

A STUDY OF ACCREDITING

IN

SELECTED HIGH SCHOOLS OF OKLAHOMA

A STUDY OF ACCREDITING  
III  
SELECTED HIGH SCHOOLS OF OKLAHOMA

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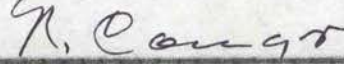
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## PREFACE

An interest in this type of study was first aroused in a course in Secondary School Curricula under the direction of Dr. T. D. Rice at Oklahoma Agricultural and Mechanical College during the summer term of 1946. The interest was further intensified during the summer of 1947 from some challenging remarks by Mr. G. T. Stubbs in the course of Business Administration of the School. The desire to make this type of study was crystallized after several informal discussions with Mr. Stubbs, Mr. Campbell and Dr. Conger.

Acknowledgments of appreciation are made for the inspiration, assistance and patience of my advisory committee, Mr. G. T. Stubbs, Mr. O. K. Campbell and Dr. H. Conger in making this study.

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## CHAPTER I

### THE DEVELOPMENT OF THE SECONDARY SCHOOL CURRICULUM

Schools were in the process of development in the United States for more than two hundred years before the people as a whole were willing to put into practice the principle of free, universal public education.<sup>1</sup>

The secondary school, as we know it today in America, is a development in the United States. It is based upon the fundamental principle of equal educational rights of all and for all members of a democratic society.

When America was being settled by the peoples of the many countries of Europe it was only natural that the colonists would transplant the institutions with which they had been acquainted; therefore, to the New World came almost as many types of schools as nationalities. From this melting pot of educational philosophies developed the present secondary schools as they are known today. This process was slow and difficult. Great leaders like Benjamin Franklin and Thomas Jefferson fully realized the part educational practices in the United States would influence in the direction of the progress of the nation. Many plans for state and national educational systems were devised. Some were tried and retained while others were rejected. In all of these theoretical schemes was the underlying principle that every boy and girl should have an opportunity for an education.

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<sup>1</sup> Fred Engelhardt and Alfred Victor Overn, Secondary Education, Principles and Practices, p. 42.



According to Koos the development of the American secondary schools went through four separate stages.

In view of the relatively short span covered by our history since early colonial days--scarcely three centuries--our types of secondary school may be understood to have followed each other in relatively swift succession. They were four in number: (a) the Latin grammar school, (b) the academy, (c) the public high school, and (d) the extended secondary school.<sup>2</sup>

These stages were not distinctly marked but quite complex and overlapping. The transition from one stage to the other was prompted more or less by a desire to broaden the scope of educational facilities according to the principle of equal opportunities for all boys and girls. There was an early realization of the need for schools that would do more than just prepare for entrance to some college. There was a realization of the need of an education for living.

The first secondary schools to be established in America were known as the Latin grammar schools. They had their prototypes in England and several countries of continental Europe. The purpose of this school was to prepare boys for college, its curriculum being primarily Latin and Greek. The course extended through four years.

The Latin grammar school had its most rapid development in the New England states; it was slow to develop in the Middle Atlantic and Southern states. The curricula of the Latin grammar schools were not well adapted to the dominant commercial interests

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<sup>2</sup>Leonard V. Koos, The American Secondary School, p. 16.

and expansions of these areas. Lack of records leaves it almost impossible to establish the extent of the Latin grammar schools throughout the colonies.

It is difficult, if not impossible, to secure data showing the extent of the Latin grammar school. It was established in most of the original colonies, being found most frequently in New England, especially in Massachusetts.<sup>3</sup>

The Latin grammar school was, to all intents and purposes, a public institution. It was established by a town, controlled by the town and intended for the boys of the town. The early support was by private tuition and donations.

One purpose of the schools, as it states in the famous Law of 1647, was 'that learning may not be buried in the grave of our fathers in the church and commonwealth.'<sup>4</sup>

The influence of the Latin grammar curriculum is still felt. It was transmitted to the academy which followed. The Latin curriculum as found in our modern high school is a thin projection from the early colonial Latin grammar curriculum. Although Latin, as a requirement for entrance to college, has lost much of its importance there are a few colleges and universities that still require from two to four years of this language for entrance. The inclusion of Latin as a requirement for entrance to college was thought to place college preparation upon a high plane. Latin was more recently the aristocratic subject of culture. It served, and probably still does, as a tool of exclusion. Being a subject

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<sup>3</sup> Aubrey A. Douglass, Modern Secondary Education, Principles and Practices, p. 19.

<sup>4</sup> Ibid.

of culture, in place of vocation or avocation, Latin served as a means of excluding the less wealthy from the more aristocratic private schools.

By the middle of the eighteenth century there came into existence a new type of school. The Latin grammar school had always been somewhat aristocratic and its curriculum narrow. During, and after, the Revolutionary period there was a great growth in the democratic spirit. Parallel with this spirit, and a product of it, was a tendency to turn from the narrow and select curriculum of the Latin grammar school toward one more democratic in nature. There was a rapid change from the schools for the select and able to schools for the masses without regard to classes. Education was thought of as a responsibility of the community or the state.

The Latin grammar school did not meet the needs of the rapidly expanding commercial, shipping and internal expansion interests of the times. There was a great need for the training and education of something more than preparation for college. This was a period that fostered and established the academies throughout the colonies and the territories of the West. Finally, the whole academy movement was aided by the advances being made in the sciences and their application to industries. The great and new inventions called for something more than the knowledge of Latin and Greek. There was a parallel development in Europe and America of the academies; however, the American academies were not transplanted forms of the European counterpart.

The aims and purposes of the academy were twofold. They were not only to prepare for entrance to college but to prepare for the affairs of daily living. This has been well summarized by Grizzell:

The aim of secondary education as represented by the academy became twofold: training for life and preparation for college. Although the aim of the early New England academy was influenced largely by religious motives, it was a broader conception of religion than that which influenced the Latin grammar school. The breadth of aim is seen also in the fact that all classes of people were served. Girls as well as boys found a place within its portals.<sup>5</sup>

In contrast with the Latin grammar school, whose curriculum was in many ways similar to the elementary school, the curriculum of the academy was built upon that of the common school. It received boys and girls who had completed the elementary schools and gave them work that in some way fitted them for active participation in the life of the community. The curriculum of the academy not only included Latin and Greek but German, French and other languages, mathematics, English, grammar, surveying, reading and writing and other subjects thought to be useful to the students.

The requirements for entrance to the academy were varied. There were almost as many standards as schools. This is well stated by Engelhardt and Overn:

During the Latin grammar school period and the early life of the academies, students were enrolled in these institutions with what education they had and prepared for the college they planned to enter.<sup>6</sup>

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<sup>5</sup> Emil D. Grizzell, Origin and Development of the High School in New England Before 1865, p. 32.

<sup>6</sup> Engelhardt and Overn, op. cit., p. 129.

Many of the academies, after setting up standards for entrance, were compelled to set up a preparatory department or lower school for those who had not secured adequate preparation for work in the academies. These common or lower schools later became the elementary schools and were intended for the education of the masses. The academy was not as yet considered as a part of the democratic processes of equal educational opportunities for all. They were not supported by general taxation as were the elementary schools. These early elementary schools were not really intended as a preparatory school for the academies; consequently, there was quite a distinct gap between the upper level of the elementary schools and the lower level of the academies.

The shift from the Latin grammar school to the academy was parallel to the shift from the period of control of the New England church to the development of the new industrial period that brought a prosperous middle-class mercantile group that began to assume more control and importance. To this group a narrow classical training had little meaning. The new institution was one that served a broader need. There were new demands from those who were entering the new occupations that were arising as a result of the rapid industrial expansion. The academy was, in some respects and effects, an expression of an expanding and awakening democracy. Koos gives the contributions of the academy as follows:

The specific contributions to school improvement made by the academy may be listed as (1) the more democratic service accompanied by (2) the broadening offering, (3) opportunities of secondary educa-

tion for girls, (4) a place for the training of teachers for lower schools, and (5) a secondary education less dominated by sectarian influences.<sup>7</sup>

The waning of the Latin grammar school was characterized by the appearance of the academy. They were not serious competitors. The academy seems to be more of a product of the Latin grammar school. It was a school that came into existence fostered by the need of something different and adequate to supply a demand for new kinds of education.

The appearance of the first high schools was long before the wane of the academies. The high schools were not altogether a development of the academies, but were contemporaries of the academies. They were to become, as the elementary schools had become, schools for the masses and not for the classes. The academy derived its support from tuition, endowment, donations and other sources, other than general taxation. It was being rivaled by a new system, destined to take the place of the academy as an institution offering free education at public expense.

Long before the first public high school appeared considerable thought and writing had been done by some of the foremost leaders of the day.

The American Philosophical Society, which owed its origin to two associations formed by Benjamin Franklin and his friends, awarded prizes in 1797 to two essays which best described a proposed system of national education. Both documents contain vigorous, modern views: The state should provide education in order to spread its benefits equally;...attention should

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<sup>7</sup> Koos, op. cit., p. 27.

be given to science as a means of promoting business and industry; happiness, prosperity, and the social welfare depend upon the attainment of learning.<sup>8</sup>

The state of Massachusetts was one of the leading, if not the leading, state in the early development of the secondary school movement. The Latin grammar school was initiated in Massachusetts. To the same state goes the honor of establishing the first high school. It was founded in the city of Boston in 1821 and was known as the English Classical School. In 1824 the school was moved to a new location and became the English High School. High schools in the other states of New England quickly followed. Several years later the states outside of New England began the establishment of high schools.

To Massachusetts also goes the credit of the first law requiring the establishment of high schools throughout the state. In 1827 a law was passed requiring that every town or district of five hundred families

...shall be provided with a master of good morals, competent to instruct, in addition to the elementary-school branches of learning aforesaid, the history of the United States, bookkeeping by single entry, geometry, surveying, and algebra...; and in every city, or town, containing four thousand inhabitants, such masters shall be competent in addition to all the foregoing branches, to instruct the Latin and Greek languages, history, rhetoric, and logic.<sup>9</sup>

"Previous to 1840," said Inglis, "not more than eighteen high schools had been founded in Massachusetts."<sup>10</sup>

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<sup>8</sup>Douglas, op. cit., p. 24.

<sup>9</sup>From Laws of Massachusetts, January Session, 1927, Chap. CXLIII, Secs. 19, 21, quoted in Koos, op. cit., p. 27.

<sup>10</sup>Alexander J. Inglis, The Rise of the High School in Massachusetts, pp. 154-55.

After this date the number of high schools began to increase rapidly not only in Massachusetts but throughout the New England states and in many others outside these states.

The aims of education in the first high school, the English Classical School, are, according to Grizzell:

That those early habits of industry and application may be acquired, which are so essential in leading to a future life of virtue and usefulness...calculated to bring the powers of the mind into operation,...to qualify a youth to fill usefully and respectably many of those stations, both in public and private, in which he may be placed...an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, either mercantile or mechanical...<sup>11</sup>

With the disappearance of the Latin grammar schools and the waning of the academies the high schools soon assumed a new aim. This new aim was the preparation for college; therefore, the high schools began to function under the dual purpose of preparation for living and preparation for college. Naturally with this two-fold purpose came the requirement of a broader curricula to meet the needs of both functions and aims.

Many of the new high schools being formed were dividing their curricula into two departments for the convenience of the students according to their aims of the future.

For example, the Classical and English High School of Worcester in 1845 had two departments corresponding to the two adjectives in its name. In the classical department, in a curriculum of four years in length, the work included, besides arithmetic and English grammar, only Latin, Greek, ancient geography, algebra and geometry. In the English department, in the curriculum three years in length, in place of the classical languages

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<sup>11</sup> Grizzell, *op. cit.*, p. 277.



were history, bookkeeping, French, botany, trigonometry, physiology, natural philosophy, rhetoric, the constitutions of the United States and of Massachusetts, and political economy.<sup>12</sup>

The study of some of the curricula of the early high schools reveals that the difference in them and the curricula of the more developed academies was more of degree than of kind. The principal difference in the two schools was the method of support and control.

Many of the subjects found in the early high school still obtain in the modern high school. A few have long since disappeared, such as surveying, mental and moral philosophy. Others have changed in name only, while some have been combined under another name, and still others subdivided into two or more fields of subject matter.

The next most important development in the high schools of America is what Koos calls "The Extended Secondary School," which he summarizes as:

The fourth type of American secondary school is that which finds itself extended vertically: that is, downward to include what were formerly looked on as upper grades of the elementary school, or upward to include what have been regarded as the first two years of higher education, or in both directions at once.<sup>13</sup>

The first of these "vertical" extensions refers to the junior-high-school movement, the second to the junior-college movement.

The Latin grammar schools, the academies, and the high schools were initiated in the Eastern states. The extended form of the

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<sup>12</sup>Koos, op. cit., p. 34.

<sup>13</sup>Ibid., p. 37.

high school had its origin in the West where the state university had its most rapid growth. With both a vertical and horizontal expansion of the high schools of America comes a strong force that bids well to carry the three- or four-year high schools to a six- or an eight-year type of secondary education. This not only lengthens the time a boy or girl will remain in the local school but broadens the scope of subject matter to which he or she will be subjected. These six- and eight-year forms of secondary education are just now gaining a national momentum. The great majority of the small high schools for financial and other reasons have not been in a position or able to expand in either direction. A great number of the small high schools of America are much like the early high schools in curricular offerings and necessary facilities to promote a desirable expansion of education for living and preparation for college. Too many times one or the other forms of curricula must be pursued. The usual result is one that prepares for college and, if there remains enough time or teachers qualified to teach the materials, a meager handful of offerings will be made that might be interpreted as education for living.

There was a time, not too far distant in the past, that it was generally accepted that high schools were for the select or those who planned to enter college. The early high schools were probably filled with a higher intelligence as a result of this process of selection. After the change over to the principle that secondary education was for all who desire to attend and

that the right of every child to attend must be supported by the state, there has been such a rapid increase in the number of high schools and the enrollment that it is not at all improbable to assume that the intelligence of the average high school students is lower than in the past. This inclusion of a greater number of the boys and girls of high school age in the high schools demands that the high schools adapt a program that will offer some form of education that will make these boys and girls better citizens whether or not they will or can go to college.

In 1890, there were 2,526 public high schools<sup>14</sup> reported in the United States. The proportion of the adolescent population in these early schools was small, compared with the population of school age (approximately one-twelfth of what it was in 1930).<sup>15</sup> Although college preparation was the dominant aim, there was little agreement in the philosophy of secondary education. The fact that such a small proportion of those of high school age were attending high school indicates that the high schools were in a large way selective and were not differentiated to meet adequately the demands of the individual interests and abilities.

The leaders of education in America recognized this failure and in 1892 the National Education Association appointed a Committee of Ten on Secondary School Studies.<sup>16</sup> This committee

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<sup>14</sup>Leonard V. Koos, *ibid.*, Table I, p. 2.

<sup>15</sup>*Ibid.*, Fig. 2, p. 5.

<sup>16</sup>Thomas H. Briggs, "The Committee of Ten," Junior-Senior High School Clearing House, VI (November, 1931), 134-41.

formulated eleven questions concerning the age at which school subjects were introduced, the distribution and amount of time for each, entrance requirements for college, methods of teaching, the topics to be included, methods of testing, differentiation for pupils not intending to go to college, and final college entrance examinations.

The committee secured information from forty of the leading secondary schools concerning subjects taught. It was learned that forty different types of subject matter were offered in these schools, some of which were offered in only a few schools. Some of the important subjects were Latin, Greek, mathematics and English. Some more practical subjects as now found in high schools were hardly known or were offered only for intermittent periods usually at the discretion of the administrators and teachers. There was little uniformity in either subject matter or requirements for graduation. The committee tried to bring about a better uniformity by setting up a series of curriculum principles and practices. They formed four optional curricula: classical, Latin-scientific, modern languages and English.

For the purposes of general education it was assumed that one subject was about as good as another. This assumption led to the introduction of the elaborate free elective system, condemned by many educators as no system at all. The committee agreed that all subjects should be presented in the same way to all students, with no regard to individual differences. The time to offer the subject was to be determined by the time the subject was needed or to give the kind of mental training it was supposed to supply.

The comparison of the present curricula of the high schools will show that many of the subjects recommended have long since disappeared. Greek has gone, botany and zoology have become general biology, and geography has never gained the recognition accorded it by the committee. The right of every student to be given the kind of courses which he desires or needs has, at least in theory, replaced the earlier theory that one should supply the needs of both those going to college and those who will terminate their education after graduation from high school. The Committee of Ten was important mostly in that it directed the thinking of the educational leaders of the day to the need of the reorganization of the secondary school, in order that the children of all classes and abilities should have equal opportunities to receive that training or education best suited to them during the time that they will be in secondary school attendance.

Other important committees worked under the supervision and direction of the National Education Association along more specific lines than the Committee of Ten. The Committee on Correlation of Studies,<sup>17</sup> which completed its work in 1895, dealt chiefly with the interpretation of the term correlation, as applied to the curricula of the day. The theory was advocated that a student's course of study should be correlated with the world in which he lives. Correlation between subjects of a course of study, meaning the interconnection between the subjects of that course of

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<sup>17</sup>Lee Byrne, "The Committee on the Correlation of Studies," Junior-Senior High School Clearing House, VI (December, 1931), 197-201.

study, was not recognized prior to the report, according to the committee.

Because of the study it was recommended that certain courses should be taught earlier in the four-year high school curriculum than was found to be taught. Even some of the courses were recommended to be presented to the student before he entered high school. This report led to an acceleration of the junior-senior high school movement. More than anything else the report of the Committee on Correlation of Studies was a formal statement of the general philosophy of education of the times. As such it served the purpose of developing and rapidly changing the secondary school curricula.

Another committee of the National Education Association that had great influence on the secondary school curricula was the Committee on College Entrance Requirements<sup>18</sup> (appointed in 1895, but not making its report until 1899). The committee recommended the recognition of the principle of election, but not unlimited election of high school courses. It realized that certain courses were suitable for entrance to colleges and therefore deemed it necessary to specify certain courses, which should be taken by all students regardless of special abilities or aptitudes, or of the college they expected to attend. The subjects recommended were English, foreign language, mathematics, history and science. However, the Committee agreed that any subject included within

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<sup>18</sup>Bancroft Beatley, "The Committee on College Entrance Requirements," Junior-Senior High School Clearing House, VI (February, 1932), 345-48.

the branches of study that they had covered in the report which had been pursued for at least one year, four periods each week, under competent instruction, and in a properly equipped school, should be acceptable for college entrance. The theory of selection was that any student should be permitted to choose any subject that fell within the five recommended fields.

An important contribution of the committee was its recommendations concerning the setting up of some kind of unit of measurement for the work done in schools. This was a recognition of the necessity of some form of uniformity in the matter of college entrance requirements. The study of history for five days a week for thirty-six weeks was to be considered equal to the study of algebra or English for the same amount of time. The committee recommended a load of four units for secondary students. A unit was to be the successful completion of a course that met five days a week, forty-five minutes or sixty minutes a day for thirty-six weeks. This standard is the most prevalent and acceptable one in use today.

The Committee on the Economy of Time in Education<sup>19</sup> was appointed by the National Education Association in 1908 and made its report in 1912. The conclusion was that the period of general education is too long. Through economy of time, selection of subjects and presentation of subject matter approximately two years of time could be saved in the whole period of elementary and secondary education.

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<sup>19</sup>Willis L. Uhl, "The Committee of Economy of Time in Education," Junior-Senior High School Clearing House, VI (April, 1932), 499-501.

In 1910 the Committee of Nine<sup>20</sup> was appointed by the National Education Association. It made its report in 1911. The committee proposed that the colleges should adjust their curricula to the high school curricula, rather than that the high schools should continue to adjust their curricula to the traditional requirements of the colleges. This committee proposed that every high school curriculum should include certain subjects whether the student intended to go to college or terminate his formal education with graduation from high school. In the opinion of the committee these subjects should be: three units in English, one unit in social science, one unit of natural science, and some form of physical training. It recommended that some form of economics should be included in every curriculum.

Certain recommendations of the committee have been accepted by most of the colleges and universities. Among these are: requiring of the completion of fifteen so-called "solid" units by the high school student; requiring of every high school student two majors of three units each, of which one should be English, and a minor of two units; and prescribing that eleven of the fifteen units include English, foreign languages, mathematics and social studies or other work as might be prescribed by the demands of the students. In some of these recommendations the committee goes even further than several of the committees and commissions that were appointed at later dates.

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<sup>20</sup> Calvin O. Davis, "The Report of the Committee of Nine, 1911," Junior-Senior High School Clearing House, VI (May, 1932), 550-55.



The Commission on the Reorganization of Secondary Education<sup>21</sup> appointed by the National Education Association made its report in 1918. It is known by the formulation of the "Cardinal Objectives" and the application of them to curricula building, organization and administration of secondary schools. The seven "Cardinal Objectives" were: (1) Health, (2) Command of fundamental processes, (3) Worthy home membership, (4) Vocation, (5) Citizenship, (6) Worthy use of leisure time, and (7) Ethical character.

The commission recognized individual differences in pupils and the varying demands of society. It recommended a curriculum that would include applied and industrial arts, as well as subjects that prepare for college. The work of the commission has been criticized for its failure to make recommendations concerning the comparative amount of time which should be given for a realization of the "Cardinal Objectives". The claim is made that those charged with the responsibility of administering the curriculum are left to their own interpretations of the relative importance of the subjects in realizing these objectives.

One of the most recent and most widely known reports by any commission is Education for All American Youth made by the Educational Policies Commission of the National Education Association and the American Association of School Administrators.<sup>22</sup> This

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<sup>21</sup>V. T. Thayer, "The Report of the Commission on the Reorganization of Secondary Education," Junior-Senior High School Clearing House, VIII (September, 1932), 49-55.

<sup>22</sup>Educational Policies Commission of the National Education Association and the American Association of School Administrators, Education for All American Youth, pp. 33-170, 229-308.

committee began its study in 1942 and made its report in 1944.

In the nearly three years in which it has been developing these policies for secondary education, the Commission has tried to dig beneath statements of general principles and to suggest in some detail how approved principles can be carried out in practice.<sup>23</sup>

High school courses, according to the commission, are too often a meaningless jumble of places, dates and names with very little relationship to the student's experience. It proposes to start the educational process from the student's own sphere of reference--of what he knows and what he has done--then go to the past philosophies, histories and experiences for material that will give foundations to his present experiences. The student would be educated for present and future living. Education would be continuous and not preparatory in nature. The aim would be to produce a person well adjusted to present society with ability to adjust as changes require.

Great emphasis is placed on elective courses, all of them functional in nature. The great majority of students who do not go to college get little training from their high school courses for their careers. More vocational and social courses are advocated.

The core of the Commission's curriculum is its common learnings program, a collection of educational material related to what the high school student has done or is doing. This program would hold major importance in the early part of the high school career and taper off as the student begins to specialize. Included would

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<sup>23</sup>Ibid., p. v.

be courses in economics, family living, citizenship and literature, that would be presented in a way as to make the student aware of the society about him. It would begin with the present, then branch out into the past and future experiences without regard to chronology.

The social studies and history part of the curriculum would also begin with the present, then recede into the past, as it would have bearing on the present and future. Since many of the students never complete high school the analysis of current social problems would come early in the high school student's program.

Students would not study general biology, chemistry or botany but would study that part of such courses as they apply to their present living or future vocation. Algebra and geometry would be abolished since they were thought to serve no useful purpose for the great majority who do not go on to college. Instead would be substituted such courses as accounting, everyday mathematics and the use of various types of calculating machines.

According to the Commission<sup>24</sup> the curriculum of the student through his high school course would roughly be divided into the following divisions: (1) Health and physical fitness, 16.7 per cent, (2) Common learnings, which include citizenship, economics, family living, literature and art, 33.3 per cent, (3) Vocational preparation, which includes commercial, industrial, agricultural, home economic, scientific, mathematical preparation, and foreign language, 33.3 per cent, (4) Electives, which include literature,

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<sup>24</sup> Educational Policies Commission, op. cit., pp. 240-81.

arts, crafts and music, 16.7 per cent. These percentages are variable, depending on the educational aim of the individual. They are rough estimations of relative time recommended for each field.

It is recommended that the secondary school curriculum not terminate at the twelfth year, fourteen years of schooling being recommended. This would give the non-college bound youth more adequate and continuous preparation for present and future living.

One important proposal is the almost complete abolition of differentiation of courses and the use of integration of subject matter into a comprehensive curriculum based on the aims, goals and needs of the individual student. Flexibility of the curriculum is an important keynote of the proposal.

In 1943 President James Bryan Conant of Harvard University appointed a University Committee on the Objectives of a General Education in a Free Society. The committee was composed of twelve members of the faculties of the Arts and Sciences and of Education. The committee made its report in 1945.<sup>25</sup> It is commonly referred to as the "Harvard Report" or the "Harvard Plan".

The Harvard Committee emphasizes the fact that although the educational structure of the high school has changed considerably since 1870 its base has been altered only slightly during this time. The high school of 1870 was almost exclusively a preparatory school for well-to-do college-bound students. Today the high school deals with students with varying backgrounds, aptitudes, and

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<sup>25</sup> University Committee on the Objectives of a General Education in a Free Society, General Education in a Free Society.

abilities. Many of these will never go to college. Many courses are of minor importance to students of today. Most reading lists are of the nineteenth century.

The aim of the educational system, according to the Harvard Report, should be the production of a responsible citizen aware of his duties and his fellow men. Scholarship is important if it serves to produce such a citizen.

The problem facing the schools of today, declares the committee, is how to give a complete and equal education to the heterogeneous mass of students which now make up the high school enrollment. As a solution, it proposes the creation of two areas in the school curriculum; one, called general education, would be taken by all students; the other, specialized training, which would give more intensive training to students working toward skills in specific trades or professions.<sup>26</sup> Both areas of the curriculum would be taken by the students throughout the high school career.

General education would cover a minimum of 50 per cent and preferably about 62.5 per cent of the student's entire high school curriculum.<sup>27</sup> The difference would be in whether he was going to college. The college-bound student would devote the former percentage and the non-college student the latter. General education would include: (1) English, 18.75 per cent; (2) social studies, 12.5 per cent; (3) science and mathematics, 35.3 per cent.

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<sup>26</sup>University Committee on the Objectives of a General Education, op. cit., pp. 98-102.

<sup>27</sup>Ibid., pp. 98-102.

This gives a total of 66.6 per cent of the curriculum. The specialized courses would take 33.3 per cent of the student's time and would include such subjects as physics, chemistry, foreign language, vocational subjects and physical education. The courses in general education would be a continuous series throughout the high school course but would depart very little from present-day curriculum except in degree of importance. Mathematics, certain science courses, and foreign languages would be somewhat of a survey of the fields to the non-college bound student.

The Harvard Committee claims that its plan would minimize the differences between students who will go to college and those who will terminate their education with the completion of high school. It would give both types of students a common background and experience that would go far to eliminate the antagonism which exists between them. The practice of allowing high school students a wide choice of election of courses would be discontinued.

According to the Harvard Committee, there exists no high school today whose curriculum meets the demands of its proposals. There would need to be a radical change in the curricula if schools are to turn out citizens capable of dealing with the future. At present colleges spend too much time teaching students subjects they should have learned while in high school. The courses to be offered in the colleges should be a continuation of those given in the high schools. There should be a very close coordination in the curricula of both the high schools and the colleges with neither as the determining factors of what the other should include

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in its curricula.<sup>28</sup>

The foregoing lengthy discourse on some of the historical high points of the development of the secondary school curriculum has been given to emphasize some of the important problems which have continuously faced those who have felt and still feel the need of better high schools to meet the needs of an American democratic society.

The curricula of all schools are constantly undergoing reconstruction. The reconstruction is not so important as is the direction and acceleration. There must be some kind of positive correlation between the development and changes of the demands of society and the reconstruction of curricula.

Some of the problems which have led to the reconstruction of the high school curriculum have been:

1. Systematization of programs of study
2. The extension of secondary education
3. A new attitude toward secondary-school pupils
4. New emphasis upon local conditions
5. The rise of non-professional vocational courses
6. The reorganization of secondary education
7. Changes in college entrance requirements
8. Restatements and refinements of objectives
9. Development of improved teaching procedures
10. Increase and dissemination of knowledge of education<sup>29</sup>

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<sup>28</sup>University Committee on the Objectives of a General Education, op. cit., pp. 204-30.

<sup>29</sup>Uhl, Secondary School Curricula, pp. 518-42.

According to [31] these are the ten most important reasons why the secondary school curriculum must continue for some time to come in a state of flux and reconstruction.



CHAPTER II  
PREMISES GOVERNING THE STUDY

The purpose of the study. The primary purpose of this study is to assemble and present data concerning high school accrediting practices in selected high schools of Oklahoma. The data are in two parts: The first part deals with the minimum requirements, general policies, and regulations for accrediting Oklahoma high schools as used by the High School Inspection Department of the Oklahoma Department of Education; the second part is the presentation of tabular data of the number of units and kinds of subjects offered for credit in the seventy-seven selected high schools. The secondary purpose of the study is an attempt to discover to some extent a trend or trends in curricula offerings by the study of accrediting practices.

Schools, at best, are only aids. They bring together certain factors which, it is hoped, will encourage and stimulate individuals in arriving at an understanding of themselves and their environment. Some arrive at this understanding without the aid of the schools, but it is generally conceded that schools accelerate it.

The practice of accrediting subject matter serves to accelerate and motivate the process. It also serves as an objective evaluative criteria of efficiency and function. By accrediting subject matter uniform standards may be maintained throughout a state or an area.

The selection of the schools. When data become too involved and unwieldy it is a common practice to use the method of sampling. These samples should be representative of the total number of cases. The requirements for a representative sample are: (1) The sample must be selected without bias or prejudice, (2) the components of the sample must be completely independent of one another, (3) there should be no underlying differences between areas from which the data are selected, and (4) conditions must be the same for all items constituting the sample.

Samples may be drawn from any given source in several different ways. They may be drawn by random sampling. The values composing a sample of this type are drawn entirely at random. They may be drawn by stratified sampling. Here the samples lie within a certain area that does not go above nor below certain specified conditions. They may be drawn by purposive sampling. This represents a deliberate selection in such a fashion as to obtain a representative cross section of an area or of total conditions.

According to the Oklahoma Department of Education<sup>1</sup> the high schools of Oklahoma are classified into: (1) North Central Association, (2) 16 units or more, (3) 15½ to 9 units, and (4) 9 or fewer units. A "fully-accredited" high school is one that offers 16 or more units. There are only a few schools offering 15½ or fewer units. The few that do are either "isolated" or

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<sup>1</sup>State of Oklahoma, Department of Education, Eighteenth Biennial Report of the Department of Education, 1938-1940, 1941, p. 132.

"separate" schools. The majority, including those belonging to the North Central Association, offer 16 or more units.

In Oklahoma there are approximately 625 schools offering 16 or more units that do not belong to the North Central Association, located in districts with a total enumeration of 155,000<sup>2</sup> during the school year 1946-1947. This gives a mean enumeration of approximately 250 per district. According to the same source, there are approximately 3,500 high school teachers in these schools, which gives a mean of approximately 5.6 teachers per high school.

According to the accepted theories of sampling a good sample is at least one case from ten.<sup>3</sup> This would mean that a good sampling from 625 high schools would require 63 samples. To be more representative of this "16 or more units" classification of high schools, the high schools should have approximately 5.5 teachers per high school and the districts served should have an enumeration of approximately 250.

The method of selection of the high schools included in this study is not wholly at random, stratified, or purposive. It is purposive in that it is a deliberate selection of the "16 or more units" group of high schools, exclusive of the North Central Association group. It is stratified in that it does not include any high schools that are not "fully-accredited". It is random in that, within the specified group, the choice was wholly at random.

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<sup>2</sup>State Department of Education, Oklahoma Educational Directory, Bulletin No. 108-W, 1946-1947, pp. 22-72.

<sup>3</sup>Herbert Arkin and Raymond R. Colton, An Outline of Statistical Methods, p. 114.

Since there are seventy-seven counties in Oklahoma it was decided to include one high school from each of the seventy-seven counties. They were to be taken from the "fully-accredited" group with the mean number of teachers and the mean enumeration of the districts close to the respective means of the total number of high schools in the state. According to data compiled from the directory mentioned previously<sup>4</sup> the mean number of teachers per high school and the mean enrollment per district are 5.7 and 275 respectively. This is only .1 teacher per school and 25 youths above the mean for this class of schools.

It was originally intended to make a study and analysis over a twenty-year period. This was not practical since several of the less populated counties did not have a high school offering 16 or more units and not belonging to the North Central Association. By a survey of the Annual High School Bulletins it was found possible to use a ten-year period extending from 1936-1937 to and including 1945-1946. By this means one fully-accredited high school offering 16 or more units and not belonging to the North Central Association could be selected.

The delimitation of the data was made to the State of Oklahoma, Department of Education, Annual High School Bulletins, Nos. 112-L to 112-U issued annually at the end of each fiscal year on June 30. The bulletins include the regulations for accrediting and lists of the schools accredited, with the number of units and names of subjects accredited.

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<sup>4</sup> State of Oklahoma, Department of Education, op. cit.

On or before the first of November of each school year, all high schools in Oklahoma are required to file with the Department of Education an application for high school accrediting. In this application each school indicates the number of units in each subject for which it desires to be listed for credit.

No school shall be considered for accrediting unless the regular annual application blank, furnished for the purpose, for both high school and elementary grades, shall have been properly and completely filled out and placed on file with the State Department of Education, prior to November 1.<sup>5</sup>

This is the first of the minimum requirements for accrediting in each of the high school bulletins issued for each of the years in the period of study. From these applications for accrediting the State Department of Education compiles a list of the accredited high schools of the state. It includes the subjects offered by each school and the number of units for which each subject is accredited. From these lists of accredited high schools, for each of the years of this ten-year study, was compiled the numerical data that is used.

The summary of the selections for this study and the delimitations may be made as follows:

(1) The selected schools belong in the classification of "16 or more units", or fully-accredited high schools.

(2) No school selected is a member of the North Central Association.

(3) The mean number of teachers per high school of the se-

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<sup>5</sup>State of Oklahoma, Department of Education, Annual High School Bulletin, No. 112-U (June 30, 1946), p. 6.

lected school approximates the mean number of teachers of the total number of schools of the state in the selected classification.

(4) The mean enumeration of the selected high schools comes from districts with a mean enumeration that approximates the mean enumeration of the districts in the selected group classification.

(5) The data for the study were delimited to the State of Oklahoma, Department of Education, Annual High School Bulletins for accrediting of high schools.

(6) The period of the study is to be the ten-year period from the 1936-1937 to the 1945-1946 school year.

(7) The method of sampling was random, purposive and stratified.

(8) The number of samples used meets with accepted standards of the theory of sampling.

Definitions used in this analysis. The following definitions are used in this study:

1. Course. A course is the amount, kind and arrangement of subject-matter of instruction offered in any high school during a definite period of time, and for which high school credit is allowed.

2. Course of Study. A course of study is the arrangement of materials and activities of instruction in any subject, such as English or history, to serve as a guide to the teacher of this subject.

3. Curriculum. A curriculum is any systematic arrangement of subjects extending through a period of years, and planned for any particular group of pupils.

4. Class Schedule. The class schedule shows all the classes taught by the different teachers during the various periods of the school day.

5. Elective Subject. An elective subject is one not required of all pupils.

6. Extra-Curricular Activity Credit. Extra-curricular credit represents credit allowed, beyond the sixteen curricular units required for graduation, for participation in regularly supervised school activities carried on outside the classroom.

7. Fully-accredited High School. A fully-accredited high school maintains a standard term, and is accredited for sixteen or more units.

8. North Central High School. A North Central High School is one which meets all the standards and regulations for accrediting prescribed by the State Department of Education, and, in addition, the policies, regulations, and criteria of the North Central Association of Colleges and Secondary Schools.

9. Required Subjects. Four units in English, one in American history, one in laboratory science, and one in algebra are required of each pupil before graduation from high school.

10. Unit of Credit. A credit unit, or unit of credit, represents the amount of high school credit given a regularly enrolled pupil for successfully completing a course covering an academic year that includes a minimum of five forty-five minute recitation periods per week for thirty-six weeks.

These definitions have obtained throughout the ten-year period of this study, with the exception of algebra, in definition of required subjects. On page 13 of Bulletin No. 112-U cited above under the minimum requirements for accrediting is this: "Four-year high schools shall require...one unit in mathematics..." These two seemingly contradictory statements in the same bulletin would indicate an error. It is assumed that the latter, being listed as a requirement for accrediting and not a definition of a term, should be the correct interpretation as a required subject for graduation.

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<sup>6</sup>  
Op. cit., pp. 41-42.

Abbreviations used in this study. The following abbreviations have been used in many of the tables of the analysis for lack of space in the making of a well-balanced table to fit the page.

1. Pub. Spk.	Public speaking
2. Comp. Math.	Composite mathematics
3. Arith.	Arithmetic
4. O. H. & C.	Oklahoma history and civics
5. Adv. Civ.	Advanced civics
6. Prob. Dem.	Problems in democracy
7. Phy. Geog.	Physical geography
8. Com. Geog.	Commercial geography
9. Gen. Sci.	General science
10. Home Ec.	Home economics
11. Com. Law	Commercial law
12. Bus. Eng.	Business English
13. Gen. Bus.	General business

The State of Oklahoma, Department of Education, Annual High School Bulletins are designated by the Department as follows:

For the school year 1936-1937	No. 112-L
1937-1938	No. 112-M
1938-1939	No. 112-N
1939-1940	No. 112-O
1940-1941	No. 112-P
1941-1942	No. 112-Q
1942-1943	No. 112-R
1943-1944	No. 112-S
1944-1945	No. 112-T
1945-1946	No. 112-U

The bulletins are dated as of June 30 of the last year in the two years included in the school year. For example, Bulletin No. 112-U for the 1945-1946 school year is dated June 30, 1946.



## CHAPTER III

## THE STUDY AND ANALYSIS OF DATA

This analysis will be divided into two parts. First will be the listing of the Minimum Requirements, General Policies, and Regulations for Accrediting Oklahoma High Schools and some of the changes that have appeared during the ten-year study. The second part will be an analysis of the data collected from the Lists of Accredited High Schools as given in each Annual High School Bulletin issued by the State of Oklahoma, Department of Education.

Part IMinimum Requirements, General Policies, and Regulations  
for Accrediting Oklahoma High Schools

Following the requirement, policy or regulation as given in Bulletin 112-L which was issued for the school year 1936-1937 will be given the changes made in it, or additions made to it, during each of the years of the ten-year period. Only those requirements, policies or regulations that have direct bearing on this study will be used. Those that refer to detailed procedure or method of execution of a requirement, policy or regulation will be excluded. This selection was made very carefully and closely as to whether it would or would not have any bearing on the trends in accrediting and when there was any doubt it was included in rather than excluded from the study.

This part of the study is divided into eighteen parts: (1) Application, (2) Faculty, (3) Teaching Load, (4) Instruction and

Spirit, (5) Length of Term, (6) Building and Sanitation, (7) Library, (8) Laboratories, (9) Records and Reports, (10) Admission, (11) Graduation and Credit, (12) Number of Units and Efficiency, (13) Extra-curricular Activities, (14) Summer High Schools, (15) Supervised High School Correspondence Credit, (16) The Small High School, (17) General Policies and Regulations for Accrediting, and (18) Summary.

(1) Application

No school shall be considered for accrediting unless the regular annual application blank furnished for the purpose shall have been properly and completely filled out and placed on file with the State Department of Education, prior to November 1, each year.

This was changed to read:

No school shall be considered for accrediting unless the regular application blank furnished for the purpose, for both the high school and the elementary grades, shall have been properly and completely filled out and placed on file with the State Department of Education, prior to November 1.

in Bulletin 112-Q, after this statement in the foreword of Bulletin 112-P of June 30, 1941:

The recent legislature passed a law combining the rural and high school departments. For this reason next year's bulletin will include the rural department with the high school department.

No other changes have been made.

(2) Faculty

(a) All high school teachers, principals and superintendents shall have Oklahoma state high school certificates, and in addition teachers of home economics, vocational agriculture, manual training, theory of music, piano, voice, shorthand and typewriting shall have special certificates. Beginning September 1, 1938, instructors of bookkeeping and art shall have a special certificate to teach in each field.

This was changed in Bulletin 112-0 of 1940 to read:

All high school teachers, principals and superintendents shall have Oklahoma state high school certificates.

In Bulletin 112-T of 1945 it was changed to:

All high school teachers, principals and superintendents shall have valid Oklahoma state high school certificates.

The superintendent and principal shall have standard degrees. All teachers employed in a system which has an accredited high school shall have standard degrees after July 1, 1946.

Bulletin 112-U of 1946 had the same statement with the exception of the date. July 1, 1946, was changed to July 1, 1948.

(b) Teachers should continue their professional preparation by attending college.

became

Teachers should continue their professional preparation and growth.

in Bulletin 112-P of 1941.

(c) Below are the minimum requirements with suggested basic courses for collegiate preparation of high school teachers in the fields not covered by certificates in their teaching fields.

Fields	Semester hours
English	16
Public Speaking -- one-half unit	6
Public Speaking -- one unit	8
Science (General)	16
Foreign Language (Any foreign language plus two units of the same language in high school)	12
Foreign Language (Any foreign language, no high school credit)	20
Mathematics	12
History	16
Social Studies	12
Biology	12
Physics	10
Agriculture -- one-half unit	6
Agriculture -- one unit	12

The same requirements have remained throughout the ten years.

(3) Teaching Load

(a) No high school teacher, except teachers of non-academic and laboratory subjects, may teach more than thirty periods per week, or six periods daily. Teachers of non-academic and laboratory subjects may not teach more than thirty-five periods per week.

remained the same for Bulletin 112-M of 1938 except after "thirty-five periods per week" was added "in class schedules where the forty-five periods are used." In Bulletin 112-N of 1939 it read:

No high school teacher, except teachers of core subjects, may teach more than thirty periods per week, or six periods daily where the forty-five minute periods are used and twenty-five periods where the sixty minute periods are used. Teachers of vocational and laboratory subjects may not teach more than thirty-five periods per week in class schedules where the forty-five minute periods are used, and thirty where the sixty minute periods are used.

This remained the same for Bulletin 112-O of 1940 with the exception of the phrase "except teachers of vocational and laboratory subjects" substituted for "except teachers of core subjects."

The last change was made in Bulletin 112-R of 1943. Here the phrase "except a teacher of vocational and science subjects" took the place of "except teachers of vocational and laboratory subjects."

(b) For teachers of academic subjects, 160 pupil class periods per day shall be considered the normal load.

Note: Academic subjects include English, social studies, mathematics, science and foreign language.

In Bulletin 112-N of 1939 the above statement read:

For teachers of high school subjects, 160 pupil class periods per day shall be considered the normal load.

Note: Core subjects include English, social studies, mathematics, science and foreign language.

The last change in this was made in Bulletin 112-0. The note defining core subjects was dropped from the regulation.

(4) Instruction and Spirit

(a) Efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the cooperative attitude of the community are paramount factors and, therefore, only schools that rank well in these particulars as evidenced by thorough-going, sympathetic evaluation shall be considered for accrediting.

(b) High schools are accredited primarily on the quality of instruction.

(c) The results of objective subject-matter examinations administered by the Department may be used as one measure of the efficiency of instruction.

To these were added in Bulletin 112-R of 1943 the additional regulations:

(d) The number of acceptable books for individual reading in high school English shall be six for the ninth and tenth grades and eight for the eleventh and twelfth grades. Not less than one written composition per week shall be required of all pupils, and 350 lines of poetry or prose memorized for the year. A record shall be kept of all books read by each pupil.

(e) All laboratory work done by pupils in science courses should be recorded in a notebook and presented to the instructor once each six weeks or oftener for examination as to its organization, neatness and completeness of subject matter.

(f) There should be at least seven hundred and fifty pages of collateral reading done in each course in history in high school for the year.

(5) Length of Term

(a) The standard school year for unqualifiedly recommended and fully-accredited high schools shall consist of thirty-six weeks of five days each, which shall be maintained both in the elementary grades and in high

school. A term of 175 days of actual classroom work is interpreted as meeting the requirement for a standard term.<sup>1</sup>

(b) All schools should plan continuous terms in order to make the most profitable use of the school year for all concerned. Divided terms are not considered satisfactory from the standpoint of maximum achievement and the most economical utilization of the school plant, equipment and teaching staff...

There have been no changes made in these regulations.

#### (6) Buildings and Sanitation

(a) The location and construction of the building, the lighting, heating and ventilation of the rooms, the nature of the corridors, closets, water supply, school furniture, apparatus and methods of cleaning shall be such as to insure hygienic conditions and guarantee the safety of pupils and teacher.

(b) The toilets shall...meet the requirements of the State Board of Health.

(c) There shall be an abundant supply of fresh, pure drinking water available for all pupils.

No changes have been made during the ten years.

#### (7) Library

(a) The equipment for the library of a small high school shall consist of the following: suitable cases; an approved encyclopedia; an approved dictionary; twenty-four approved books for each course in English; eight for each course in history, problems in American democracy, science, manual training, home economics and agriculture; and three books for each course in language. For classes enrolling more than twelve pupils, the number of books provided shall increase proportionally.

In Bulletin 112-N for the year 1939 the requirement of "twenty-four approved books" was changed to "thirty approved books"; "For classes enrolling more than twelve pupils" was changed to

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<sup>1</sup>As a note in passing, and not within this ten-year study, beginning with the 1947-1948 school year the standard term will become 180 days of actual classroom work.

"For classes enrolling more than fifteen pupils" in Bulletin 112-R in 1943.

(8) Laboratories

(a) Laboratory facilities shall be adequate to meet the needs of instruction in all courses offered.

To this was added in Bulletin 112-U of 1946:

(b) Five double periods per week shall be devoted to work in home economics, industrial arts, bookkeeping, typewriting, and drawing when the forty-five minute periods are used in the daily schedule.

(c) At least two double periods per week shall be spent in laboratory work in each of the following science courses offered when the forty-five minute period recitation is used: general science, high school geographies, biology, botany, zoology, physiology, agriculture, physics and chemistry.

(9) Records and Reports

(a) Complete and accurate records of attendance and scholarship shall be kept for all high school pupils in such a form as to be used easily and preserved safely.

(b) The Annual Record shall show a consolidated report of each pupil's marks for all subjects in which he is enrolled, together with his attendance record during the year.

There has been no change in the wording of these regulations.

(10) Admission

(a) Pupils may be admitted to high school upon presentation of a state eighth grade certificate of promotion, after having completed the first to eighth grades satisfactorily; on certification of graduation from a state accredited elementary school; or from independent districts, upon presentation of promotion cards, entitling them to high school standing.

(b) Pupils may be admitted to advanced standing upon presentation of a transcript of units earned in an accredited high school.

(c) Pupils from a non-accredited high school shall be given a comprehensive written examination, at the

time of entrance, in the subjects pursued in the non-accredited school.

There have been no changes made in admissions.

(11) Graduation and Credit

The following regulations have remained the same for the ten-year period as set forth in the Bulletin 112-L of 1937.

(a) Four-year senior high schools shall require sixteen or more units of regularly organized classroom instruction for graduation. These shall include one unit in mathematics, one in science, one in American history and four in English. The remaining units required for graduation may be elective.

(b) Two units in mathematics, algebra I and plane geometry should be required for college-bound pupils. The required one unit of laboratory science must be chosen from the following: General science, biology, physics, and chemistry. American history is required by state law.

(c) Credits in extra-curricular activities should count above the sixteen units required for graduation from four-year senior high schools.

(d) A unit is defined as a course covering an academic year that shall include a minimum of forty-five minute recitation periods for thirty-six weeks.

(e) Pupils in high school should be encouraged to enroll in four one-unit courses, or the equivalent. Only pupils above the ninth grade may be permitted to enroll for five subjects. The number is limited to the upper ten per cent, in scholarship, of the student body.

(12) Number of Units and Efficiency

(a) The real efficiency of a school system is measured by its quality of work rather than its quantity.

(b) Courses should not be given for the benefit of less than fifteen pupils.

To these were added the following in Bulletin 112-Q issued in 1942:



(c) Lack of harmony in the teaching force or in the school board, where such conditions affect the quality and efficiency of instruction and the spirit of the school, shall be considered sufficient cause for not accrediting a school system.

(d) To be eligible for sixteen or more units, it is necessary to use three high school teachers or the equivalent.

(e) The program of studies should have some permanency and ought not to be modified merely because of change in administration or for other unjustifiable reasons.

### (13) Extra-curricular Activities

(a) The program of extra-curricular activities should be organized and administered so as to contribute to one or more of the cardinal objectives of secondary education. Questionable practices in interscholastic athletic contests and one-sided and unbalanced activity programs shall be considered sufficient cause for not accrediting a school system.

(b) The Department wishes to caution against excesses both from the standpoint of over-participation and under-participation. The program should take account of the needs and particular abilities of the individual pupils.

(c) Each activity should be measured in terms of educational values. The activity program should contribute to the objectives of secondary education.

(d) Participation of the individual pupil in the activity program should be limited on the following basis: (1) the welfare of the pupil, and (2) the best interests of the entire school program.

(e) A member of the teaching staff should be in charge of each activity.

There have been no changes in these regulations for the ten-year period.

### (14) Summer High Schools

Summer high schools shall meet all the standards and regulations required of the accredited high school during the regular school term.

The following additions were made to this statement in Bulletin 112-0 for the school year 1939-1940.

(a) The length of the term shall be nine weeks. The actual time in session shall not be less than 45 days.

(b) The minimum time allotment for each half-unit course shall be two class periods daily; for each unit course, four class periods daily. All courses requiring additional periods for the laboratory work, the time allotment shall be increased to meet the minimum requirements for the regular school term.

(c) No teacher should teach in excess of one and one-half units of work.

(d) Pupils should not be permitted to make more than one unit of credit.

(15) Supervised High School Correspondence Credit

Requirements for accrediting correspondence courses were added to the general requirements for the first time in Bulletin 112-L of 1936-1937. The bulletins for the years 1930-1936 were examined and did not contain anything concerning correspondence course accrediting.

(a) High school correspondence credit to be applied toward graduation from an accredited high school shall consist only of credit earned by correspondence through one of the accredited institutions of higher learning. No high school is authorized to offer correspondence courses for credit.

(b) Pupils of school age in attendance in an accredited high school should not be permitted to enroll in any course by correspondence without the written approval of the principal or superintendent of the local school.

(c) Pupils of school age in attendance in an accredited high school may be permitted to pursue a maximum of two units by correspondence each year for two years only, provided that total correspondence and residence credit shall not exceed two units during any one school year.

(d) Pupils of school age in attendance may not present more than four units of credit by correspondence to count towards graduation from high school.

To these was added the following in the Bulletin 112-T of the 1944-1945 school year:

(e) Correspondence work done under the supervision of the Federal Government by those in the armed service will be recognized for credit toward graduation.

(16) The Small High School

This part of the minimum requirements for accrediting was added in 1938 in Bulletin 112-M.

(a) The following factors should be considered in deciding what subjects are to be included in the curriculum: (1) the financial ability of the district, (2) the needs of the individual pupils, (3) the demands of the community, (4) the number of pupils in high school, (5) the number of teachers available, (6) the building facilities, (7) the books, supplies and equipment available, and (8) the condition of the elementary department.

(b) The curriculum should contain vocational and pre-vocational courses wherever possible. Such subjects as home economics, vocational agriculture, industrial arts, etc., are practical and valuable additions, which should be made to the usual narrow and academic offerings of the small high school. These courses are relatively expensive but, if a sufficient number of pupils is interested, the per capita cost may be greatly reduced.

(c) The department recommends that no high school work be offered at the expense of the elementary grades. Since the majority of the pupils are enrolled in these grades, the district owes its first obligation to provide adequately for them.

(d) Schools enrolling fewer than thirty pupils in the ninth and tenth grades should alternate history and science subjects. When the enrollment in the eleventh and twelfth grades is below thirty, all subjects should be alternated and the two grades combined in the same courses. This program of alternation and combination should be planned systematically and for several years in advance. Alternations should include subjects recommended for the particular grades in which combinations are made.

The Department lists some of the recommendations for this plan of alternation in order that most of the high schools of the state may be offering the same subjects in the same year that would be convenient for pupils that are compelled to transfer from one district to another during the course of the school year.

(17) General Policies and Regulations for Accrediting

The following general policies and regulations have obtained throughout the ten years of this study as taken from Bulletin 112-L issued in 1937.

(a) It is the policy of the Department of High School Inspection to accredit high schools primarily on the basis of scholarship. Objective subject-matter tests may be used to supplement other information relating to instructional efficiency.

(b) The policy of the Department is to encourage the establishment and maintenance of a high school within the reach of every boy and girl in the state. In this connection the continuation of small high schools located in communities inaccessible to fully accredited high schools will be encouraged. Both economy and efficiency are considered as factors in the accrediting process.

(c) High School accrediting depends largely upon instructional conditions maintained in the elementary grades. Command of the fundamental processes is considered of prime importance in all subsequent education. Consequently, the entire program of education is examined as a basis for recognition.

(d) As a corollary to the policy stated above, it is the practice to discourage the establishment and maintenance of high school departments at the expense of the elementary grades. The elementary grades should receive first consideration. To offer high school courses to a few pupils to the detriment of the large group in the elementary grades is unjust and unfair.

(e) It is the policy to consider stability and permanency of the school organization and staff as factors in accrediting high schools. Frequent changes in the organization and teaching staff directly affect the continuity and efficiency of instruction.

(f) High schools are accredited for one year only.

(g) It is the policy to warn a school before dropping it from the accredited list except in cases of failure to meet one or more of the fundamental regulations or standards.

(18) Summary

Some of the minimum requirements, general policies, and regulations for accrediting Oklahoma high schools, as set forth in the Annual High School Bulletins numbered 112-L, 112-M, 112-N, 112-O, 112-P, 112-Q, 112-R, 112-S, 112-T, and 112-U for the years 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, and 1947 respectively, as issued by the State of Oklahoma, Department of Education have not been changed during the ten-year period of this study. Some have been changed for better clarification. Others have been changed in content.

Several of the changes in content of a requirement, policy or regulation have reflected a change in the trend of accrediting the high schools of the state. These trends in summary are:

(1) The combination of the high school department and the rural school department more closely integrates the educational processes from grades one to twelve.

(2) The raising of the standards of qualification and certification of both high school and elementary school teachers is a move to raise the quality of instruction.

(3) The narrow method of continuing professional preparation by attending college was changed to a broader view by the recommendation of continuing professional preparation and growth. This change recognizes methods of professional preparation and growth other than college attendance.

(4) The elimination of the words "academic" and "core" subjects from certain regulations recognizes the need of flexibility of interpretation of subjects and subject matter. The needs of the individual student is paramount and his course in school should determine what might be considered as "academic" or "core" subjects.

(5) The addition of the number of required books, lines of poetry and compositions in English and the number of pages to be read in courses in history raises the standards of instruction as well as limits the initiative of the teachers of these fields in the interpretation of the needs of the individual pupil and the entire class.

(6) The raising of the number of books per pupil in the library of a high school from twenty-four to thirty for English broadens the sources of learning for every student. A larger number of books can give a wider variety in the reading habits and sources of information for all students.

(7) The increase in the number of periods per week in certain courses recognizes the increased importance of these courses in the curriculum.

(8) The lack of harmony among teachers and the school board and the permanency of program in the changing of superintendents or other causes recognizes factors other than subject matter qualifications of teachers for the accrediting of a high school.

(9) Greater needs of the students and broader service for the high school are implied by the initiation of the program of accrediting summer terms.

(10) The program of accrediting certain correspondence courses recognizes that education is not limited to work done

or time spent only in the high school. There are agencies of education besides the high school. The more capable student may accelerate the educational process. The handicapped may meet the requirements for graduation. All students may pursue some phase of education in which he is vitally interested even though the high school is unable to offer the work.

(11) By the institution of a program of alternation of high school subjects all high schools are enabled to offer a broader curriculum in the four years. This gives the individual better selections of work that meet the aims and needs of the individual.

Part II

Analysis of Seventy-seven Selected High Schools of Oklahoma  
Offering Sixteen or More Units of Subject Matter  
and the Units of Credit Offered by  
These High Schools

The following is a list of the selected high schools used in this analysis. Independent districts are denoted by an asterisk following the name of the school. The number of the district in parentheses follows the name. "C" denotes consolidated district, "Jt." denotes joint district, "Jt. C." denotes joint consolidated district, and all schools furnishing transportation are designated by "T".

TABLE I

THE SEVENTY-SEVEN SELECTED HIGH SCHOOLS OF OKLAHOMA \*

School	Kind	County
1. Afton	(*) (26) (T)	Ottawa
2. Apache	(*) (6) (T)	Caddo
3. Arapaho	(*) (C-5) (T)	Custer
4. Arnett	(*) (C-2) (T)	Ellis
5. Avant	(*) (35) (T)	Osage
6. Beggs	(*) (4) (T)	Okmulgee
7. Billings	(*) (Jt. 4) (T)	Noble
8. Bixby	(*) (23) (T)	Tulsa
9. Boise City	(*) (C-2) (T)	Cimmaron
10. Boswell	(*) (1) (T)	Choctaw
11. Boynton	(*) (C-1) (T)	Muskogee
12. Bray	(*) (C-42) (T)	Stephens
13. Brinkman	(*) (2) (T)	Greer
14. Calera	(*) (48) (T)	Bryan
15. Calumet	(*) (C-76) (T)	Canadian
16. Calvin	(*) (48) (T)	Hughes
17. Choctaw	(*) (C-4) (T)	Oklahoma
18. Covington	(*) (C-77) (T)	Garfield
19. Dale	(*) (C-2) (T)	Pottawatomie
20. Davidson	(*) (C-9) (T)	Tillman

\*State of Oklahoma, Department of Education, Oklahoma Educational Directory, Bulletin Number 108-W, 1946-1947.



TABLE I--Continued

School	Kind	County
21. Davis	(*) (10) (T)	Murray
22. Delaware	(*) (C-30) (T)	Nowata
23. Dill	(*) (C-3) (T)	Washita
24. Dover	(C-4) (T)	Kingfisher
25. Fletcher	(*) (9) (T)	Comanche
26. Forgan	(*) (C-123) (T)	Beaver
27. Gotebo	(*) (Jt. 3) (T)	Kiowa
28. Graham	(C-46) (T)	Carter
29. Haworth	(*) (C-6) (T)	McCurtain
30. Hitchcock	(*) (29) (T)	Blaine
31. Hitchita	(*) (C-27) (T)	McIntosh
32. Hulbert	(16) (T)	Cherokee
33. Jay	(*) (33) (T)	Delaware
34. Kaw City	(*) (84) (T)	Kay
35. Keota	(*) (C-43) (T)	Haskell
36. Kingston	(*) (C-3) (T)	Marshall
37. Kiowa	(*) (14) (T)	Pittsburgh
38. Lambert	(*) (C-3) (T)	Alfalfa
39. Lamont	(*) (95) (T)	Grant
40. Laverne	(*) (C-1) (T)	Harper
41. Lexington	(*) (57) (T)	Cleveland
42. Marshall	(*) (Jt. C-3) (T)	Logan
43. Meeker	(*) (95) (T)	Lincoln
44. Moyers	(C-22) (T)	Pushmataha
45. Ninnekah	(C-51) (T)	Grady
46. Ochelata	(*) (C-15) (T)	Washington
47. Okay	(*) (C-1) (T)	Wagoner
48. Olustee	(*) (C-35) (T)	Jackson
49. Paden	(*) (C-14) (T)	Okfuskee
50. Perkins	(*) (Jt. C-56) (T)	Payne
51. Ralston	(*) (Jt. 69) (T)	Pawnee
52. Ringwood	(*) (C-1) (T)	Major
53. Roff	(*) (37) (T)	Pontotoc
54. Salina	(*) (16) (T)	Mayes
55. Sasakwa	(*) (C-41) (T)	Seminole
56. Slick	(*) (75) (T)	Creek
57. Stratford	(*) (2) (T)	Garvin
58. Stringtown	(*) (7) (T)	Atoka
59. Strong City	(C-4) (T)	Roger Mills
60. Supply	(*) (Jt. C-5) (T)	Woodward
61. Sweetwater	(Jt. C-15) (T)	Beckham
62. Talala	(35) (T)	Rogers
63. Taloga	(*) (1) (T)	Dewey
64. Temple	(*) (101) (T)	Cotton
65. Terral	(*) (3) (T)	Jefferson

TABLE I-- Continued

School	Kind	County
66. Texhoma	(* (C-61) (T)	Texas
67. Thackerville	(* (C-4) (T)	Love
68. Tupelo	(C-4) (T)	Coal
69. Vian	(* (C-2) (T)	Sequoyah
70. Vinson	(C-5) (T)	Harmon
71. Wapanucka	(* (Jt. C-37) (T)	Johnson
72. McClain	(* (10) (T)	McClain
73. Waynoka	(* (3) (T)	Woods
74. Welch	(* (17) (T)	Craig
75. Westville	(* (11) (T)	Adair
76. Wilburton	(* (1) (T)	Latimer
77. Wister	(* (49) (T)	LeFlore

On prepared tally sheets the units of credit, for which each of the above listed high schools were accredited by the State of Oklahoma Department of Education as listed in the Annual High School Bulletins numbered 112-L, 112-M, 112-N, 112-O, 112-P, 112-Q, 112-R, 112-S, 112-T, 112-U issued in 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, and 1947, respectively, were listed and totaled. These were carefully tallied and checked for accuracy. The results of this tabulation are listed in Table II. The total number of units of each subject, for which the seventy-seven high schools were accredited, is listed for each of the school terms of the ten-year period of this analysis.

Table II may be read in this manner: In 1936-37 the seventy-seven selected high schools of Oklahoma were accredited by the Oklahoma Department of Education for 307 units in English, 43½ units of public speaking, and down the column for each subject by years.

The number of units in English remains fairly constant throughout the ten years. This is primarily determined by the requirement

of four units of English for graduation as stated in Section (a), Part (11) of Chapter III of this thesis.

History decreases in the number of units from a total of 195 in 1936-1937 to 1940-1941 and continues to decrease thereafter to 145 units in 1945-1946.

The total number of units for which the seventy-seven high schools are accredited in home economics becomes second highest in 1942-1943, when it exceeds the total number of units of history.

French appears for one unit in 1936-1937 and drops out in 1940-1941.

Physiology, the smallest total of them all, disappears at the end of the school year 1941-1942.

There is a rapid increase in the number of units in both agriculture and home economics.

Two new courses appear: Pre-Flight in 1942-1943 and general business in 1943-1944.

Table III was calculated from the data given in Table II. The total number of units for which the seventy-seven high schools were accredited in each subject for each of the ten years was interpreted as a per cent of the total number of units for which all seventy-seven high schools were accredited.

In 1936-1937, 20.10 per cent of the total number of units for which the seventy-seven high schools were accredited was in English. This decreased to 18.10 per cent of the total number of units in 1945-1946. Even though Table II shows an increase in number of units from 307 to 309½ the percentage of the total number of units offered for credit decreased.

TABLE II

TOTAL NUMBER OF UNITS OF EACH SUBJECT OFFERED  
IN THE 77 SELECTED HIGH SCHOOLS OF OKLAHOMA

Subject	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
1. English	307	307	308	307	307	306	309	308	309½	309½
2. Pub. Spk.	43½	47	45½	42	55½	50	44	35½	31½	37
3. Comp. Math.	37	52	60	61	60	65	65	58	45	49
4. Algebra	79	99	94½	94	90	91	91	105½	105½	107
5. Geometry	73½	71	64	62	60	59½	64	67½	68½	65½
6. Arith.	30	26	22½	18½	15	13½	14½	9	7	9
7. O. H. & C.	77	77	77	75	70	72	71	75	74	72½
8. History	195	180	169	166	169	159	150	150	147	145
9. Adv. Civ.	2½	1½	1½	1½	1½	½	-	-	-	2
10. Economics	6½	5	5	6	4½	4	2½	4½	5	5½
11. Sociology	7½	8½	4½	6½	4½	6	3½	3	3½	8½
12. Prob. Dem.	53½	56	53	53	55	51	50½	47½	43½	41
13. Latin	22	20	16	11	12	11	9	7	5	4
14. French	-	-	1	1	1	-	-	-	-	-
15. Spanish	34	21	17	9	8	12	9	8	8	12
16. Physics	10	8	7	7	6	7	11	18	15	15½
17. Chemistry	6	6	7	6	9	12	9	4	7	4
18. Phy. Geog.	31½	30	27½	25	24½	23½	21	18	21½	22½
19. Com. Geog.	29½	30	26½	25	23½	22½	19½	18	21½	23
20. Biology	70	68	66	66	62	62½	64	64½	55	60
21. Physiology	½	½	½	1½	1½	½	-	-	-	-
22. Gen. Sci.	73	74	72	71	70	73	70	72	72	72
23. Agri.	63	69	86	100½	110	128½	108½	106½	106½	105½
24. Home Ec.	85	94	109	126½	144	154	153	162	153	165
25. Ind. Arts	12	17	23	20	25	32	32½	27½	29	35
26. Drawing	3	2	4	2	4	9	6	8	6	5
27. Com. Law	15	17	20	15½	13½	12	11½	11	8½	8
28. Bookkpg.	33	44	54	58	67	69	52	50	53	50
29. Shorthand	24	39	38	44	43	48	57	60	58	59
30. Typing	45	65	79	88	90	99	109	120	122	137
31. Bus. Eng.	16½	14	17	12	11	9½	7	7	7	6
32. Psych.	12½	11½	11½	8½	8	6	3½	4½	4½	7½
33. Music	27	27	33	33	38	44	36½	26½	20½	24½
34. Pre-Flight	-	-	-	-	-	-	24½	28	13	10
35. Gen. Bus.	-	-	-	-	-	-	-	28	25	30

TABLE III

THE TOTAL NUMBER OF UNITS OF EACH SUBJECT OFFERED IN THE 77 SELECTED HIGH SCHOOLS OF OKLAHOMA INTERPRETED AS A PER CENT OF THE TOTAL NUMBER OF UNITS OF SUBJECT OFFERINGS

Subject	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	Arith.
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	Mean
1. English	20.10	19.40	19.00	18.90	18.40	17.90	18.20	18.00	18.60	18.10	18.66
2. Pub. Spk.	2.84	2.97	2.81	2.59	3.33	2.92	3.69	2.07	1.90	2.17	2.72
3. Comp. Math.	2.42	3.28	3.71	3.75	3.61	3.80	3.81	3.39	2.71	2.88	3.33
4. Algebra	5.15	6.24	5.84	5.77	5.41	5.32	5.35	8.78	6.36	6.28	6.05
5. Geometry	4.80	4.48	3.95	3.81	3.61	3.48	3.77	3.94	4.12	3.84	3.98
6. Arith.	1.96	1.64	1.39	1.14	.92	.79	.85	.52	.42	.53	1.02
7. O. H. & C.	5.04	4.86	4.75	4.61	4.21	4.21	4.17	4.38	4.45	4.25	4.49
8. History	12.70	11.30	10.40	10.20	10.15	9.28	8.82	8.77	8.86	8.54	9.90
9. Adv. Civ.	.16	.09	.09	.09	.09	.03	-	-	-	.11	.66
10. Economics	.42	.32	.31	.37	.27	.23	.14	.26	.31	.32	.29
11. Sociology	.49	.54	.28	.40	.27	.35	.23	.17	.21	.50	.34
12. Prob. Dem.	3.50	3.53	3.27	3.30	3.31	2.98	2.97	2.77	2.62	2.41	3.07
13. Latin	1.44	1.26	.99	.67	.72	.64	.53	.41	.31	.23	.72
14. French	-	-	.06	.06	.06	-	-	-	-	-	.18
15. Spanish	2.22	1.32	1.05	.55	.48	.71	.53	.46	.48	.70	.85
16. Physics	.65	.51	.53	.53	.36	.41	.65	1.05	.91	.91	.63
17. Chemistry	.39	.38	.43	.37	.54	.71	.53	.23	.42	.23	.42

TABLE III--Continued

Subject	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	Arith.
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	Mean
18. Phy. Geog.	2.06	1.89	1.70	1.54	1.47	1.37	1.33	1.05	1.29	1.31	1.49
19. Com. Geog.	1.93	1.89	1.63	1.54	1.41	1.31	1.14	1.05	1.29	1.35	1.45
20. Biology	4.58	4.28	4.08	4.06	3.73	3.75	3.76	3.77	3.32	3.52	3.88
21. Physiology	.03	.03	.03	.09	.09	.03	-	-	-	-	.03
22. Gen. Sci.	4.78	4.66	4.44	4.36	4.21	4.26	4.12	4.20	4.34	4.21	4.36
23. Agriculture	4.11	4.35	5.31	6.18	6.63	7.51	6.38	6.20	6.42	6.18	5.93
24. Home Ec.	5.56	5.93	6.74	7.77	8.66	9.00	9.00	9.47	9.21	9.68	8.10
25. Ind. Arts	.78	1.07	1.42	1.23	1.50	1.87	1.91	1.61	1.75	2.05	1.52
26. Drawing	.19	.13	.25	.12	.24	.52	.35	.47	.36	.29	.29
27. Com. Law	.98	1.07	1.23	.95	.81	.71	.68	.64	.51	.47	.80
28. Bookkpg.	2.16	2.77	3.33	3.57	4.02	4.03	3.06	2.91	3.19	2.93	3.20
29. Shorthand	1.57	2.46	2.35	2.71	2.58	2.80	3.35	3.50	3.49	3.46	2.83
30. Typing	2.94	4.10	4.88	5.42	5.41	5.78	6.43	7.02	7.35	8.04	5.74
31. Bus. Eng.	1.08	.88	1.05	.73	.66	.56	.41	.41	.41	.35	.66
32. Psych.	.82	.72	.71	.52	.48	.35	.21	.26	.29	.47	.48
33. Music	1.76	1.70	2.04	2.03	2.28	2.57	2.13	1.55	1.23	1.43	1.87
34. Pre-Flight	-	-	-	-	-	-	1.44	1.64	.78	.59	.44
35. Gen. Bus.	-	-	-	-	-	-	-	1.64	1.50	1.94	.51*

\*Each of the percentages is rounded-off to the nearest hundredths place and, consequently, the total of each column will not total exactly one hundred.

History not only decreased in number of units, as shown in Table II, but decreased from 12.70 per cent of the total to 8.54 per cent of the total number of units.

By a study of Table III, therefore, a relative importance of each subject to the total number of units is shown. To say that a subject gains 10 units has no relative meaning. Table III shows the relative gain or loss in number of units of each subject in relation to the total number of units.

Table V is the listing of the net increase and decrease in number of units for which the seventy-seven high schools were accredited.

For example, during the first of the nine intervals in the ten years, 1936-1937 to 1937-1938, will be seen no increase in English, a  $3\frac{1}{2}$  unit decrease in the total number of units in public speaking, a 15 unit increase in composite mathematics, a 20 unit increase in algebra and a loss of  $2\frac{1}{2}$  units in geometry.

The greatest increase is shown in general business from no schools offering the subject in 1941-1942 to 28 units in 1942-1943. However, there is a loss of 3 units during the following interval, but these three and two more are gained in the following interval.

Typewriting is the only subject in which there is a continual increase for the nine intervals.

Home economics shows a loss in only two intervals and agriculture in three. These losses are small as compared to the gains of the other intervals.

TABLE V

NET INCREASE AND DECREASE OF TOTAL NUMBER OF UNITS  
OF EACH SUBJECT IN THE 77 SELECTED HIGH SCHOOLS  
IN OKLAHOMA

Subjects	From	From	From	From	From	From	From	From	From	Net Inc. or Dec.
	36-7 to 37-8	37-8 to 38-9	38-9 to 39-40	39-40 to 40-1	40-1 to 41-2	41-2 to 42-3	42-3 to 43-4	43-4 to 44-5	44-5 to 45-6	
1. English	--	1*	-1	--	-1	3	-1	1½	--	2½
2. Pub. Spk.	3½	-1½	-3½	17½	-4½	-6	-8½	-5	5½	-6½
3. Comp. Math.	15	8	1	-1	5	--	-7	-13	4	12
4. Algebra	20	-4½	-½	-4	1	--	14½	--	1½	28
5. Geometry	-2½	-7	-2	-2	-½	4½	3½	1	-3	-8
6. Arith.	-4	-3½	-4	-3½	-1½	1	-4½	-2	2	-21
7. O. H. & C.	--	--	-2	-5	2	-1	4	-1	-1½	-4½
8. History	-15	-11	-3	3	-10	-9	--	-3	-2	-50
9. Adv. Civ.	-1	--	--	--	-1	½	--	--	2	-½
10. Economics	-½	--	1	1½	-½	-1½	2	½	½	-1
11. Sociology	1	-4	2	-2	1½	-2½	-½	½	5	1
12. Prob. Dem.	2½	-3	--	2	-4	-½	-3	-4	-2½	-12½
13. Latin	-2	-4	-5	1	-1	-2	-2	-2	-1	-18
14. French	--	--	1	--	--	-1	--	--	--	--
15. Spanish	-13	-4	-8	-1	4	-3	-1	--	4	-22
16. Physics	-2	-1	--	-1	1	4	7	-3	½	5½
17. Chemistry	--	1	-1	3	3	-3	-5	3	-3	-2

\*All numbers without a sign are positive and denote an increase.



TABLE V--Continued

Subjects	From 36-7 to 37-8	From 37-8 to 38-9	From 38-9 to 39-40	From 39-40 to 40-1	From 40-1 to 41-2	From 41-2 to 42-3	From 42-3 to 43-4	From 43-4 to 44-5	From 44-5 to 45-6	Net Inc. or Dec.
18. Phy. Geog.	- $\frac{1}{8}$	-2 $\frac{1}{8}$	-1 $\frac{1}{8}$	- $\frac{1}{8}$	-1	-1 $\frac{1}{8}$	-3	3 $\frac{1}{8}$	1	-8
19. Com. Geog.	- $\frac{1}{8}$	-3 $\frac{1}{8}$	- $\frac{1}{8}$	-1 $\frac{1}{8}$	-1	-3	-1 $\frac{1}{8}$	3 $\frac{1}{8}$	1 $\frac{1}{8}$	-6 $\frac{1}{8}$
20. Biology	-2	-2	--	-4	- $\frac{1}{8}$	1 $\frac{1}{8}$	-9 $\frac{1}{8}$	-9 $\frac{1}{8}$	5	-10
21. Physiol.	--	--	1	--	-1	- $\frac{1}{8}$	--	--	--	- $\frac{1}{8}$
22. Gen. Sci.	1	-2	-1	-1	3	-3	2	--	--	-1
23. Agri.	6	12	14 $\frac{1}{8}$	9 $\frac{1}{8}$	18 $\frac{1}{8}$	-20	-2	--	-1	42 $\frac{1}{8}$
24. Home Ec.	9	15	15 $\frac{1}{8}$	17 $\frac{1}{8}$	10	-1	9	-9	12	85
25. Ind. Arts	5	6	-3	5	7	$\frac{1}{8}$	-5	1 $\frac{1}{8}$	6	23
26. Drawing	-1	2	-2	2	5	-3	2	-2	-1	2
27. Com. Law	-2	3	-4 $\frac{1}{8}$	-2	1 $\frac{1}{8}$	- $\frac{1}{8}$	- $\frac{1}{8}$	-2 $\frac{1}{8}$	- $\frac{1}{8}$	-7
28. Bookkpg.	11	10	4	9	2	-17	-2	3	-3	17
29. Shorthand	15	-1	6	-1	5	9	3	-2	1	35
30. Typing	20	14	9	2	9	10	11	2	15	92
31. Bus. Eng.	-1 $\frac{1}{8}$	3	-5	-1	-1 $\frac{1}{8}$	-2 $\frac{1}{8}$	--	--	-1	-10 $\frac{1}{8}$
32. Psych.	-1	--	-3	- $\frac{1}{8}$	-2	-2 $\frac{1}{8}$	1	--	3	-5
33. Music	--	6	--	5	6	-7 $\frac{1}{8}$	-10	-6	4	-2 $\frac{1}{8}$
34. Pre-Flight	--	--	--	--	--	24 $\frac{1}{8}$	3 $\frac{1}{8}$	-15	-3	20
35. Gen. Bus.	--	--	--	--	--	--	28	-3	5	30

The last or tenth column shows the net increase or decrease over the ten-year period. The largest net decrease in number of units is in history and the largest net increase is in home economics. The smallest increase is in sociology and the smallest decrease is in physiology.

Table VI gives the total number of units offered in the related fields for each of the ten years for the seventy-seven high schools.

English includes English and public speaking; mathematics includes composite mathematics, algebra, geometry and arithmetic; social science includes history, advanced civics, economics, sociology, problems in democracy, Oklahoma history and community civics; foreign language includes Latin, Spanish and French. Vocational agriculture and vocational home economics include the total number of units in schools offering four units of each. Commercial includes commercial law, bookkeeping, shorthand, typewriting, business English and general business; science includes general science, physics, chemistry and biology. These are referred to as laboratory science courses in Section (b), Part (11) of Chapter III. Miscellaneous includes the other subjects not listed separately in the table.

Item number 12 of the table shows the total number of units for which the seventy-seven high schools were accredited in each of the ten years.

The table needs no explanation as to interpretation since it is self-explanatory.

TABLE VI

TOTAL NUMBER OF UNITS, GROUPED INTO FIELDS OF RELATED SUBJECT MATTER,  
OFFERED IN THE 77 SELECTED HIGH SCHOOLS OF OKLAHOMA

Subject Matter Fields	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
1. English	350½	354	353½	349	362½	356	353	343½	341	346½
2. Mathematics	219½	248	241	235½	225	229	234½	240	226	230½
3. Social Science	342	328	314	308	304½	292½	277½	280	273	274½
4. Foreign Language	56	41	34	21	21	23	18	15	13	16
5. Vocational Agriculture	40	45	52	68	88	116	97	97	90	93
6. Vocational Home Economics	4	6	21	39	74	85	91	94	95	100
7. Commercial	133½	179	208	217½	224½	237½	236½	276	273½	290
8. Industrial Arts	12	17	23	20	25	32	32½	27½	29	35
9. Music	27	27	33	33	38	44	36½	26½	20½	24½
10. Miscellaneous	147	153	170	162½	142	140½	144	142½	108½	110½
11. Science	220	216	206½	201½	196½	201	194½	194½	192	197
12. Total	1551½	1614	1646	1655	1701	1756½	1715	1736½	1661½	1717½

The percentages shown in Table VII were calculated from Table VI. It needs little explanation. From Table VI the total number of units for which English was accredited in 1936-1937 was  $350\frac{1}{2}$ . In Table VII this  $350\frac{1}{2}$  units is shown as 22.70 per cent of the total number of units for which the schools were accredited;  $350\frac{1}{2}$  is 22.70 percent of  $1551\frac{1}{2}$ .

English holds the highest percentage of the total for that year with social science a close second. By 1945-1946 second place is lost by social science to the commercial subjects.

Foreign language almost disappears as a subject field. There is only one year, 1941-1942, in which there is a notable gain.

The field of science makes a small loss during each year with the exception of 1940-1941 and 1944-1945.

Vocational agriculture has a net gain of 2.87 of the total number of units, starting with 2.58 and increasing to 5.45. In number of units this would be more than double.

Home economics makes rapid gains each year. Starting with .25 per cent (one-fourth of one per cent), it increases to 5.86 per cent of the total number of units for which the seventy-seven schools are accredited in 1945-1946.

If 40 of the 77 schools offer a total of 80 units in agriculture, the average units per school would be 2. Table IX gives this type of information. The total of 77 schools is not considered. Only those schools that offer each subject enter in the calculation.

Such subjects as composite mathematics, advanced civics, economics, sociology, chemistry, sociology, arithmetic, general

TABLE VII

TOTAL NUMBER OF UNITS, GROUPED INTO FIELDS OF RELATED SUBJECT MATTER,  
OFFERED IN THE 77 SELECTED HIGH SCHOOLS OF OKLAHOMA EXPRESSED  
AS A PERCENTAGE OF THE TOTAL NUMBER OF UNITS

Subject Matter Fields	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
1. English	22.70	21.90	21.40	21.10	21.30	20.30	20.60	19.75	20.50	20.25
2. Mathematics	14.20	15.40	14.60	14.20	13.25	13.05	13.65	13.85	13.60	13.45
3. Social Science	22.20	20.30	19.10	18.60	17.85	16.65	16.15	16.15	18.40	16.05
4. Foreign Language	3.60	2.55	2.07	1.27	1.23	1.27	1.05	.09	.08	.09
5. Vocational Agriculture	2.58	2.80	3.16	4.10	5.17	6.62	5.66	5.60	5.41	5.45
6. Vocational Home Ec.	.25	.37	1.52	2.36	4.35	4.84	5.31	5.41	5.71	5.86
7. Commercial	8.55	11.10	12.60	13.10	13.20	13.50	13.75	15.90	16.40	17.00
8. Industrial Arts	.77	1.04	1.40	1.21	1.46	1.83	1.90	1.58	1.74	2.05
9. Music	1.73	1.65	2.01	2.00	2.24	2.51	2.13	1.53	1.23	1.43
10. Miscellaneous	9.55	9.45	10.30	9.84	8.35	8.02	8.42	8.21	6.50	6.48
11. Science	14.30	13.40	12.50	12.15	11.55	11.45	11.30	11.20	11.55	11.54
12. Total	100.43	100.11	100.06	99.93	99.90	100.04	100.92	100.27	99.12	99.65*

\*The percentages are calculated and rounded off to the nearest hundredths per cent; the total, therefore, is not exactly one hundred per cent.

TABLE VIII

AVERAGE NUMBER OF UNITS OF EACH SUBJECT BY THE NUMBER OF SCHOOLS  
OFFERING THE SUBJECT OF THE 77 SELECTED HIGH SCHOOLS  
OF OKLAHOMA

Subjects	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1946
1. English	4.00	4.00	3.99	4.00	4.00	3.98	4.02	4.01	4.02	4.02	4.02
2. Public Spkg.	.91	.82	.89	.98	.94	.98	.98	.94	.96	.95	.95
3. Comp. Math.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
4. Algebra	1.07	1.32	1.24	1.24	1.28	1.30	1.30	1.51	1.51	1.53	1.53
5. Geometry	1.02	1.35	1.02	1.02	1.00	.99	1.00	1.07	1.02	1.06	1.06
6. Arith.	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
7. O. H. & C.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
8. History	2.54	2.33	2.19	2.16	2.16	2.06	1.95	1.95	1.94	1.89	1.89
9. Adv. Civ.	.50	.50	.50	.50	.50	.50	--	--	--	.50	.50
10. Economics	.50	.50	.50	.50	.50	.50	.50	.55	.72	.50	.50
11. Sociology	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
12. Prob. Dem.	.97	.98	.98	1.00	1.02	1.00	.99	.99	.99	1.00	1.00
13. Latin	1.57	1.67	1.60	1.58	1.50	1.83	1.80	1.75	1.66	2.00	2.00
14. French	--	--	1.00	1.00	1.00	--	--	--	--	--	--
15. Spanish	1.54	1.50	1.70	1.28	1.33	1.50	1.50	2.00	1.33	1.72	1.72
16. Physics	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.03	1.03
17. Chemistry	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

TABLE VIII--Continued

Subjects	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
18. Phy. Geog.	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
19. Com. Geog.	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
20. Biology	1.00	1.00	1.00	1.00	1.00	1.02	1.00	1.04	1.02	1.05
21. Physiol.	.50	.50	.50	.50	.50	.50	--	--	--	--
22. Gen. Sci.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
23. Agriculture	1.85	2.16	2.10	2.62	2.66	2.06	2.72	2.66	2.74	2.68
24. Home Ec.	1.85	1.87	1.95	2.22	2.36	2.53	2.43	2.62	2.43	2.66
25. Ind. Arts	1.33	1.42	1.64	1.43	1.67	1.60	1.62	1.62	1.81	1.84
26. Drawing	1.00	1.00	1.00	1.00	1.00	1.29	1.00	1.14	1.20	1.00
27. Com. Law	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
28. Bookkpg.	1.03	1.02	1.00	1.04	1.14	1.19	1.00	1.00	1.00	1.00
29. Shorthand	1.04	1.00	1.00	1.00	1.02	1.02	1.02	1.01	1.01	1.01
30. Typing	1.02	1.10	1.14	1.23	1.27	1.30	1.45	1.54	1.57	1.76
31. Bus. Eng.	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
32. Psychology	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
33. Music	1.12	1.17	1.22	1.22	1.31	1.57	1.52	1.47	.98	.98
34. Pre-Flight	--	--	--	--	--	--	.98	.97	.92	1.00
35. Gen. Bus.	--	--	--	--	--	--	--	1.00	1.00	1.00

science, commercial law, business English, psychology, physical geography and commercial geography are one unit or one-half unit courses. By this table the number of units per school offering the subjects would naturally show no change. This would have to be shown by another type of calculation. (See Table IX.)

The purpose of this table is to show the importance attached to those subjects that a school is permitted to offer in varying units, or half-units, of credit by the schools that are offering them. Typewriting may be offered as a one unit or a two unit course. Agriculture varies from a half-unit credit to a four unit credit course. Public speaking may be a one-half or a one unit credit course.

In the ten-year period a net increase is shown by English, public speaking, algebra, geometry, problems in democracy, Latin, Spanish, physics, agriculture, biology, home economics, industrial arts, typewriting and pre-flight. A net decrease is shown in history, bookkeeping, shorthand, and music.

To show that a total of 40 schools offer a total of 80 units gives an average of two units per school is one thing; to show that 40 of 77 schools offer 80 units of some subject does not indicate the relative importance of that subject to the total number of schools. The fact that 37 schools are not offering that particular subject means something.

Table IX gives this type of information. It gives an index of importance attached to each subject in relation to all the 77 schools used in this analysis.



Table II showed that the total number of units offered for credit in 1936-1937 was 307. This 307 divided by 77 schools gives four units of credit. This four is found in the first column of Table IX as 4.000. The divisions of the total number of units of each subject, as found in Table II, were rounded off to the third decimal place. This process gives a more accurate index of importance of each subject. The total of  $43\frac{1}{2}$  credits of public speaking in the year 1936-1937 divided by 77 gives .565. This has a meaning as to the relative importance of that subject to the 77 schools as a whole.

If 45 schools offered a total of 45 units one year and 43 schools offered a total of 43 units of some subject, the index would be 1.00 as shown in Table VIII. However, in Table IX, the indices would be .584 and .559, respectively.

To say that 40 schools, of a total of 77 schools, offer 80 units of credit for a subject is one thing and has some value; to show the numerical position of this index has a different value.

Table X lists this numerical position of each subject as a mean of the ten-year period, the beginning year, 1936-1937, and the final year, 1945-1946. These relative positions are shown in parentheses. The numbers following them are taken from Table IX.

The mean position of English is 1 with an index of 4.005 units. In 1936-1937 it was also 1 with an index of 4.000 units. In 1945-1946 it still holds this position with an index of 4.020 units.

TABLE IX  
 AVERAGE NUMBER OF UNITS OF EACH SUBJECT OFFERED  
 BY THE 77 SELECTED HIGH SCHOOLS  
 OF OKLAHOMA

Subjects	1936 1937	1937 1938	1938 1939	1939 1940	1940 1941	1941 1942	1942 1943	1943 1944	1944 1945	1945 1946
1. English	4.000	4.000	3.990	4.000	4.000	3.980	4.020	4.020	4.020	4.020
2. Pub. Spk.	.565	.614	.592	.545	.720	.650	.571	.460	.408	.480
3. Comp. Math.	.480	.675	.780	.794	.780	.844	.844	.754	.585	.635
4. Algebra	1.020	1.280	1.220	1.230	1.170	1.280	1.300	1.510	1.510	1.530
5. Geometry	.960	.923	.832	.807	.780	.773	.831	.878	.890	.850
6. Arithmetic	.390	.338	.292	.240	.195	.176	.188	.117	.091	.117
7. O. H. & C.	1.000	1.000	1.000	.975	.910	.935	.924	.974	.962	.943
8. History	2.540	2.340	2.200	2.160	2.200	2.070	1.950	1.950	1.910	1.870
9. Adv. Civ.	.030	.019	.019	.019	.019	.006	--	--	--	.026
10. Economics	.085	.065	.065	.078	.058	.051	.032	.058	.065	.072
11. Sociology	.097	.110	.058	.084	.058	.078	.045	.039	.045	.110
12. Prob. Dem.	.695	.728	.688	.688	.715	.664	.656	.618	.566	.533
13. Latin	.286	.260	.208	.143	.156	.143	.116	.091	.065	.052
14. French	--	--	.013	.013	.013	--	--	--	--	--
15. Spanish	.442	.262	.221	.117	.104	.156	.117	.104	.108	.156
16. Physics	.130	.104	.091	.091	.078	.091	.143	.234	.195	.202
17. Chemistry	.078	.078	.091	.078	.117	.156	.117	.052	.091	.052

TABLE IX--Continued

Subjects	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
18. Phy. Geog.	.408	.392	.358	.324	.319	.306	.273	.234	.280	.292
19. Com. Geog.	.384	.390	.344	.325	.306	.292	.253	.234	.280	.299
20. Biology	.910	.883	.858	.858	.805	.810	.830	.838	.715	.780
21. Physiology	.065	.065	.065	.195	.195	.065	--	--	--	--
22. Gen. Sci.	.950	.962	.935	.910	.950	.910	.935	.935	.935	.935
23. Agriculture	.818	.898	1.120	1.310	1.43	1.670	1.410	1.380	1.380	1.370
24. Home Ec.	1.105	1.220	1.420	1.640	1.870	2.000	1.985	2.110	1.985	2.140
25. Ind. Arts	.156	.221	.299	.260	.325	.416	.422	.358	.377	.455
26. Drawing	.039	.026	.052	.026	.052	.116	.078	.104	.078	.065
27. Com. Law	.195	.221	.260	.202	.175	.156	.149	.143	.110	.104
28. Bookkpg.	.429	.573	.701	.754	.870	.896	.676	.650	.689	.650
29. Shorthand	.312	.507	.495	.572	.559	.624	.740	.780	.755	.767
30. Typing	.585	.844	1.025	1.141	1.170	1.285	1.420	1.560	1.585	1.780
31. Bus. Eng.	.214	.182	.221	.156	.142	.123	.091	.091	.091	.078
32. Psychology	.162	.149	.149	.110	.104	.078	.045	.058	.058	.092
33. Music	.351	.351	.429	.429	.494	.572	.475	.345	.267	.318
34. Pre-Flight	--	--	--	--	--	--	.318	.364	.169	.130
35. Gen. Bus.	--	--	--	--	--	--	--	.364	.325	.390

TABLE X

THE RELATIVE POSITION OF EACH SUBJECT AS THE AVERAGE  
NUMBER OF UNITS PER HIGH SCHOOL OF THE 77  
SELECTED HIGH SCHOOLS OF OKLAHOMA

Subjects	Relative Im- portance in ( ) and Units per School, 10-Yr. Mean	Relative Im- portance in ( ) and Units per School, 1936-1937	Relative Im- portance in ( ) and Units per School, 1945-1946
1. English	( 1) 4.005	( 1) 4.000	( 1) 4.020
2. Pub. Spk.	(15) .565	(12) .565	(15) .480
3. Comp. Math.	(11) .717	(13) .480	(13) .635
4. Algebra	( 4) 1.305	( 4) 1.020	( 5) 1.530
5. Geometry	( 8) .852	( 6) .960	( 9) .850
6. Arithmetic	(20) .214	(17) .390	(24) .117
7. O. H. & C.	( 7) .962	( 5) 1.000	( 7) .943
8. History	( 2) 2.119	( 2) 2.540	( 3) 1.870
9. Adv. Civ.	(33) .014	(32) .030	(32) .026
10. Economics	(32) .063	(28) .085	(29) .072
11. Sociology	(30) .072	(27) .097	(25) .110
12. Prob. Dem.	(13) .655	(10) .695	(14) .533
13. Latin	(23) .152	(21) .286	(31) .052
14. French	(34) .004	(33) --	(33) --
15. Spanish	(21) .179	(14) .442	(22) .156
16. Physics	(25) .136	(26) .130	(21) .202
17. Chemistry	(29) .091	(29) .078	(31) .052
18. Phy. Geog.	(18) .318	(16) .408	(20) .292
19. Com. Geog.	(19) .310	(18) .384	(19) .299
20. Biology	(10) .829	( 8) .910	(10) .780
21. Physiology	(31) .065	(50) .065	(33) --
22. Gen. Sci.	( 9) .836	( 7) .950	( 8) .935
23. Agriculture	( 5) 1.290	( 9) .818	( 6) 1.370
24. Home Ec.	( 3) 1.752	( 3) 1.105	( 2) 2.140
25. Ind. Arts	(17) .329	(25) .156	(16) .455
26. Drawing	(32) .064	(31) .039	(30) .065
27. Com. Law	(22) .172	(23) .195	(26) .104
28. Bookkpg.	(12) .689	(15) .429	(12) .650
29. Shorthand	(14) .611	(20) .312	(11) .767
30. Typing	( 6) 1.240	(11) .585	( 4) 1.780
31. Bus. Eng.	(24) .139	(22) .214	(28) .078
32. Psychology	(27) .100	(24) .162	(27) .092
33. Music	(16) .403	(19) .351	(18) .318
34. Pre-Flight	(28) .098	(33) --	(23) .130
35. Gen. Bus.	(26) .108	(33) --	(17) .364

An increase upward in position was made by sociology, agriculture, home economics, industrial arts, bookkeeping, shorthand, typewriting, music, pre-flight and general business.

A decrease in position was made by public speaking, algebra, geometry, arithmetic, Oklahoma history and community civics, history, economics, sociology, problems in democracy, Latin, Spanish, physics, chemistry, physical geography, commercial geography, biology, physiology, general science, commercial law, business English, and psychology.

Those holding the same relative position were composite mathematics, advanced civics, and French.

In Chapter I, The Development of the Secondary School Curriculum, pages 20 to 23 were given the approximate percentages of the fields of the courses of study as recommended by the National Education Association Policies Commission, Education for All American Youth, and the Harvard Committee, General Education in a Free Society.

Tables XI and XII give the total percentage of each of these fields, as found in the seventy-seven selected high schools of Oklahoma, for each of the ten years of this analysis, together with the percentages recommended by both of the above reports. All percentages are at best approximations, due to the difficulty in interpreting the subject matter of a course by the name given it in the high school accrediting lists. Groupings were made after close study of the recommendations of the above two reports and definitions and explanations in the ten Annual High School Bulletins for Accrediting of the Oklahoma Department of Education.

TABLE XI

THE TOTAL NUMBER OF UNITS OF SUBJECT MATTER OFFERED IN THE 77 SELECTED HIGH SCHOOLS OF OKLAHOMA INTERPRETED AS A PER CENT OF THE TOTAL NUMBER OF UNITS OF SUBJECT OFFERINGS GROUPED ACCORDING TO THE HARVARD COMMITTEE REPORT OF 1945

	1936 1937	1937 1938	1938 1939	1939 1940	1940 1941	1941 1942	1942 1943	1943 1944	1944 1945	1945 1946	Harvard Curriculum
1. English	23.0	22.2	21.8	21.5	21.8	20.8	21.0	20.1	20.6	20.3	18.75
2. Social Studies	22.4	20.6	19.3	19.0	18.0	17.1	16.6	16.4	16.5	16.1	12.50
3. Sci. and Math.	24.0	24.7	23.4	22.5	21.2	20.7	20.8	20.6	20.9	20.8	35.42
4. Specialized	30.5	32.5	35.5	37.0	38.8	41.4	41.6	42.9	42.0	42.8	33.33

TABLE XII

THE SAME INTERPRETATION AS TABLE III EXCEPT THAT THE GROUPINGS ARE MADE IN ACCORDANCE WITH THE NATIONAL EDUCATION ASSOCIATION, EDUCATIONAL POLICIES COMMISSION REPORT OF 1944

	1936 1937	1937 1938	1938 1939	1939 1940	1940 1941	1941 1942	1942 1943	1943 1944	1944 1945	1945 1946	N. E. A. Curriculum
1. Health and Physical Fitness	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	16.67
2. Common Learnings	36.6	34.0	32.2	31.6	31.4	29.5	28.6	27.7	28.0	27.6	33.33
3. Vocational Preparation	51.5	54.5	56.0	56.8	56.9	58.3	59.8	58.7	60.9	61.6	33.33
4. Electives	11.9	11.5	11.8	11.6	11.7	12.2	11.6	11.6	11.1	10.8	16.67

The most significant fact disclosed is the conspicuous absence of health and physical fitness courses offered in the seventy-seven selected high schools. Health and physical fitness education is either taught under some other subject name, or not at all as such for credit.

A comparison of the present analysis with some similar study of the past proved quite interesting. As noted in Table XIII, there have been made some notable changes since 1860-1865, 1906-1911 and 1936-1946.

All seventy-seven schools of this study offer social studies while only ninety per cent of the 1860-1865 study offered social studies.

Latin has decreased from 80 per cent of the schools offering three years to 9.2 per cent offering two years.

Commercial subjects have increased from a very insignificant place to a highly important one.

Home economics was offered by 10 per cent of the schools in 1860-1865 with an undetermined number of years. Seventy-five and five-tenths per cent of the seventy-seven schools offer two and one-half years of the work.

Table XIV is the list of the total number of the seventy-seven schools that are accredited for each of the subjects in the lists of the Annual High School Bulletin numbered 112-L to 112-U issued by the Oklahoma Department of Education.

English is offered for credit by all seventy-seven high schools. The regulation referred to in Section (a), Part (11), Chapter III of this thesis states that four units of English are required for graduation.



TABLE XIII

CONTRAST BETWEEN CURRICULUM OFFERINGS OF THE 77 SELECTED  
OKLAHOMA HIGH SCHOOLS OF 1936-1946 AND THOSE OF  
FORTY SELECTED NORTH CENTRAL STATES HIGH  
SCHOOLS OF 1860-1865 AND 1906-1911\*

Subjects	Forty North Central States High Schools				77 Selected Oklahoma High Schools	
	1860-1865		1906-1911		1936-1946	
	%**	Mode	%	Mode	%	Mode
Mathematics	100	3	100	4	100	3.00
English	100	2	100	4	100	4.00
Science	100	2.33	100	4	100	2.50
Social Studies	90	1	100	3	100	4.00
Latin	80	3	98	4	9.2	2.00
Other Languages	90	2	100	6	12	2.00
Commercial	45	.33	88	6	91	3.50
Manual Arts	0	0	58	(2) (4)***	20	1.00
Home Economics	10	?	45	2	75.5	2.50

\*J. E. Stout, The Development of High-School Curricula in the North Central States from 1860 to 1918. (The North Central Schools data are based upon tables from Stout.)

\*\*Percentages show the proportions of schools offering each subject; modes show number of years in courses.

\*\*\*Bi-modal

TABLE XIV

TOTAL NUMBER OF THE SCHOOLS OF THE 77 SELECTED HIGH SCHOOLS  
OF OKLAHOMA OFFERING EACH SUBJECT

Subject	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	
1. English	77	77	77	77	77	77	77	77	77	77	77
2. Pub. Spk.	48	54	51	43	59	51	45	38	33	39	39
3. Comp. Math.	37	52	60	61	60	65	65	58	45	49	49
4. Algebra	74	76	76	76	76	77	77	77	77	77	77
5. Geometry	72	52	63	61	60	60	64	63	67	62	62
6. Arith.	66	52	45	37	30	27	29	18	14	18	18
7. O. H. & C.	77	77	77	75	70	72	71	75	74	73	73
8. History	77	77	77	77	77	77	77	77	76	77	77
9. Adv. Civ.	5	3	3	3	3	1	--	--	--	4	4
10. Economics	13	10	10	12	9	8	5	8	7	11	11
11. Sociology	15	17	9	13	9	12	7	6	7	17	17
12. Prob. Dem.	54	57	54	53	54	51	51	48	44	41	41
13. Latin	14	12	10	7	8	6	5	4	3	2	2
14. French	--	--	1	1	1	--	--	--	--	--	--
15. Spanish	22	14	10	7	6	8	6	4	6	7	7
16. Physics	10	8	7	7	6	7	11	18	15	15	15
17. Chemistry	6	6	7	6	9	12	9	4	7	4	4
18. Phy. Geog.	63	60	55	50	49	47	42	36	43	45	45
19. Com. Geog.	59	59	53	50	47	45	39	36	43	46	46
20. Biology	70	68	66	66	62	62	64	62	54	57	57
21. Physiol.	1	1	1	3	2	1	--	--	--	--	--
22. Gen. Sci.	73	74	72	71	70	73	70	72	72	72	72
23. Agri.	34	32	41	40	40	42	40	40	39	38	38
24. Home Ec.	46	50	56	57	61	61	63	62	63	62	62
25. Ind. Arts	9	12	14	14	15	20	20	17	16	19	19
26. Drawing	3	2	4	2	4	7	6	7	5	5	5
27. Com. Law	30	34	40	31	27	24	23	22	17	16	16
28. Bookkpg.	32	43	54	56	59	58	52	50	53	50	50
29. Shorthand	23	39	38	44	42	47	56	59	57	58	58
30. Typing	44	59	69	72	71	76	75	77	77	77	77
31. Bus. Eng.	33	28	34	24	22	19	14	14	14	12	12
32. Psych.	25	23	23	17	16	12	7	9	9	15	15
33. Music	24	23	27	27	29	28	24	18	21	25	25
34. Pre-Flight	--	--	--	--	--	--	25	29	14	10	10
35. Gen. Bus.	--	--	--	--	--	--	--	28	25	30	30

History was offered by each high school with the exception of the year 1944-1945 when it was offered by seventy-six schools. Section (b), Part (11) of Chapter III of this thesis states that American history is required by state law. Section (d), Part (16) of the same chapter presents a policy of alternation which makes it possible to offer some subjects in alternate years; therefore, every high school does not have to offer American history every year.

The most common mathematics course among the seventy-seven schools is algebra; the most common science course is general science. Typewriting is offered by more schools than any other commercial subject. More schools offer Spanish than any other foreign language. Other than history, the most popular whole unit social science course is problems in American democracy.

Table XV indicates the total number of the seventy-seven selected schools that offer each subject. This is expressed as a per cent of the seventy-seven schools. By referring to the table it can be seen that in 1936-1937, 61.1 per cent of the seventy-seven schools offered public speaking for credit, 48.1 per cent offered composite mathematics.

The last column in the table is the arithmetic mean for the ten-year period.

Table XV was derived from Table XIV. By letting the number 77 represent 100 per cent, the calculations were made for each subject offered for credit for each of the years of the ten-year period. A percentage relation gives a much better interpretation of a mass of data. All percentages are rounded off to the nearest tenth of one per cent.

TABLE XV

THE TOTAL NUMBER OF SCHOOLS OF THE 77 SELECTED HIGH SCHOOLS OF OKLAHOMA  
OFFERING EACH SUBJECT INTERPRETED AS A PER CENT OF THE 77 SCHOOLS

Subjects	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	Arith. Mean %
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	
1. English	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2. Pub. Spk.	61.1	70.1	66.1	55.8	76.6	66.3	58.5	49.4	42.9	50.6	59.7
3. Comp. Math.	48.1	67.5	78.0	79.4	77.9	84.5	84.4	75.4	58.5	63.7	71.5
4. Algebra	96.1	99.0	99.0	99.0	98.6	100.0	100.0	100.0	100.0	100.0	99.2
5. Geometry	93.6	67.5	81.6	79.4	77.9	78.0	83.1	82.0	87.0	80.5	81.0
6. Arith.	85.5	67.5	58.4	47.1	38.9	35.1	37.7	23.4	18.7	23.4	43.6
7. O. H. & C.	100.0	100.0	100.0	97.4	90.9	93.6	92.3	97.5	96.1	94.8	96.3
8. History	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	98.7	100.0	100.0
9. Adv. Civ.	6.5	3.9	3.9	3.9	3.9	1.3	--	--	--	5.2	2.9
10. Economics	16.9	13.0	13.0	15.6	11.7	10.4	6.5	10.4	9.1	14.3	13.0
11. Sociology	19.5	22.1	11.7	16.9	11.7	15.6	9.1	7.8	9.1	22.1	14.5
12. Prob. Dem.	70.2	74.1	70.0	68.8	70.1	66.3	66.2	62.4	57.2	53.2	65.8
13. Latin	18.2	15.6	13.0	9.1	10.3	7.8	6.5	5.2	3.9	2.6	9.2
14. French	--	--	1.3	1.3	1.4	--	--	--	--	--	.4
15. Spanish	28.6	18.2	13.0	9.1	7.8	10.4	7.8	5.2	7.8	9.1	11.7
16. Physics	13.0	10.4	9.1	9.1	7.8	9.1	14.3	23.4	19.5	19.5	13.5
17. Chemistry	7.8	7.8	9.1	7.7	11.7	15.6	11.7	5.2	9.0	5.2	9.1

TABLE XV--Continued

Subjects	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	Arith.
	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	Mean %
18. Phy. Geog.	81.8	77.9	71.4	65.0	63.6	61.1	54.5	46.8	55.8	58.4	63.6
19. Com. Geog.	76.7	76.6	68.9	65.0	61.0	58.4	50.6	46.8	55.8	69.7	63.0
20. Biology	91.0	88.4	85.8	85.8	80.5	80.6	83.1	80.5	70.2	74.1	82.0
21. Physiol.	1.3	0.5	1.3	3.9	2.6	1.3	--	--	--	--	1.0
22. Gen. Sci.	94.8	96.0	83.4	92.4	90.9	94.8	91.0	93.5	93.5	93.5	92.4
23. Agri.	44.2	41.6	53.3	52.0	51.9	54.6	51.9	52.0	50.7	49.5	50.2
24. Home Ec.	59.8	65.0	72.7	74.2	79.2	79.3	81.7	80.5	81.8	80.5	75.5
25. Ind. Arts	11.7	15.6	18.2	18.2	19.5	26.0	25.9	22.1	20.8	24.7	19.7
26. Drawing	3.9	2.6	5.2	2.6	5.2	9.1	7.8	9.1	6.5	6.5	5.8
27. Com. Law	39.0	44.2	52.0	40.0	17.5	31.2	29.8	28.6	22.1	20.8	34.5
28. Bookkpg.	41.6	55.9	70.2	72.8	87.0	75.4	57.5	65.0	68.9	65.0	65.9
29. Shorthand	29.9	50.6	49.4	57.2	51.6	61.1	72.6	76.6	74.2	75.4	59.8
30. Typing	57.2	76.7	89.6	93.5	92.3	98.8	97.3	100.0	100.0	100.0	90.5
31. Bus. Eng.	42.8	36.4	44.2	31.2	28.6	24.7	18.2	18.2	18.2	15.6	27.8
32. Psych.	32.5	29.8	28.6	22.1	20.8	15.6	9.1	11.7	11.7	19.5	20.1
33. Music	31.2	29.8	35.1	35.1	27.7	36.4	31.2	23.4	27.3	32.4	32.0
34. Pre-Flight	--	--	--	--	--	--	32.4	37.6	18.2	13.0	10.1
35. Gen. Bus.	--	--	--	--	--	--	--	36.3	32.5	39.0	10.8

In summarizing the tabular data some significant facts in trends will be given.

(1) There is a trend to hold fairly constant the number of units offered for credit in the subjects of English, Oklahoma history and community civics, and general science.

(2) There is an increase that is noticeable, but not so notable, in the number of units in composite mathematics, sociology and physics.

(3) There is also a noticeable, but not notable, decrease in number of units in public speaking, geometry, history, economics, problems in democracy, physical geography, commercial geography, biology, general science, and music.

(4) There is a marked and notable increase in the number of units offered in algebra, agriculture, home economics, typewriting, bookkeeping, shorthand, and industrial arts.

(5) In number of units compared with the total, certain subjects tend to remain relatively insignificant. They are: advanced civics, economics, French, chemistry, physiology, and drawing.

(6) There is a notable decrease in the number of units offered in Latin, commercial law, Spanish, and business English.

In the fields of related subject matter the following trends in total number of units were noted:

(1) English. A small decrease from  $350\frac{1}{2}$  units to  $246\frac{1}{2}$  units. This is a change from 22.70 to 20.25 per cent of the total number of units of the seventy-seven selected high schools.

(2) Mathematics. A decrease from  $219\frac{1}{2}$  units to  $230\frac{1}{2}$  units, or from 14.20 to 13.45 per cent of the total number of units.

(3) Social science. A decrease from  $3\frac{1}{2}$ , or 22.20 per cent, to  $27\frac{1}{2}$ , or 16.05 per cent.

(4) Foreign language. A decrease from 56 units to 16 units, or from 3.60 to .09 per cent.

(5) Vocational agriculture. An increase from a total of 40 to 93 units, or from 2.58 to 5.45 per cent of the total number of units offered.

(6) Vocational home economics. An increase from 4 to 100 units, or from .25 to 5.86 per cent.

(7) Commercial. An increase from  $133\frac{1}{2}$  units to 290 units, or an increase from 8.55 to 17.00 per cent.

(8) Industrial Arts. An increase from 12 to 35 units, or from .77 per cent to 2.05 per cent.

(9) Music. A decrease from 27 to  $24\frac{1}{2}$  units, or from 1.73 per cent to 1.43 per cent.

(10) Miscellaneous. A decrease from 147 units to  $110\frac{1}{2}$  units, or from 9.55 to 6.48 per cent.

(11) Science. A decrease from 220 to 197 units or from 14.30 to 11.54 per cent.

(12) Total number of units. The total number of units offered by the seventy-seven high schools increases from  $1,551\frac{1}{2}$  to  $1,717\frac{1}{2}$ . This is an increase of 10.68 per cent.

The relative positions in importance of the mean number of units offered, in relation to the seventy-seven selected high schools over the ten-year period are as follows: (1) English, 4.000 units; (2) history, 2.540 units; (3) home economics, 1.105 units; (4) algebra, 1.020 units; and (5) Oklahoma history and community civics, 1.000 units.

The same relative positions in 1936-1937, the beginning of the study are: (1) English, 4.005 units; (2) history, 2.119 units; (3) home economics, 1.752 units; (4) algebra, 1.305 units; and (5) agriculture, 1.290 units.

The following subjects hold the first five positions in 1945-1946, the final year of the study: (1) English, 4.020 units; (2) home economics, 2.140 units; (3) history, 1.870 units; (4) typewriting, 1.780 units; and (5) algebra, 1.530 units.

English maintains first place; second place is lost by history to home economics; third place is lost by home economics to history; fourth place is lost by algebra to typewriting; and fifth place is lost by Oklahoma history and community civics to algebra. In the first five places the trend is upward in home economics.

There is little comparison of the curriculum of the seventy-seven selected schools with either the Harvard Committee recommended curriculum, or the National Education Association Policies Commission recommended curriculum. The trend is toward the Harvard curriculum in English and social studies, away from it in science and mathematics, and above it in specialized subjects. In the curriculum of the Policies Commission there is the conspicuous absence of subject matter for credit in health and physical fitness. There is a downward trend in the common learnings, more offerings in vocational learnings with the trend upward. The electives stay below that recommended by the Commission with a very small decrease.

Concerning the number of the seventy-seven schools in offering the subjects for credit are the following trends:



(1) Constant in English and history

(2) Increase in composite mathematics, algebra, sociology, physics, agriculture, home economics, industrial arts, drawing, bookkeeping, shorthand, typewriting

(3) Decrease in public speaking, geometry, arithmetic, Oklahoma history and community civics, economics, sociology, problems in democracy, Latin, Spanish, chemistry, physical geography, commercial geography, biology, general science, commercial law, business English, psychology and pre-flight

(4) Relatively insignificant in advanced civics, French, and physiology

(5) Very little change in music and general business

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CHAPTER IV  
SUMMARY AND CONCLUSIONS

The primary purpose of this study is the assembly and presentation of data concerning high school accrediting practices in selected high schools of Oklahoma. These accrediting practices are governed by two factors. The first factor is established by the High School Inspection Department of the Oklahoma Department of Education. It includes the minimum requirements, general policies and regulations for accrediting high schools of the state. It serves as a criterion for the accrediting of the high schools of the state by the High School Inspection Department. The second factor is the annual request for accrediting. It is made by each high school in the state to the Department of Education. The request is for the number of units of credit in each subject or course for which the high school wishes to be accredited. The second factor is governed by the degree of compliance of the high school to the premises of the first factor.

The data in this study are presented in two parts that correspond with the above two factors. The first part of the study concerns the minimum requirements, general policies and regulations and any changes or additions that were made during the ten-year period of the study. The second part is tabular data and related interpretations of the data dealing with the number of units of credit in each subject or course as offered in each and all of the seventy-seven selected high schools of Oklahoma for each of the years of the ten-year study.

An attempt has been made to present the data in a meaningful and useful manner for the use of those engaged in high school curricula study and construction. The basic data compiled deal with the number of units of credit in each subject or course offered by the seventy-seven selected high schools and the number of high schools offering for credit these various subjects or courses. This information was compiled for each of the years of the study and presented in a well organized manner.

From the basic data have been given several interpretations. Each subject or course is interpreted as a percentage of the total number of units of credit for the entire seventy-seven selected high schools for each year. The total number of schools offering any one of the subjects or courses is given as a percentage of the total seventy-seven selected high schools. The subjects or courses have been grouped into fields of related subject matter and given as the total number of units of credit and as percentages of the total number of units of credit offered in all subjects or courses by all the seventy-seven selected high schools. The arithmetic mean of the number of units of credit of each subject or course for the ten-year period was determined and given a numerical relation. The subject or course with the highest mean was given first position and the remaining subjects or courses ranked accordingly. The same interpretation was given for the first and the last year of the study for comparison.

A comparison is also made with current accrediting practices of the selected high schools of Oklahoma with the proposed curricula of both the Harvard Committee report and the National Education Association Policies Commission report.

The secondary purpose of this study is an attempt to discover from the collection of data some trends in curricula offerings by the seventy-seven selected high schools of Oklahoma.

The base for accrediting high schools in Oklahoma is subject units.

Oklahoma is one of the few states that continue to accredit schools by subject units.

A definite procedure whereby the school is accredited as a whole might serve to emphasize its continuous improvement in all major respects.<sup>1</sup>

This statement was made by the Superintendent of Public Instruction in 1938. From an analysis of the Annual High School Bulletins there has been no trend away from this method of accrediting high schools. There have been a number of changes in the regulations, policies and requirements that tend to minimize the importance of subject matter as a criterion for evaluation of the quality of work done by a high school. However, the base still remains to be subject units. The trends are vertical and horizontal from this base. There were more requirements and regulations at the end of the ten-year study than at the beginning. This is shown in the first part of Chapter III, The Study and Analysis of Data. Most of the changes are either for clarification of previous requirements and regulations or additions to the existing ones. There is a trend toward recognizing factors other than subject units in the evaluation of the quality of work done by high school students and quality of teaching done by the teachers.

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<sup>1</sup>State Superintendent of Public Instruction, Seventeenth Biennial Report of the State Superintendent of Public Instruction, p. 42.

Some of the changes and additions made to the minimum requirements, general policies and regulations during the ten-year period of this study are given in summary.

(1) The combination of the high school and rural school inspection departments should more closely coordinate the programs of inspection of each department.

(2) Raising of standards and qualifications of teachers will tend to produce a better quality of instruction in the classroom. It serves as encouragement for advancement in the profession of education.

(3) The recommendation that teachers continue professional preparation by attending college was changed to the recommendation that teachers continue their professional preparation and growth. This indicates a trend away from the idea that professional growth is obtained only in college toward the idea that it might be obtained otherwise. It might suggest professional growth by travel or in-service training.

(4) The words "academic" and "core" were eliminated in the descriptions of certain subjects. If by these descriptions is meant that those subjects are more important than others and should be taken by all students, then by their elimination recognition is given to a more equal value of all subjects or courses.

(5) The increase made in the number of required books to be read and an increase in the number of lines of poetry or prose to be memorized by high school students of English might tend to broaden the reading habits of these students. At the same time, it delimits the initiative of the teacher.

(6) The increase in the required number of library books per pupil should broaden the sources of information and the reading habits of all pupils.

(7) An increase in the number of periods per week devoted to certain courses would indicate that either more time was needed or expansions were made in the subject matter of those courses.

(8) The lack of harmony among teachers and school boards as a factor in considering a school for accrediting was an addition made to the policies for accrediting. This new policy recognizes value of cooperation among the teaching staff, school board and community as an important factor, in addition to subject units, for the accrediting of a high school.

(9) The initiation of a program of accrediting work done during summer terms by high schools broadens the field of service of the high school to the community for which it serves.

(10) The program of accrediting certain correspondence courses by the Department of Education recognizes other agencies of education than the local high school. It serves to broaden the selections of courses of subjects by the student. It permits a student to study courses or subjects that are not offered by the local high school.

(11) The selection of subjects or courses by the high school student is broadened by the program of alternation of certain high school subjects. The small school, with a small corps of teachers, may offer a broader selection of subjects or courses than could be done otherwise.

All of the above changes and additions to the existing requirements, policies and regulations indicate a trend toward improvements in quality and methods of instruction, broadening of the service of the high school to a community, and the raising of standards of qualifications of teaching personnel. They do not indicate a trend away from the method of accrediting a high school by subject units. The subject unit still remains as the basis of accrediting. There is no indication toward a method of accrediting a high school as a whole for a total number of subject units and permit the high school to exercise a free choice or selection within that limit. Each high school is accredited for each specific subject unit up to a total number of units that is governed by the minimum requirements, policies and regulations of the High School Inspection Department of the Department of Education.

Data concerning the specific subject units, for which the seventy-seven selected high schools of Oklahoma were accredited in each of the years of the ten-year study, are presented in the second part of Chapter III, The Study and Analysis of Data. From the tabular data are indicated the trends in the kinds of subjects or courses and the number of credit units in each for which the selected high schools were accredited by the Department of Education. The trends will be given in summary.

(1) There is an increase in the total number of credit units of all subjects or courses offered. The increase was from 1,551½ units in 1936 to 1,717½ units in 1946. This is an increase of 10.68 per cent in total number of credit units for the seventy-seven selected high schools.

(2) The greatest increases made in the number of credit units offered by the seventy-seven selected schools are as follows: (a) typewriting, 92 units; (b) home economics, 85 units; (c) agriculture,  $42\frac{1}{2}$  units; (d) shorthand, 35 units; (e) general business, 30 units; and (f) algebra, 28 units.

(3) The greatest decreases made in the number of credit units offered by the seventy-seven selected high schools are as follows: (a) history, 50 units; (b) Spanish, 22 units; (c) arithmetic, 21 units; (d) Latin, 18 units; (e) problems in democracy,  $12\frac{1}{2}$  units; (f) business English,  $10\frac{1}{2}$  units; and (g) biology, 10 units.

(4) In the fields of subject matter there is a net increase in: (a) mathematics, 21 units; (b) vocational agriculture, 53 units; (c) vocational home economics, 96 units; (d) commerce,  $157\frac{1}{2}$  units; and (e) industrial arts, 23 units.

(5) In the fields of subject matter there is a net decrease in: (a) English,  $4\frac{1}{2}$  units; (b) social science,  $67\frac{1}{2}$  units; (c) foreign language, 46 units; (d) music,  $2\frac{1}{2}$  units; (e) science, 23 units; and (f) miscellaneous,  $36\frac{1}{2}$  units.

The trends in the number of schools of the total seventy-seven selected high schools that offer each of the subjects or courses for the ten-year period from 1936 to 1946 are summarized in order of importance.

(1) The greatest net increases in the number of schools in offering for credit specific subjects or courses are in: (a) shorthand, from 23 to 58 schools, or an increase of 35 schools; (b) typewriting, from 44 to all 77 schools, or an increase of 33 schools; (c) general business, from none to 30 schools; (d) bookkeeping,



from 32 to 50 schools, or an increase of 18 schools; and (e) home economics, from 46 to 62 schools, or an increase of 16 schools.

(2) The greatest net decreases in the number of schools offering for credit specific subjects or courses are in: (a) arithmetic, from 66 to 18, or a decrease of 48; (b) business English, from 33 to 12, or a decrease of 21; (c) physical geography, from 63 to 48, or a decrease of 15; (d) Spanish, from 22 to 7, or a decrease of 15; and (e) commercial law, from 30 to 16, or a decrease of 14.

(3) There are no significant changes in the number of schools offering for credit the subjects or courses in English, Oklahoma history and civics, chemistry, general science, economics, algebra, and history.

From the data on the number of credit units in the subjects or courses that show the greatest changes, and the data on the greatest changes in the number of the seventy-seven schools that offer them, are found some important trends that will be summarized.

(1) Agriculture shows a net increase from 1936 to 1946 of 42½ units, but only a net increase of 4 new schools offering one or more subject units in the courses. This shows an increase in number of units for credit in those schools offering agriculture at the beginning of the ten-year period, since no school offers more than a total of four units of credit.

(2) There is an increase of 92 credit units in typewriting. There is a net increase of 33 schools from 1936 to 1946. This also shows an increase in the number of units of credit per school, since no school offers more than two units of credit in typewriting.

(3) Home economics shows an increase of 85 subject units with

an increase of 16 schools in the ten-year period. Here is also an increase in the number of credit units per school, since no school offers more than four credit units in home economics.

(4) General business was introduced for credit the first time in 1943. The course was offered by 28 of the selected high schools. This might indicate an increased interest in commercial subjects. Since a high school is accredited by the State Department of Education upon a request from the school, the introduction of a new course or subject could indicate a demand by certain high school students for more work in that particular field of study.

(5) In 1936, 36 schools offered a total of 56 units of credit in foreign language. In 1946, 17 schools offered a total of 16 units of credit. This was a decrease of 20 schools and 40 units of credit. This is a marked decrease in both number of units of credit and number of schools offering foreign language for credit.

The general trend in the above changes indicates that more schools are offering a greater number of units of credit in agriculture, home economics, commercial courses and mathematics, while a smaller number of schools are offering a smaller number of units of credit in foreign language, history, certain science courses and certain social science courses.

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