$	99	9.24	39.76
Total	28	1072	100.00	

In Table IV is recorded the number of units of work offered by the Maud School during 1937-38 with the total number of students enrolled in each subject and per cent enrolled in each subject, based on total class enrollment and on total pupil enrollment. There are five units of English offered, including speech. Since there are only 249 students enrolled, the 100.89 per cent is accounted for by the fact that some students take more than one English class. Since many of them will follow the occupations

The large enrollment in English is brought about by the requirement of four units of English. The small enrollment in foreign language is accounted for by the fact that Latin is a college entrance subject and a great many students have no desire to enter college.

The majority of students in the Maud School are regularly enrolled. Of 249 students in the high school 215 take four units of work. Nine take fewer than four subjects, 13 take more than four units but less than five, while 12 are enrolled for five units of work.

Since 46 per cent of the pupil population is represented by children whose parents work for oil companies and must move frequently, this school has a greater number of students who have been enrolled in some other school, and more numerous withdrawals than do those schools in cities in which the population is comparatively static.

This group of students presents a major curriculum problem. What shall be offered? In case the student must leave soon, will the same course be offered in the school to which he will go? Other children whose parents are transferred to Maud, enter the school, having been taught different subjects and methods, having used different texts, and not knowing how long they will remain. How shall these students be cared for? Shall special courses be offered to children of this group? Since many of them will follow the occupations

For the past two years - 43 - we have offered courses in

of their parents, are there any fitting courses that may be offered for them, such as chemistry, advanced mathematics, metal shop and general shop.

Because the subjects mentioned above as best suited for these students require a great amount of concentration of effort and study on the part of the pupil, and because of the difficulty of accomplishing this study, are these subjects worth a place in the curriculum? Since the group changes rather rapidly, is there enough demand for these courses, when academic, and college preparatory courses must be excluded, if they are placed in the curriculum?

Not only does this migratory group present a problem in the choice of subjects that must be placed in the curriculum, but also in the stabilization of courses of study. For this group, a lowering of requirements in the amount of work to be accomplished is essential and much repetition of work, with which the other students are already familiar, is necessary. This group cannot always do the immediate work of the class. Any make-up work that they must do, before they can accomplish the future work of the class, must be taken into consideration when the class assignments are made. This lowering of requirements has a bad effect on all students in the class, since they, too will suffer because the scope of the subject has been lessened.

For the past two years Maud has offered courses in Vocational Agriculture. These were offered because they were practical subjects for the students who lived on farms; however, the teacher of these courses found many tenant farmers who were not in sympathy with his program, because they had no way of knowing the length of tenure on any farm and consequently had no desire to build that farm.

The daily programs of the seventh and eighth grades are also divided into six periods. Two of these periods are for study hall. These grades take six subjects. History and arithmetic, are taught one hour daily while a one-hour period is divided for English and writing and for reading and spelling. Students in these grades are permitted to enroll in band as an extra-curricular subject.

The grading system in the Maud school is that of the 100 per cent figure method. A student is given, as nearly as possible, the exact grade he makes. The grades are given at six weeks intervals. The daily grades of the pupil are valued as two-thirds of the six-weeks average, while the six-weeks test is valued as one-third of this average. The semester grade is found by taking the average of the three six-weeks grades and the semester test grade. A separate six-weeks test is not given when the semester test is given, but a part of the semester test is designated as the six-weeks test and graded on the basis of 100 per cent. The same questions

are also given their relative weight on the semester test. A grade of 70 or above is considered passing, but those below 70 are failing.

In the seventh and eighth grades, a student who fails in two or more basic subjects on the years average is retained. Reading, spelling, English, history and arithmetic are considered the basic subjects.

The elective fields in the first year of high school are: manual training I, home economics I, general science and agriculture I. Beginning with the second year, Latin I, music theory, geography, both commercial and physical, agriculture II, and home economics II are added to the list of electives. Beginning with the third year and continuing through the fourth year are Latin II, bookkeeping, typing, physics, sociology and psychology which are offered as electives.

Conclusions and Recommendations

1. The problems of curriculum construction are very complex because of numerous forces and influences. Among these are college entrance requirements, economic problems involving labor, and the changing status of the home. A constant study of curriculum revision is necessary to meet the problems of a changing curriculum.

2. The trend in curriculum making seems to be away from college entrance requirements and toward more practical courses. The Maud school officials have kept pace with this trend in framing the curriculum of their school. Educators must be constantly on guard when new trends are being studied so that only the worthy may be given a place in the curriculum.

3. The school operates efficiently under the 6-6 plan of organization. This is the plan best suited to buildings, number of teachers, and equipment.

4. Forty-six per cent of the parents of the pupils work for oil companies. Special consideration should be given this group of students when the curriculum is being planned. Some additional practical courses would be metal shop, chemistry, and advanced mathematics.

5. There is a large floating population. More one-semester courses should be considered for this migratory group.

6. Vocational agriculture is being eliminated from the school because of lack of interest in and demand for the subject. Measures should be considered for creating increased interest in the school and community for this very practical course.

of the curriculum. Athletics in some respects occupies the rightful place as part of the educational program.

CHAPTER V

EXTRA-CURRICULAR ACTIVITIES

The main purpose of extra-curricular activities, according to Dr. Briggs, is "To teach the people to perform better those desirable things they will do anyway."¹ This has caused a great deal of difficulty in the schools because of the different interpretations of its meaning. Schools do not agree on which shall be curricular and which extra-curricular. A subject may be curricular in one school and extra-curricular in another.

Finance

The most outstanding difficulty of any extra-curricular program is finance. The board of education should be given credit for the large percentage of the cost of extra-curricular activities which it bears in providing sponsors, coaches, gymnasiums, utilities, etc. The tendency is toward a still larger percentage of the cost to be borne by the school. Choruses, bands, and orchestras are becoming part

1. Fretwell, Elbert K., Extra-Curricular Activities, 1931, p. 5.

1. Fretwell, Elbert K., Extra-Curricular Activities, 1931, p. 453.

of the curriculum. Athletics in some schools is taking its rightful place as part of the physical education program.¹

Most activity programs are financed by the proceeds of the event that is being sponsored. It is the opinion of some that in too many cases this method of finance is poor, because it tends to commercialize the athletic program to such an extent that winning teams are necessary if financial obligations are to be met. When the program becomes commercialized the true value of the extra-curricular program is lost. The program will reach only the best qualified in each separate field and will be of little value to the many who really need training.

In the Maud School the principal is in complete charge of the extra-curricular program and is responsible only to the superintendent. He has complete control over the financing of the program aside from those things furnished by the board of education. He may appoint teachers to various duties, such as selling and collecting tickets.

In the Maud School the sponsoring of athletics as interscholastic sports has the highest place in the extra-curricular program. The sports sponsored in 1937-38 were football, basket ball, and track. The last two were sponsored for the seventh and eighth grades also.

1. Fretwell, Elbert K., Extra-Curricular Activities, 1931, p. 455.

Pupil Participation

At the beginning of the year the names of 32 boys were sent to the Oklahoma High School Athletic Association. These boys were certified as eligible for participation during the first semester. Of this group 20 lived in the city of Maud, while the remaining 12 were transferred from the small rural districts near Maud where no high schools were maintained. This presented a very serious problem for the school; that of transportation for those students who were capable and would like very much to participate in the athletic contests but were unable to provide their own transportation. This evil was partially remedied by giving the last period of the day as an athletic period, thus enabling students, who could arrange their classes so that they could participate, to ride home on the school bus when it made its regular run.

The first athletic program for the year 1937-38 was football. Forty boys reported for practice, however there were only 23 of these who actually participated in any game during the season. Following football was basket ball with 17 boys participating in this sport. Track had only 10 boys who participated.

No athletic sports are sponsored for girls. This was partially due to the prevalent idea that girls are not physically able to participate in interscholastic contests.

Among the other extra-curricular activities is music. Band work may be classed as curricular because a student is given credit in band, if he takes the course in music theory while he is still in high school. A fee of \$1.00 each semester is charged for band. A rather extensive program is carried on in music. Solos, both vocal and instrumental; quartets, boys, girls, and mixed; choruses, boys, girls, and mixed. These are sponsored for both junior and senior high schools, with activity credit being given to high school participants.

Participation in interscholastic forensics includes debating, oration, extemporaneous speaking, dramatic and humorous reading, and one-act play production.

Class plays are produced by the junior class for the benefit of the junior-senior banquet, and by the senior class for some token to be left by the class to the school. The junior-senior banquet is held, usually, during the last month of school.

Sponsors of the various classes were chosen by the pupils themselves about two weeks after school began. The senior class was given first choice, then the juniors and so on down through the seventh and eighth grades. These sponsors with their classes were held responsible for general assemblies that were held every third weeks. The sponsor

planned with her class any socials or parties that the class had during the year. Class socials were limited to one each semester. The sponsor filled out the report cards of his or her class after the grades were sent from the teacher of each class. The grade sheets were called "between teacher grade sheets." Class officers were elected by the students immediately after the sponsor was chosen.

Clubs sponsored by the school included pep clubs during football and basket ball seasons and the F. F. A., a club for boys enrolled in vocational agriculture. The number of clubs was insufficient for the number of students.

An extensive program of home-room activities was previously carried on by the school. This was eliminated in the year 1934-35.

Conclusions and Recommendations

1. The extra-curricular program of the Maud School is limited to a very great extent because of lack of finance. The athletic program must take care of the major part of its own expenses. A system of finance should be considered to eliminate a commercialized athletic program.

2. The principal is in complete charge of the extra-curricular program, with the power to appoint teacher assistants. Pupil assistants might also be used to give the pupils additional training.

3. The school possesses excellent physical education facilities. The boys have an inadequate system of physical education and the girls none at all. The physical education program should be made more expansive for the boys and intramural athletics be sponsored for the girls.

4. There are too few clubs sponsored in the Maud school. Much could be accomplished by the formation of new clubs, such as Camera club, News club, and Mathematics club.

5. The home room period was eliminated in 1934-35. A reinstatement of this program would be in keeping with the trends of modern education.

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