

OCCUPATIONAL STUDY OF
INDIAHOMA'S CURRICULUM AND COMMUNITY
1932 - 1939

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1932 - 1939

By

CARRIE PEARL FISCHER

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Central State Teachers College

Edmond, Oklahoma

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Approved:

W. R. Chauncy

In Charge of Thesis

G. C. Conrad

Head of Department of Education

W. G. M. Intosh

Dean of the Graduate School

PREFACE

After several years observation of the results and application of subjects taught in our junior and senior high schools, I decided to make an intensive study of our school to see if definite knowledge might not be had pertaining to the number of students who drop out of school in comparison to the failures in certain courses. I also intend to study the practicability of requiring all students to take certain courses.

A wonderful work is being done by the Industrial Education Department of our state and nation but the opportunities of this work are denied in the small rural high school since the working laboratory must be a place of business which affords a chance to work at the job for which the student is preparing. Therefore, our individual schools must find a way to work out their own problems, - to serve the largest possible number of students in any given community in the most profitable, most practical, and most economical way.

ACKNOWLEDGEMENT

For suggestions in carrying out this study, I am indebted to Dr. M. R. Chauncey and Miss Vera Jones in the School of Education. I also wish to acknowledge the aid of Dr. D. C. McIntosh, Dean of the Graduate School, in ideas and suggestions toward setting up a new curriculum to fill the needs of the smaller rural high schools.

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Chapter I

MEASURING THE EFFICIENCY OF OUR SCHOOLS TODAY

"Efficiency in any field means the turning out of a product, according to specifications, at a minimum cost." -1

If this statement is true then we have a very definite measuring stick for our schools. We must fit our students for the life and work they choose to follow, at the least possible cost. Each individual must have instruction and practice in carrying on as a social being, to promote the welfare of his community, state and nation, but chiefly his own welfare and that of his family. He must also have instruction and practice in his life work, that he may go out as a good citizen to provide the necessities of life-(food, shelter, and clothing) for himself and his family. He must also give more service than he demands, else he has not done his part to make this world a better place in which to live.

Directly applied to education, the definition above might have two meanings. Taking it in its broadest sense it might mean "Securing the largest SOCIAL RETURN from any given educational program or from the time, energy and money expended in initiating, administering, supervising, and carrying on such a program." -2 This of course would mean

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1. Ricciardi and Kibby, Readings in Voc. Ed. p. 485.
 2. Ricciardi and Kibby, op. cit. p. 485.

that the product of this school must be able to help in the promotion of society, to take his place in the affairs of family, church, and other social organizations of his community, to train the oncoming generations in right and progressive living. It would mean that he must be prepared to know and set a right example for his own and other boys and girls. It would mean that he be able to study and know for whom, and for what laws to vote at election time, and how best to use his influence to help the unfitted to realize what would be best for themselves and their country. It would mean that, if our schools were measuring up properly in efficiency (as we demand in business firms) every boy or girl graduated from, or having had work in our schools, would be inspired with a zeal to do his best, and in every way to pay back in full and with interest, for every advantage provided for him by his home, school, church, state and nation. We should then be thoroughly EFFICIENT in 'Learning to Live and Living to Learn'.

A narrower definition of efficiency as applied to education might be "The attainment of a GIVEN EDUCATIONAL OBJECTIVE at a minimum cost, regardless of the social value of that objective." -3 This, of course, would mean that some goal is set and must be reached, regardless of its social value. If we could set a different goal for each

3. Ricciardi and Kibby, op. cit. p. 485.

individual, and make that goal one which would prepare him to provide his own and his family's needs it would be a great improvement over our present system. Our goal now seems to be, in most schools, to fill each head with the same amount of cut and dried disconnected facts for which the student has learned no use or application. He may know that 7×5 is 35, but he does not see the relation between that and the fact that when he buys 7 pounds of potatoes which cost 5 cents per pound, he will be called upon to hand over 35 cents. He will consider (1938-1-8) minus (1936-3-20) merely a problem to tax his brain rather than a method of finding the time for which he owes or may collect interest on a loan.

Taking either of these definitions to an extreme meaning might be even more detrimental. If we work for the 'social return' alone we waste time for both teacher and student, cost of equipment, building space, and energy in teaching algebra, French, history or some other course which less than 15% of the group will ever use, or even think of again. If we work toward the 'given educational goal', we hold the same goal for the entire group; the goal being set for those of average capacity since they are the majority. The bright student reaches the goal and marks time till the average student arrives or, worse still, he practices some form of time wasting or trouble making device until he is reprimanded. Either the marking time or

the play detracts the slow student, delays the average student, loses time for the entire group and, in all harms everyone.

Time and energy is wasted in trying to bring the slow student up to the average goal. In the first place, this idea cannot be attempted without developing an inferiority complex in the slow student and causing him embarrassment. In the second place, the time is wasted because he is not capable of doing the thing asked of him. Educators agree that time should not be taken from the student who can progress and used on the student for whom progress is impossible. Our nation must advance and it cannot do so in the hands of the incapable people. If we impair the health of one to give it to another what have we gained? The loss is even greater if the second cannot accept it and both are left crippled.

In order that we may have the 'social and educational return' from our schools we must see to it that, no matter when a student gives up school and goes out into the working world, he has mental equipment to go into some work whereby he may earn his livelihood. We might say our schools are efficient in proportion as they-

1. Set up possible and useful objectives for individuals
2. Meet the needs of organization members
3. Give everyone (regardless of race or mentality) an equal opportunity to learn

4. Are capable to guide each student into a course suitable to his ability
5. Give thorough training in reading, writing, arithmetic, citizenship, social relations, etc. according to the student's ability
6. Give training in buying or selling intelligently
7. Give training in occupational levels, possibilities, needs, requirements, advantages, protection, salary, etc.
8. Have competent, conscientious instructors
9. Produce successful students or workers
10. Utilize every opportunity to aid in making each student into a valuable citizen
11. Command the respect of the community which they serve
12. Improve as time passes
13. Know and recommend their students and graduates

In summary of this chapter we might say to our schools, as the Good Book says to the individual, "Let your light so shine that others may see your good works and glorify your Father which is in heaven," or we might say, "By your works ye shall be known."

Chapter II

DEFECTS OF PRESENT DAY SYSTEMS

In many of our schools, or classes in the schools, we teach cut and dried facts as we teach memory gems. Many of these facts have no connection with the present or future and have value in no way. What difference does it make whether Columbus started on Friday or Monday, on October 1st or 12th, and is there so very much value in the fact that it was in 1492? Every child knows these facts before reaching the eighth grade where, according to statistics in many communities, his education ends. But does he know what requirements he must meet if he wishes to take up any simple job; what he may expect in the way of salary for the different levels of this occupation; what, if any, are his chances of promotion; how the number of workmen in that field compares with the number in other fields; whether this is a possible life job or just a blind alley job?

We may teach him a few facts concerning some past governor or president; he may even be able to name in order, give administration dates and political party of every past president of the United States; but does he know how to vote at the present elections, in order to do the most for himself and his country?

We teach him "what to think" instead of "how to think".

We teach him what to believe instead of how to arrive, through clear deductions or inductions, at a reasonable conclusion. We cause him, by our present methods and books, to believe that there is a fixed solution by which he may check his result. There is not a solution to every problem, nor is there an established solution by which he may check the best time to market his calves since the price is determined by the influx on the market as drouth, floods, hail, or wind destroys the feed crops. How may he know the fixed answer to the question as to his choice of or success in a vocation? Life's problems have no fixed or established answers; they differ with every individual, in different environment, at different times of his life. Would it not be much better to teach him 'how to think' than 'what to think'?

"We should help him to see the problem and guide or lead him through to a solution, then to re-view the problem and solution and satisfy himself that his solution is 'good' by weighing it with other possible solutions." -1

The only way to develop thinking is to practice it. We willingly acknowledge the truth of this statement but we continue teaching 'what to think' or facts instead of teaching 'how to think' and giving the practice to the student. This work of training youngsters how to think should begin in primary grades and continue on through the entire school life.

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1. "A guide for curriculum organization" Bulletin No. 5, Mississippi program for improvement of instruction.p.284.

Most of our students who drop out of school in the grades or high school, do so between the sixth and tenth grades. -2 Since statistics show this to be true we should endeavor to give more practical and less academic training in the early grades. Many of these students drop out with NO help from the school in an earning capacity. Often teachers know that these students will (and just wait calmly for them to) drop out of school, instead of trying to give them something to interest them or help them in their problem of earning a living. Guidance in selecting an occupation is wise, even in the lower grades. If it is not introduced at this time, approximately 30% of all students will have had no training or even suggestion in selecting for themselves a suitable or possible vocation.

It is true, and very true, that every child needs to learn to read, write, handle simple operations of mathematics, and express his thoughts intelligently. These however are not ends in themselves, but merely tools to do other things. But as we have previously stated, these tools are useless unless he knows how and when to apply them; if they are to be of value, he must know how to make them work for him. All teaching should be made as life-like as possible; we should use valuable books, magazines, and newspapers, instead of set-type readers for reading material.

This would teach the student how to read those things on which he will depend for information in his later life.

"School life and subjects are so academic and remote from life activities that students are unable to carry over from school into outside life any of the lessons taught therein. It pays attention only to academic and not to the emotional, social, or occupational factors of the student lives." -3

Our students should know and understand the meaning of all material presented and the application of that material should be immediate. The student must be able to see, at the time the lesson is presented, just where, when and how he will need to use this information. An adult grasps and remembers things longer because he sees the value of the information or can put it into immediate use. If this is true of the adult, how much more is it true of the student whose mind is constantly looking for the amusing, easy side of life.

Though all students may need certain parts of every subject, and certain students may need all parts of some subjects, it is not true that all students need all parts of all subjects, or that it can be presented to all in the same manner, or that all can get this information with the same amount of effort or accuracy. If we take an advance step in education, as we have in business, we shall put each to work at a job suitable and possible for him. Our

3. "Youth Ed. Today" 16th Year Book School Administration
p. 57-62.

curriculum is not adjusted to the individual differences and needs.

"Fewer than one out of two hundred who study algebra in high school ever use it or need it in any other work. All instruction should be applicable to later uses in life." -4

"We should bring our curriculum up to date. It does not, now, reflect the aspirations or situations of the modern youth. The elective system is being modified by a trend toward integration. A portion of each day's time is set aside for an integrated series of activities, usually cutting across subject matter lines, in which all pupils participate."

"Most of the mathematics which is of practical value to students can be gained from the integrating program. Costs of elections, courts, government, and schools, figuring taxes on property or purchases, figuring construction expenses of buildings, painting, paving, wages, loans, and installment buying make good civics, as well as mathematics lessons." -5

Since our elections and laws are made by all, not the few who finish high school or college, it is necessary that all have information and training which will aid them to use intelligence in solving the problems listed above. Specialized courses in mathematics should be taught to those who plan to take college courses in which they will need this work.

4. "Functions of Secondary Ed. "N. E. A. Dept. of School Prin. Jan. 1937, p. 245.

5. Dept. of Secondary School Principals. op. cit. p.245.

"Foreign language, higher mathematics and abstract sciences offer work for specialized careers and are needed by relatively few." -6

Teaching of foreign languages in high schools originated in Europe where the countries are small and people are likely to live and work in another country. It is foolish to imagine that curriculums built on old or foreign models for educating the select few who are to become specialized professional people, could be successful in a democracy which hopes and plans to educate all. We realize more and more, as we see the failures in work from poor choice, physical, mental, or financial suitability, that many are not capable of making their own choices. The fact that a person wants, or thinks he wants, and is willing to pay for an academic education, does not justify our selling it to him any more than selling him patent medicines or intoxicating drinks. He is often no more capable of judging his needs, uses, or wants than is the child who would trade his tarnished silver dime for a brightly polished mill. Unless the subject gives value or is useful in some way, it can not be considered cultural.

"Boards of Education and states are working backward when they demand teachers with narrow, specialized fields instead of a broad education." -7

6. Dept. of Secondary School Principals. op. cit. p. 193

7. N.E.A. Dept. of Secondary School Principals. op. cit. p. 240.

These narrow specialized teachers often know less about other high school subjects than the average high school freshman. They think their field is the only important or interesting field and expect every student to put all, or most of his time on this subject. These teachers fail to integrate or correlate their work with other courses or with life problems; the subject is, to them, an aim and end in itself and not a tool to aid in a fuller, more successful life.

"Even in our present day testing system, the objective type test usually calls for (or tests) only the isolated facts, rather than the ability to organize knowledge and make applications, or ability to generalize and present ideas in an effective form." -8

These tests do not give the student an opportunity to express his ideas in his language or to show that he has that ability, let alone develop a line of reasoning and arrive at a conclusion. Intelligent testing should explore his vacation activities, his hobbies, his outside reading, entertainment, and extra-curricular activities. This would give the testing board an opportunity to see whether or not the student was able to put into practice a small or great amount of his education, whether he could organize and express his ideas in his own words, or whether his school life was still entirely separated from his real life.

"If vocational work were made the course, bringing into it the English and mathematics as a part of life activities when needed, home-making, social relations, etc., would be the important fields, rather than these present separated courses." -9

This plan would certainly tend to make the student see the direct application of every problem. As the necessity for that knowledge arose the student would see its value, put it into immediate use, and as a result, remember it and be able to use it again.

What opportunities are now offered to that 93% of our boys and girls who do not enter the professions? Are we in any way helping to make law-abiding, self-supporting citizens of them?

"Every child of school age has a right to the training which will prepare him for useful employment and make him self-supporting, whether it be in agriculture, domestic service, manual trades, or the professions." -10

Up till very recent years no training was given in our high schools except for the professions. Now only a small percentage of them offer any other type of training and these which do offer the training are usually in larger cities where apprenticeship might be possible. In our smaller rural high schools, because of crowded conditions and lack of finances, our students are usually compelled

9. J.W. Studebaker, U.S. Com. of Ed., A.V.A. Journal
Feb. 1938, p. 4.

10. Ricciardi & Kibby, Readings in Vocational Ed. p.48.

to take academic subjects which are taught by highly specialized teachers who see no future outside the professions or without a college education. Few, very few, of these students enter college, still fewer finish, and only a very small percent ever enter into an occupation where dried facts and academic subjects can be of value to them in earning a living or enjoying life. Dr. Schall, in addressing the House of Representatives of Minnesota, once said, "Our schools have so framed the walks that lead to college and professions that it is hard for the students to see other occupations, let alone prepare for them."

It would seem that we insist on pushing square pegs into round holes. Any man who can do a piece of work with fair accuracy will probably be successful and happy in that work and make a good citizen.

"It matters not if the work be molding a clay image, making a piece of machinery, preparing a healthful, wholesome meal, or writing an English text book, if the worker has his mind and body so co-ordinated that he is happy, successful, and rendering service, he is a cultured man." -11

11. Ricciardi & Kibby, op. cit. p. 49.

CHAPTER III

OUR CURRICULUM VERSUS OUR COMMUNITY

Table No. I, on the following page, shows our enrollment over a period of six years, beginning with the school term of 1932-1933 and closing with the school term of 1938-1939. The information for this table, as well as for Tables III and IV, was taken from our permanent records and reports. As Principal of the high school, I make and naturally study these records and the material contained therein.

The 1938-1939 term is observed and discussed in instances where the closing of the term is not necessary. The class of 1933 was under observation only as seniors; the class of 1934, only as juniors and seniors; the class of 1935, as sophomores, juniors and seniors. The class of 1941 can be observed only as freshmen; the class of 1940, as freshmen and sophomores; the class of 1939, as freshmen, sophomores and juniors. The classes of 1936, 1937, 1938, and in a few instances 1939 are, therefore, the classes of chief interest and the ones to which most discussion applies since they have been observed and studied for the full four years.

Table I distinctly shows the number of boys, girls, and total enrollment and drops each year in each class.

ENROLLMENT BY CLASSES THROUGHOUT HIGH SCHOOL AND COLLEGE

TABLE I

Class of	Freshman		Sophomore		Junior		Senior		Years in College			
	Enr.	Dr.	Enr.	Dr.	Enr.	Dr.	Enr.	Dr.	1	2	3	4
1933	B						7	2	1	0	0	0
	G						8	1	2	1	1	1
	T						15	3	3	1	1	1
1934	B				6	1	5	1	0	0	0	0
	G				9	2	7	0	1	0	0	0
	T				15	3	12	1	1	0	0	0
1935	B		10	6	4	2	2	0	0	0	0	0
	G		10	6	3	1	2	0	1	1	0	0
	T		20	12	7	3	4	0	1	1	0	0
1936	B	14	4	10	4	7	2	7	2	0	0	0
	G	17	4	14	6	9	2	8	1	4	4	2
	T	31	8	24	10	16	4	15	3	4	4	2
1937	B	17	5	13	6	6	1	5	0	1	1	
	G	12	4	9	3	6	2	4	0	2	2	
	T	29	9	22	9	12	3	9	0	3	3	
1938	B	6	1	6	2	5	0	5	0	4		
	G	14	7	10	5	7	2	6	0	2		
	T	20	8	16	7	12	2	11	0	6		
1939	B	11	5	6	1	5	1					
	G	18	4	14	2	13	1					
	T	29	9	20	3	18	2					
1940	B	18	3	17	2							
	G	22	4	16	1							
	T	40	7	33	3							
1941	B	17	2									
	G	21	4									
	T	38	6									

Occasionally a student will drop out of school from one class and, enrolling the next year, will become a member of the next class. A definite decrease is always noticeable between freshman and sophomore year, but an even larger decrease comes between sophomore and junior year. These results are summarized in Table II.

Table II shows that 24% of the freshman boys and 26% of the freshman girls, or a total of 25% of the class drop out of school during, or at the end of their freshman year. We may also note by Table III that 47.4% of all failing grades were in freshman courses. This relation may be much closer than we at first thought. If it were possible for these students to understand the value of these courses they might put forth more effort and do more of the work.

According to a previous reference used in this thesis, less than one out of each 200 who study algebra ever use it. We do well to keep 139 out of 187, or 74% interested and studying enough to pass when less than .5% of them will use it. Not only are some of our courses useless to most all students, but other courses which might be of unlimited value are so 'framed' by our course of study that we try to teach the student to read, understand, and like literature which most college students would not, from choice, read because they prefer lighter, more interesting work. If freshmen are to accept and like freshman English they must be prepared for it, led gradually into it, and given interesting material.

TABLE II

TOTAL ENROLLED AND DROPPED BY CLASSES

	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
Total Boys Enrolled	83	62	33	31
Total Boys Dropped	20	21	7	5
% of Boys Dropped	24%	34%	21%	16%
Total Girls Enrolled	104	73	47	35
Total Girls Dropped	27	23	10	2
% of Girls Dropped	26%	31.5%	21%	6%
Total Enrolled	187	135	80	66
Total Dropped	47	44	17	7
% Dropped	25%	32.6%	21%	10.5%

TABLE III

NUMBER OF F's GIVEN AS SEMESTER GRADES IN SUBJECTS

	<u>1933</u>	<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937</u>	<u>1938</u>	<u>Total</u>	<u>Percent of Total</u>
Algebra	5	4	4	6	10	9	38	27.4
Geometry	5	3	6	2	1	9	28	16.5
Literature	3	2	2	0	2	2	11	6.5
M.M. History	3	4	3	2	6	3	21	12.
Am. History	0	1	-	1	-	4	6	
OK. History	0	1	1	1	2	0	5	
Civics	1	2	2	0	4	0	9	5.
9th English	5	3	3	2	2	2	17	9.
10th English	2	2	2	0	1	1	8	4.7
Biology	1	2	2	-	0	4	9	5
Typing	-	-	-	-	0	2	2	
Shorthand	-	-	-	-	0	1	1	
Gen. Sc.	3	1	3	0	3	-	10	6.
Geography	1	1	1	0	1	0	4	
Bus. Arith.	1	1	1	-	-	-	3	
Bus. English	-	1	0	1	-	-	2	
Total	30	28	30	14	22	37	175	

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior and Senior</u>
Algebra - 27.4%	Geometry - 16.5%	Literature - 6.5%
9th Eng. - 9%	M.M.Hist. - 12%	Biology - 5%
Gen.Sc. - 6%	English - 4.5%	
Civics - 5%		

Table II also shows that 34% of sophomore boys and 31.5% of sophomore girls, or a total of 32.6% of the class drop out of school during, or at the end of the tenth year. In comparison to this you will note that 32% of all failing grades were in sophomore courses.

Table II shows that 21% of the drops were from the junior class while Table III shows that 11.5% of the failures were in the junior classes. There were 10.5% of the drops from seniors and 8% of the failures were in their courses.

If students are to appreciate and learn new material they must be able to see the value of the material at hand. Education must deal with every day living, needs, earning power, and common advancement.

"The standards of education must be adjusted to the needs of the individual or the group of individuals - not force the individual into a mold of education's making." -1

The school should provide for every child the type of education best for him; this means studies, activities, methods, and standards suited to his own situation and making for his growth. In what way does our present curriculum fill this need? One of the most important functions of our educational system is to prepare the youth for productive living. Many of our students have limited ability and here

arises the necessity of providing vocational training since the homes and industries fail to supply this training. The school should train him for living, whether there are to be ten, four, one, or no more years of schooling left; and living is constituted of conduct, health, mind, business, home and family, social affairs, happiness and citizenship.

"Education for efficient and wholesome living is the most important business of our society; the American school needs a reconstructed curriculum which will give this training. The first step is to ascertain the actual problems of this community life which its children are called upon to face in making a home, protecting their life and health, conserving and improving material conditions, and engaging in activities of social or religious order." -2

Since this district is an agricultural one, as shown later in Table No. V, in which the land is rough or rocky, and in many sections very poor land which will produce nothing but scrawny cotton, wheat or cane, the majority of the families are in poor financial condition. The homes are mostly unpainted, one, two, or three-room shacks placed there at the opening in 1901. Many families live in tents, in caves, or in huts made of tin sheets, cans, or car tags. Few of the parents have gone to school beyond the fifth grade and see little need of an education. At least half of the families are W.P.A. workers or receive some charity,

2. Frederick, "Problems of Life" School Review, May, 1938 p.337.

and possibly one fourth depend almost entirely on charity for their food and clothing. Since the families of these destitute are larger than the families where no, or little help is needed, the majority of our student body comes from this poorer environment. They need to be taught many things pertaining to home life. They cannot want for conveniences and comforts of which they know nothing. Few reach the junior year of high school, and because we are taking so much of the first two years to teach algebra, geometry, Shakespeare, European history, and the Solar system, we fail to give them information as to how it would be possible to earn a living; we fail to impress the value of proper food, clothing and thrift in a way that they can understand or use.

The original aim of high school was to prepare youth for life's work; later it became necessary to add college preparatory courses. Now many high schools are little more than a college preparatory school. Since funds limit the number of classes the courses are those necessary for college entrance, with the addition of subjects which these same instructors are able to fit into the schedule.

"Accrediting of a high school depends on the factors which affect collegiate preparation but it does not mean anything in measure of general value as it serves its community." -3

Real education has little relation to academic preparation. A man may be filled with lore of books and familiar with facts, yet not be educated. An illiterate man may be trained to grapple with a problem, use skill as a workman or handle machinery with accuracy. Education would require all the knowledge both had in order to be complete.

"Education in its broadest sense is training in self-control of mind, heart, and hand. The true purpose of education is to fit a person for the duties and responsibilities of life so that all the world may be happier and better because he lived." -4

"Any program of service should include special work along lines of occupations, lines that represent the shifting need of the present. Many cannot, will not, and should not go on to college or even high school, but should be given technical or vocational courses." -5

Most of the children of this community are not capable of grasping a college education and few can master all the subjects offered in the high school. Their mentality and environment has been such that the most which could be done for them would be to teach them some method of earning a living, to show them how to provide the necessities of life and to teach them how to utilize to the highest benefit, every thing which they possess or may acquire. Many

4. Ricciardi & Kibby op, cit. p. 16

5. Coffman, L.D., "Education for Unemployed Youth", School & Society, Oct. 14, 1933, p. 485.

of them must start earning as soon as possible and are not, through lack of finances, able to finish or even start to high school.

According to an investigation made by Amy Hewes of Minnesota, on "Why pupils leave high school", the four chief reasons were:

- a. They are unable to pass certain courses.
- b. Many courses are not interesting to them.
- c. They must begin earning.
- d. High school courses do not prepare for their chosen occupations." -6

De Witt Hanery, in a Master's Thesis at Stillwater in 1931, made a survey of North Central High Schools of the entire state and declared that the only courses preparing students to take jobs and the number of schools offering these courses were Bookkeeping-10, Shorthand-6, Typing-9, Cooking-3, Sewing-3, Printing-1, Journalism-1. The number has increased since 1931 but little in the way of additional courses has been given and many of the courses are not made practical enough to be of value in a job of any kind.

We often hear the statement that certain courses train in reasoning; this is true of any course where intensive reasoning is required.

"It has been found that intensive study and required reasoning raised the ability to reason, but no one study is of more value than another,

according to tests measuring reasoning ability of 9000 students in the tenth grade. Tests were given after a year's work in book-keeping, Latin, sewing, cooking, and geometry."-7

If this be true, then we might as well give them more valuable courses and require the intensive study or reasoning. There are courses already mentioned, which fit them for some jobs; other vocational courses should be added. There is also a definite need for instruction in family, community and social relationships.

Our social and industrial conditions have forced the masses into high schools and we should care for them. We must remove the idea that high school should be college-preparatory, or a training for adult need or for the perpetuation of traditional culture. Our curriculum should be a living whole composed of experiences actually going on in school.

"The object is not to cover a certain number of prescribed pages but to promote child development and mental growth. As such, the curriculum must be linked with needs and problems found in immediate physical and social environment." -8

If the adult is busy he has no time or desire to get into trouble; if we can occupy the mind of the student it keeps him out of trouble. The Industrial School of Kansas City, Missouri has found that the students of that institution usually range in I. Q. between 60 and 80. These

7. Thorndyke, "Mental Discipline in H.S."
Journal of Ed. Psychology, January, 1924.

8. Lafferty, H.M., "Position of Pupil in New Curriculum"
School and Society, Sept. 1936 p. 405.

students could not carry regular high school courses, and certainly not college courses. They are given training in fields where they will later earn a living, - trades and factory work. As adults they are engaged in shoe and furniture repairing, factories, janitoring, carpentering, lawn service, lunch rooms, mattress factories, fire departments, garage or filling stations, and such work.

"Only 4 out of every 50 become institutional cases, where at least half would otherwise be." -9

It is wrong to pave and light up the road to the professions and leave the right-of-way to the trades, to business, and other useful and necessary occupations unsurveyed. The former road is for less than 15% while the latter highway must and will be traveled by 85% of our population.

"Even our trade schools often cater to the scientific side of the work and push out by entrance requirements, the ordinary farmer, laborer, or mechanic. Yet 90% of trades people earn their living by their hands and their chief interests are their work, home, and civic life." -10

These customs have set a false standard by showing approval of certain works and refusing to recognize the existence of others. The only education, profitable, will

9. Bailey, Vera, "Salvaging for Citizens", Natl. Ed. Assoc. Proceedings, 1932 p. 323.

10. Lapp, J. A. "Learning to Earn", p.34.

deal with the work, home, and civic life; if it fails in these, it is useless. If industry had to depend on the education we receive in school instead of after school, industry would cease in a very short time.

School must have a direct relation to outside life, and the student must be able to see that relation, otherwise the work of the school is largely lost. A knowledge of the community, - its occupational, social, and civic needs- is necessary before planning a suitable curriculum.

Dr. D. C. McIntosh, in an article entitled "Preventing Failure Through Guidance" gave us some valuable pointers, three of which are quoted below:

"It is safe to say that there are more failures in the small secondary school due to lack of guidance than in any other part of our educational system. There are two important reasons for this situation. First, the curriculum of the small secondary school is so highly specialized that it does not meet the needs of a large majority of the pupils. The schools may discover what the pupils cannot do, but they fail to discover what the pupils can do. Second, most of our efforts have been used in attempting to increase its size instead of working to improve the small secondary school."

"Guidance should build up in a pupil the ability and the desire to take care of himself. One of the objections often made to guidance is that pupils are made dependent rather than more independent. In the small school many teachers realize that they do not have the answer for each child, therefore the pupil has an opportunity to decide what to do instead of being told what decisions to make. One objective of guidance as well as one objective of education should be to make pupils independent of the teacher. As teachers and pupils become better acquainted and more interested in each other, the pupils will be encouraged to make their own decisions. "

"Instead of guiding the pupil to fit into a pre-determined educational system, we must first decide with the pupil his needs and desires, and then with his help organize the system to meet those needs and desires. Stated in another way- we must build the curriculum out of the guidance program."

Constant reference, at the present time to 'frills and fads' may prevent taking up new occupational or social courses, since many so-called educators are unable to distinguish between a frill and a necessity.

"This juxtaposition of airplane technology and oxcart society is an outstanding threat to further happiness- even existance of human society. The advance of mechanical science as symbolized by T. A. Edison era is as amazing as is the stagnation in culture, institutions, and ideas. We cannot go on forever with one foot in the airplane and the other in the oxcart. We need sociological as well as scientific Edisons and social engineering must rest upon sound education." -11

Important sources of information on social and civic actions should be furnished to the schools. Information on community affairs and finances, voting duties and privileges, budgeting, producing and preparing goods for market, available occupations and the necessary training, professions and training, and needed community improvements, should all be taught in high schools.

It is our duty to give to students a picture of contemporary society and its trends as realistic and accurate as knowledge can make it. If schools are to serve society

11. Barnes, H. E. "Education for Social Progress",
Journal of Adult Ed. Oct. 1932 p. 373.

this is the only possible attitude. If we do not accept this idea then, since H. G. Wells said, "Civilization is a race between education and catastrophe"; we shall surely end in catastrophe unless teachers keep abreast of social trends, participate actively in life outside the school and enlighten the students in the necessary fields. The curriculum must be enriched.

"Social experiments of Government, interrelations of society, studies of human relations, labor, industry, - all must have place in the curriculum. Open mindedness, activity, research, and experimentation should replace old type classes. Schools should train students to direct their time along wholesome lines such as arts and crafts taught attractively." -12

The disparity between our machines and our ability to control them for our advantage is widened because education has clung to tradition and aim of culture in the face of an entirely new industrial situation.

"Educators are not responsible for the present mental, moral and financial depression, but educators should be warned by it that they must take new responsibilities and face realities of social and economic problems of maladjustment."-13

As extra time is given we must teach students to discriminate between enjoyments that enrich or enlarge and those which degrade and dissipate. They must learn to act

12. "Modern Social Trends", Research Bulletin XII, Washington, D. C. Nov. 1934 p. 284.

13. Dewey, John, "Aspects of Modern Life". School and Society, Oct. 31, 1934 p. 582.

with and for others while learning to think and judge for themselves. Who can count the waste of teaching the rule of three to a boy who is going out that same day to quarrel, lie, and bully because he does not know how to live; or of teaching a girl English Literature or Modern History if she goes that evening into cheapness and vulgarity because she had no opportunity to learn how to live a good every day life? The school cannot be an agency of reform but its responsibility is to help the growing individual, continuously and consistently, to hold to the type of human living which is the most practical one for him.

"By no remote chance for at least ten years can any of those now studying ancient or modern history, algebra, geometry, biology or foreign language, make use of these in improving their own normal life out of school. Is it not wasteful to insist on their learning now, what they will forget before they can possibly (or may never) use it?" -14

School activities should include the things with which the student is now concerned: home relationships, personal well-being, proper use of leisure time, recreational opportunities, citizenship, relation to authority, vocational opportunities, self-supporting service, religion, manners, attitudes, and ethics of living. Education must not just float with the tide. It must be planned by those who know the people and the needs of the

community. It must prepare students for their lives and duties of citizenship. It must compensate for the injustices and unfairnesses of life.

"Education must change itself fundamentally to attack the problems caused by extended leisure time, unemployment, quick tempo, division of labor, new and higher standard of living, and the 'plenty economy' of the new power age."-15

The greatest hope for improvement in our generation lies in the construction of a curriculum which shall, as far as possible, overcome the handicaps named above and lead the students to an understanding and appreciation of these conditions and problems of their complex lives. The best educational program will be founded upon the proposition that the masses of American people must understand the problems that they must face as citizens.

Although there may be a gap of a few years between school days and the duties of citizenship at the age of 21, during which time many changes can be made in public affairs, it is none the less profitable for students to discuss public problems, to form opinions, and to influence or be influenced by others.

The present educational and economic depression, unemployment and other economic conditions will lower the standard of living.

15. Strayer, G. D., Rept. of Govt. Comm. on cost of pub. ed. p. 13.

"Students cannot get jobs because of inexperience and lack of training so all must live in poverty. School should build a program to fill the demands of practical life. Long ago home life provided occupational instruction and an opportunity to train for social or civic affairs. Now there is no training for any of these." -16

There are no frontiers left and youth must look to existing industries for a job. Book-learning has been the objective of our schools. An opportunity to study home life and industrial labor conditions will tend to develop a higher type of social intelligence. Two necessities- how to earn a living and how to use leisure time- have been sorely neglected in our educational program. The very people who demand new material in business or mechanics will often decry new ideas in education. Art, music, leisure, industrial work, commercial work, home-making, agriculture, health, citizenship, speech, may all be considered new material in schools. Through these mediums we can teach skills, information, appreciation and attitudes, by means of operations, jobs, projects, problems, lectures, demonstrations, texts, and references. The implication of these new fads is much stronger than academic courses. They develop originality, resourcefulness, self-control, perseverance, fair play, joy of accomplishment, duty, thrift, personal and family relations, business dealings, school and community service,

16. Norton, John, "Schools & Standards of Living",
School & Society, Aug. 29, 1931, p. 272.

craftsmanship, environment of real situations, talent, preliminary training, choice of hobbies, interpretation of society and citizenship.

The vocational training alone will give instruction of which the controlling purpose is to enhance in a permanent fashion, the productive capacity of the individual and make him self-supporting and, at least not antagonistic to physical, civic, and cultural well-being. Vocational training will fit our youth to make his own way; it will teach horse-sense and sound judgment as applied to the business of earning a living. This training should include the related mathematics, science, English, and other academic subjects in such a way that the student could see the need and value of these courses in broadening his possibilities of good earning capacity and happiness.

William H. Kilpatrick, Teacher's College, Columbia University, in an article on "Objectives for Curriculum and Method" said: -17

- a-"The old curriculum centered on specific knowledge, skill, and habits resolving into divided subjects, facts to be memorized, arranged, and pigeon-holed for future use.
- b-"The new curriculum must set forth dynamic objectives inherently related to life as a process and to natural useful learning. That is it must
 1. Teach in terms of growing,
 2. Teach for use, not fact,

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3. Build new interests on present interests.
4. Teach self-government and direction in thinking and acting.

c-"The old method lacked interest,- now he sees the need and is interested in learning.

d-"We must help the youth to grow into intelligent, self-supporting, self-directing members of a cultured group to join with others in making a nation."

According to a survey made by C.D. Scott, present superintendent of schools in Comanche County, in connection with his work on his Master's Degree from A. & M. College, we have the following information. Out of 120 three-and-four-teacher, four-year high schools in Oklahoma the following courses, offered in the number of schools given, are listed below. Every one of the schools offered algebra, geometry, Oklahoma history and four years of English.

109 - M.M. History	13 - Physics
94 - General Science	8 - Business English
87 - Physical Geography	4 - Bookkeeping
72 - Commercial Geography	3 - Agriculture
66 - Biology	3 - Music
63 - English History	2 - Typing
47 - Psychology	1 - Free Hand Drawing
41 - Public Speaking	1 - Manual Training
28 - Latin I	1 - Zoology
23 - Latin II	1 - Botany
23 - Spanish I	1 - Chemistry
18 - Spanish II	1 - Shorthand
18 - Commercial Law	1 - French
14 - Home Economics I	1 - Spelling & Penmanship
13 - Ancient History	1 - Occupations

Is it not a pity that some of the time spent on M. & M. history, Latin, Spanish, algebra, geometry and other subjects might not have been used to better advantage? Could not many of these courses have been omitted and allowed the students to have used that time to grow, to develop into

self-supporting, self-directing, happy citizens? When will we ever get our one foot out of the oxcart of education and build a system that will keep pace with our sociological and industrial airplane?

CHAPTER IV

OCCUPATIONAL STUDY OF THE DISTRICT

This district is a consolidated rural district, made of six ordinary size districts and one large mountainous district containing about eighteen square miles. It lies along the south foot hills of the Wichita Mountains, west of Lawton, and east of Snyder.

The table below shows the occupations into which the students, (graduates and those dropping out of high school) have entered.

TABLE IV

OCCUPATIONS IN WHICH THE DROPS AND THOSE FINISHING HIGH SCHOOL ARE NOW ENGAGED.

<u>Occupation</u>	<u>1933</u>	<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937</u>	<u>1938</u>	<u>Total</u>
Farming	5	6	4	7	4	2	28
Live on farm, no occupation	4	6	2	4	4	8	28
Housewife	4	4	3	4	6	2	23
Hired house work	1	3	1	4	0	2	11
Day laborer	3	5	5	5	0	1	19
Electrician	0	0	0	0	1	0	1
In C. C. Camp	0	0	2	0	1	1	4
Baking	0	0	1	0	0	0	1
Clerical work	0	1	1	0	0	0	2
In college	1	0	0	1	3	6	11
Nurse training	1	0	0	1	0	0	2
Navy	0	1	0	0	1	0	2
Deceased	0	1	0	0	0	1	2
Work at fill.station	1	1	0	0	0	1	3
Truck driver	1	1	2	1	1	0	6

I gathered this information by personal interview with the individual concerned or some member of his family. Those listed as 'Farming' actually do farm labor and in most instances seem to have part or all of the responsibility of managing the farm. Those listed as 'Living on farm, no occupation' are, in most cases, living in the house while the land is rented or worked by others. Rent for these country houses ranges from \$1. to \$5. per month, which is much cheaper than house rent in town.

Those girls in their own homes, or working in another's home often are very wasteful and not able to plan balanced meals and, if trying to work for others, cannot hold a job.

Day laborers work at gins in season, plow or spade gardens, make or repair fences, dig ditches for water pipes, do crude types of carpenter work, etc. The one electrician, living in the country, has taken a correspondence course and tries to get work wiring houses or repairing radios, telephones, irons, etc. Those in the C. C. Camp, of course, do any job assigned to them; work is usually in some line of forestry or fence making.

The baker learned his trade as an apprentice to another baker. The two boys doing clerical work are both boys who grew up in the neighborhood and were given preference over others because of close family friendship or kinship.

Of those attending college all but four have gone to the two-year junior college at Lawton and stopped when, or even before, they finished. Of the four going on to college, one girl finished at Stillwater as Home Economics Major, one girl took up a course in the "Comptometer School" at Oklahoma City, one boy finished at O. U. in commercial work, and one boy is now enrolled as a freshman, at Stillwater, and is fairly certain of continuing his work.

Two girls entered nurses training after finishing high school and are now graduate nurses.

One boy enrolled in the Navy after graduation, and another after two years in high school. Both seem to like the work and are doing well.

Three boys work at filling stations owned or managed by a father or older brother.

Highway work and a sand pit in the neighborhood provide trucking jobs for six of the boys.

The information in Table V, on the following page, I obtained by a personal study of the community and town, and by study of occupations of parents or guardian, filled in by students on their enrollment cards. The table plainly shows what occupations can be followed by those who remain in the community and what are their probabilities of going into the different lines.

TABLE V
OCCUPATIONS OF ADULTS
IN THE HOMES REPRESENTED IN OUR HIGH SCHOOL

Housewives	89	Telephone operators	2
Farmers	69	Officers of law	2
Day laborers	44	Railroad employees	2
Teachers	15	Ginners	2
Merchants and clerks	12	Barbers	2
Stock raisers	9	Seamstress	2
Truck drivers	9	Banking	2
Boarding housekeepers	4	Beauty operators	2
Filling Sta. operators	4	Truck farming	2
Hired housekeepers	4	Physicians	1
Garage workers	3	Govt. Indian Agent	1
Blacksmiths	3	Electrician	1
Road workers	3	Pool hall manager	1
Dairy workers	3	Real estate dealers	1
Postal service	4	Produce buyers	1
Laundry workers	3	School janitors	2
Cafe workers	2	Ministers	1

Most of the youth of past years have stepped into the beaten path of the parent and often are very little, if any above the parent in many ways. The abstract material of school days had no significance in the shaping of their lives, homes, or work.

This is a fair sample of the district, except that it does not include any of the poverty stricken section known as Tent Town, which, according to census shows about one hundred adults, few of whom have or will accept any occupation other than sleeping and eating (if food is provided for them). During cotton picking season they will pick enough cotton to get a little money for snuff, tobacco, or drink, since these are not provided by the government.

There are a number of Indian families who live on their government land but usually lease it out to white farmers or stockmen. The Mexican families, about ten in number, do share crop farming.

From the occupations of patrons and students it can readily be seen that a smaller percentage of these students than of most city high schools will use the college preparatory work, and others are sadly in need of courses to enlighten them in home, community, state, and national citizenship. They need instruction in the lives which they are to live more than they need to know about the lives of dead authors, painters, etc. They need to be taught how to buy economically, their food and clothing.

Often these women will buy ready made, cheap silk dresses which cannot be laundered when the same money would buy material to make four nice, washable dresses which would last a full season. They have not, however, learned to sew and few own sewing machines. They pay one dollar for a child's dress when the dollar would buy material for two garments. Shoes, half-soled at the proper time cost seventy-five cents, but neglect of this causes the person, in a very short time to need new shoes, which cost much more than half-soles.

If these people were taught to keep the furniture, doors, windows and fences in repair, the home would be more comfortable, more healthful and certainly better

looking. Benches would look much better than boxes. If the hinges or latches were kept repaired the doors and gates would last much longer. Glass for a window does not cost much, but few know how to put it into the frame. If linoleums are properly cared for, their usefulness is doubled at only the expense of a little varnish.

These people could be taught to repair or make over clothes at a great saving. Many useful articles can be made from feed sacks. If the girls knew materials and colors they could buy to much greater advantage. They could be taught to use straw, chicken-feathers, or cotton to fill bed ticks or pillows. Warm covers can be made from old coats.

We should impress the fact on these people that care and feed for cows and chickens will pay for themselves in milk, butter, eggs and meat. Machinery which is kept oiled and cared for lasts longer. Much of the building of sheds, barns and even the houses could be done by the owner instead of using hired labor, if the owner knew how to measure, figure, and cut the lumber. Sometimes good building stone is plentiful but lack of knowledge prevents its use.

Canning or preserving of foods costs little when the fruit and vegetables are in season and prevents buying when the food is out of season and high. One dollar buys

only ten loaves of bread but a dollar's worth of the ingredients necessary, makes at least fifteen loaves, and during the cooler months, the fire must be kept going any way. Home made bread can be made better than baker's bread if the cook is interested in doing so. Many tasty and healthful dishes can be made from cheaper cuts of meats and cheaper vegetables if time and interest is manifested.

In large families it would certainly pay if one member should learn to cut and set hair. With hair cuts at 35 to 50 cents apiece and sets at 25 to 75 cents, the scissors and other equipment could soon be paid for.

Town boys can often have steady work on lawns or gardens if they own a good mower and hoe and have the knowledge of how the work should be done. Any one hates to pay to have a yard mowed in streaks or with a fringe at the fence or walk's edge. The boys may also get jobs washing or polishing cars providing they do a good job. In a town a boy had a nice garden patch, irrigated with water which had been used to wash cars. He made a living for himself, his mother and one sister, from the car washing and the garden spot which was a vacant fifty-foot lot that he used providing he kept down the weeds.

All occupational or trades work taught in the schools should be made vital by fitting it into the local field.

Students should study the garden products and crops of this section, the insects, weeds, and birds common to the community, and natural resources of this region. If students see how to find and apply knowledge of this section they can use the same method in learning of another, should they move to another state.

A knowledge of several occupations may prevent drifting to find an easy one. The student should learn that, even though the other grass may appear greener, at the root it is just as hard and dry as the one at which he has been working. In many occupational schools the machinery, methods, and teachers are so far behind that the education is of little value, after all.

Home economics courses should be made practical instead of theoretical. Fancy cooking and sewing should not push out the real work of learning to choose the right material, pattern, color and then being able to cut, make, and fit the garment. Laundry methods, choice of soap and starch are also valuable pieces of information for every girl.

Since almost half the cost of living goes for food, every person should know how to choose healthful, wholesome, yet reasonably priced food and to prepare from it tasty, nourishing dishes for a balanced diet. Types of food or cooking for different ages, occupations, and

health conditions of individuals is also valuable information to any housekeeper.

If our girls are taught successful economical ways of doing the work it need not be a drudgery. Attractive, clean, comfortable homes take less work than do the unkept ones. Care of refuse and yard take very little work if treated correctly. The farm home may be just as attractive and almost as convenient as the city home. There may be more original expense in making the farm home modern and convenient but less running expenses. After the machinery and equipment is installed there are no electric, water or sewage bills to pay.

Since 72% of all girls or women become mothers or have the care of children, the study of child-care and training should be a part of another course but it has work enough to be put into a field of its own. This training, as well as all types of house-keeping, should be started early in school life since the lower type of individual, and the one who has least chance of getting any of it at home, makes the earliest marriage, and drops out of school from the fourth to the ninth grade.

Our age law prohibits employment of any one below the age of sixteen, therefore, it would be better to begin teaching most occupations about the age of fourteen years. Occupational work should not be so narrow or specialized that the student is helpless outside of that one

act. Work is necessary in any occupational course; one cannot learn to swim by reading the book or hearing the lecture. In fact, until the work has been introduced there is little value in either book or lecture. There is little opportunity for laboratory work in the real field in a rural community, but with an active, wide-awake teacher much can be done in the way of farm or garden experience, mechanics, shop and repair work.

According to national census of 1930, ninety-five per cent of the working population were engaged in industries as follows: 13,000,000 farmers, 10,000,000 mechanics or factory hands, 3,500,000 tradesmen, 2,500,000 transportation service men, 19,000,000 home makers, against 5% in professional work or 1,750,000 in all; lawyers, physicians, clergymen, civil servicemen, engineers and teachers.

This shows that the chances are 95 to 5, or 19 to 1 that a student will be in one of the occupations instead of a profession. This should be of value to him in making his choice of vocation. The time and cost of preparation may also help to determine his choice.

CHAPTER V
SUGGESTIONS FOR A NEW CURRICULUM

The most important thing in setting up a curriculum is to know the community which the school is to serve. Tables and discussion provided in Chapters III and IV give a thorough over-view of the district, its people, occupations and possibilities. Table VI, on the following page, shows what has been our curriculum and Table III shows the failures in each subject. If there were enough demand for college preparatory courses, they should be taught but the work as a whole should be for the majority and should be very practical courses whether or not they were listed in the state course of study.

The school should be kept accredited and a member of North Central Association if this did not prevent the teaching of those things needed by the majority, but the first consideration in selecting work should be, "Is it useful to the lives of these people?"

The Seven Cardinal Principles of Education, as given by the National Educational Association are:

1. Mastery of Tools and Spirit of Learning
2. Vocational and Economic Effectiveness
3. Citizenship and World Goodwill
4. Worthy Home Membership
5. Wise Use of Leisure Time
6. Health and Safety
7. Ethical Character

Subject	Grade	Credit	1933	1934	1935	1936	1937	1938	1939
English I	9	2	X	X	X	X	X	X	X
English II	10	2	X	X	X	X	X	X	X
American Literature	11 & 12	2	-	X	-	X	-	X	-
English Literature	11 & 12	2	X	-	X	-	X	-	X
Business English	11 & 12	1	X	X	X	X	-	-	-
Public Speaking	11 & 12	2	-	-	-	-	X	X	X
Oklahoma History	9	1	X	X	X	X	X	X	X
M. M. History	10	2	X	X	X	X	X	X	X
American History	11 & 12	2	-	X	-	X	-	X	-
English History	11 & 12	2	X	-	X	-	X	-	-
Oklahoma Civics	9	1	X	X	X	X	X	X	X
Prob. Dem.	11 & 12	2	-	-	X	-	X	X	X
General Science	9	2	X	X	X	X	X	-	-
Commercial Geography	10	1	X	X	X	X	X	-	-
Physical Geography	10	1	X	X	X	X	X	-	-
Biology	11	2	X	X	X	X	-	X	X
Home Economics I	9	2	X	X	X	X	X	X	X
Home Economics II	10	2	-	-	X	X	X	X	X
Composite Mathematics	9	2	-	-	-	-	-	X	X
Algebra	9 now 10	2	X	X	X	X	X	-	X
Geometry	10	2	X	X	X	X	X	X	-
Business Arithmetic	11 & 12	1	X	-	X	X	-	-	-
Psychology	12	1	X	X	-	-	-	-	-
Sociology	12	1	X	-	X	-	-	-	-
Typing	11 & 12	2	-	-	-	-	X	X	X
Shorthand	11 & 12	2	-	-	-	-	X	X	X
Bookkeeping	12	2	-	-	-	-	-	-	X
Economics	11 & 12	1	X	X	-	-	-	-	-
Voc. Agriculture I	9	2	-	-	-	-	-	X	X
Voc. Agriculture II	10	2	-	-	-	-	-	-	X
Voc. Agriculture III	11	2	-	-	-	-	-	-	X
Theory Agriculture	11	2	X	X	-	X	X	-	-

TABLE VI
COURSES OFFERED IN OUR SCHOOL FOR RESPECTIVE GRADES,
EACH YEAR FROM 1933 - 1939

It should be possible for a boy or girl to finish school, and even though he could not go on to college he might have the coveted high school diploma of some description.

There should be in high school, as well as in the 6th, 7th and 8th grades, a guidance individual whose duty it is to talk individually and collectively to the group about choice of vocation. This person should have a very broad field of learning so that he might discuss intelligently, many occupations. He must be interesting and interested in boys and girls. He must be able to see and discuss their social affairs and have their confidence. He must be a community leader and able to see and help fill the needs of the community. He must carry in his head a store of ready information and know how and where to find more. He must be a willing, cheerful worker who can adapt himself in any condition and make people feel at ease in his presence. He should have charge of an occupational study course which every boy and girl in the freshman class should take.

As to the regular study course, there should be a full four year course of home economics, not according to the state course as outlined, but one which would really give the girls the things they need and have no chance to get in their homes. They may need to learn to beat eggs with a fork but very few will need to know how to handle an electric beater. They need to learn and practice making breads

instead of spending two days on breads and five weeks on cakes. They need practice, not theory in planning and feeding families, day after day. They need to get practice in child care and first aid. This will not be simple work and will necessitate much time in planning as well as in carrying it out, but it is a most vital work for the girls in the entire high school.

The plan is here outlined, as far as possible, without taking the class itself and working on the daily schedule. Classes would all meet in one-half-day sessions. This would give thorough time for concentration on academic subject as well as opportunity to go into homes and put into practice some of the things the girls need to know.

There are always homes close around where three to five girls could go and in one-half day do the week's laundry, ironing, cleaning, clean rugs, make beds, cook and serve meals, do general house cleaning, or care for children or sick (no contagious diseases). They will then see the different types of homes, conveniences, care of them or any other type of work coming up.

Later in the season, vegetables and fruits might be canned. A girl might work a half-day in a home, with the teacher and employer working out her schedule of work and grade.

The same plan might be used in sewing. There are always towels, dish towels, aprons, curtains and wash dresses

to be made and the girls might go into the home or even bring the garment to the class to work. This would give the students experience in trying to fit others and considering other people's ideas instead of just pleasing self and working for a grade. They could compare color schemes and effects, costs of making and buying ready made garments or articles.

Remaking and mending garments should also be an important part of their work. Every girl should know how to mend the leg or the foot of hose, how to match stripes or figures in applying a patch, how to remodel a garment or even combine two old ones into one new one.

In the occupational courses for boys, first of all for this locality, is a vocational agriculture course which should be made practical by actual work. The boys might go out for half-day at a time and actually work on their own (but better another's) farm, since parents are prone to shield and protect their own child but will report facts concerning another's. They should learn what, when, where, how, and why to plant crops which will produce there; they should learn to harness and care for, as well as work, horses. They need to know how to run and care for the farm implements and tractors used in the community. They should know how to select their seeds and how to test them. They should know how to care for and feed cattle, pigs, and chickens. (Girls might well know how to raise and feed

chickens or how to milk cows and care for the milk and milk products).

Repair of fences, buildings, machinery, and tools should be taught and emphasized. There is no reason or excuse for the dilapidated condition of many homes; it is just a mark of careless shiftless neglect.

Gardening should also be taught and encouraged with both boys and girls. If there is a possible way of supplying water there is no reason why any garden should not be a money making enterprise. Proper handling of the water and soil, then must be explained. Often some owner close by will donate a patch of land for a school garden, or better still, allow the boys to work it for him.

Ordinary shop work is an absolute necessity around a farm home and almost as necessary in town. It is useless to allow a gate to sag when a little knowledge and time will brace it. It is senseless to call a plumber to put a new washer in a faucet or an electrician to put in a new fuse plug. Filing a hoe seems simple, though it may be dulled instead of sharpened; whetting a knife is just as important.

Applying paint, varnish, etc., to floors, walls, wood work, or furniture, might be discussed to advantage since many people do their own painting, if it is ever to be done. Papering a room is another job that many people attempt, therefore, papering and figuring paper could be studied.

In more advanced courses students might study terracing, damming, silo building and costs, feeding rations, animal breeding, and a number of things that would be more valuable than some of our present courses.

The occupational study course would present a list of known occupations and select from the group any which are common to the community or in which some student is especially interested. The list given here is merely suggestive as a start.

1. Agriculture:

Farming	Farm Labor	Dairying
Forestering	Fruit Growing	Florist Work
Gardening	Lumbering	Nursery Work
Stock Raising	Poultry Raising	
Fish Raising	Mechanics	

2. Mining:

Operators	Drillers	Quarry men
Miners	Mechanics	Stone cutter

3. Transportation:

Surveyors	Mechanics	Drivers
Clerical	Map makers	Stewards

4. Manufacturing:

Manager	Bookkeeper	Clerical
Bakers	Boiler makers	Book binders
Builders	Butchers	Cab makers
Candy makers	Dress makers	Designing
Cleaning Shop	Concrete work	Woolen Mills
Mechanics	Engineers	Blacksmith
Carpentry	Electrician	Engravers
Firemen	Hosery making	Inspectors
Jewelers	Laundrymen	Soap making
Canning	Packing	Experimenting

5. Trades:

Advertising	Banking	Brokers
Clerical	Collecting	Deliverymen

6. Public Service:

Lawyers	Mail Clerks	Meter readers
Water Engineers	Army men	Navy men
Light house men	Telephone operators	

7. Professional Service:

Doctors	Clergymen	Teachers
Lawyers		

8. Domestic and Personal Service:

Governess	Secretaries	Maids
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9. Clerical Occupations:

Auditors	Cashiers	Typists
Filing Clerks	Office boys	

After selections had been made an intensive study of one very common occupation should be made by the entire class so they may see how to approach the work or what method to use in studying it. Then each student should study at least two occupations possible for himself. These will, more than likely be somewhat related if he has a special interest. A suggestive study plan is given here.

Part I. Pupil and school

1. Difference between high school and grades
2. New things to do and why
3. School as a community
4. How to succeed in school

Part II. Pupil and future

1. After school, the next step
2. Why people work
3. Interdependence of workers
4. What may be learned about occupations
5. Duty of working each occupation
6. Responsibility of workers
7. Possibility of workers
8. Limitations of occupation

Part III. School and future

1. Why have high schools been provided
2. Kinds of training needed for work
3. Training offered by school
4. Next step in education or preparation

Individual study plan for ninth and tenth grades,
suggested by F. J. Allen of Harvard University:

- A. Importance of occupation to society.
- B. List of works done by person in occupation; outline of one full day.
- C. Main advantages of occupation.

1. Service to humanity	7. Chance to advance
2. Demand for workers	8. Steady work
3. Duration of work	9. Interesting
4. Personal associates	10. Chance to learn
5. Moral conditions	11. Hours
6. Health conditions	12. Vacations
- D. Disadvantages of each named in "C".
- E. Education necessary, other training required, time, cost.
- F. Requirements for entering and succeeding.
- G. Original salary, increases.
- H. Effect of occupation on own
 1. Social life
 2. Civic welfare
 3. Physical welfare
 4. Recreation
 5. Morals

Individual study plan for eleventh and twelfth grades:

- A. Importance to society of occupation.
- B. Main branches.
- C. Interesting and vitalizing, giving chance to learn new things or opportunity for initiative and originality.

- D. Actual tasks of worker per day.
- E. Uninteresting routine, monotonous but with adequate compensation for same.
- F. Working conditions satisfactory.

1. Good associates	4. Healthful
2. Opportunity to advance	5. Sanitary
3. Pleasant work	6. Vacations
- G. Preparation, training needed.
- H. How begin, kinds of work leading to occupation, (where occupation leads)
- I. Qualities of character for success and method of developing.
- J. Demand for workers.
- K. Does it secure good living.
- L. Economic and social problems and standards.
- M. Organizations, unions, standards.
- N. How occupation regarded by public.
- O. Are workers usually good citizens.
- P. Does employee take part in management or profits.
- Q. Does firm protect employee with insurance.
- R. Are lunch and rest rooms provided.
- S. Does firm have pension system.
- T. Does firm have medical attention.
- U. Is this year-round work or seasonal.

Students in unprogressive communities have little chance for comparing self with different types of individuals. Tests and norms may be provided and the students may discuss and rate self and companions; then compare these

ratings with norms. Tests on subject matter are often provided and may have some value but tests on intelligence, accomplishments, aptitude, attitude, social affairs, manners, and many other tests will throw more light on the personality to be studied. Each student should know how he rates and stands with his fellow worker. Their feelings and ideas of him have much to do with his success and happiness.

A study of community conditions and family conditions often shows valuable information in what to do or avoid doing to win friends, respect, happiness and success in many fields. All these make valuable civics lessons since they pertain to home, community, and social relationships. It may be a means of making a good citizen out of some one who would otherwise have been worse than 'a boil on the neck' to society.

Mathematics work should deal directly with problems of life. Have every possible problem brought in from homes or other departments of school. Bring actual problems from business, merchants, banks, farms, etc. Figure the paper, paint or plaster necessary for some home which is to be remodeled. Figure the cost of digging and walling the cistern or cellar. Work with actual insurance policies and tax problems; these are real and very vital. These problems

will all be worked in arithmetic, not algebra or geometry, so stress the arithmetic.

English courses should be chiefly to teach these people to express themselves intelligently in spoken or written language. Stress the use of words, -not grammatical rules pertaining to them. If he knows that he shall say "The tree grew", instead of "The tree grewed", what need has he for the rule or reason? It is much better that he spend time learning to use the word than to learn numerous rules and definitions which he probably will not apply. He will read papers and magazines, but very few books in his out-of-school life so he should learn to read and know how much to believe from these, in his school life. Analyzing sentences in literature does not help in learning to like literature. We appreciate flowers, paintings, etc., without dissecting them; possibly we could do the same with beautiful literature.

If history is taught at all, it should be in the form of reading material and used as topics for discussion, so that the students may learn to organize material and express ideas in their own way. Ancient, Modern, and English history would find little room in a practical curriculum as full-time unit subjects.

Science, biology, Oklahoma history and American history would be presented in as practical a manner as possible.

Some parts of general science and biology might be made very useful and valuable. Sociology, community civics, citizenship, problems of democracy, would be emphasized and fitted into every possible example of the student's own life to establish proper attitudes and relationships for him in family and society.

Commercial subjects, - typing, shorthand, bookkeeping, etc., should be made practical, and not just kept for class use. The students should be sent out into some store or place of business to do some actual work as early as possible. School correspondence should be given to the student instead of the teacher for typing; thus the student sees that he must do satisfactory work. Some of his reports may be required typewritten. Classes, athletic associations and other school organizations should use members of the bookkeeping class for their secretaries. Methods of bookkeeping used in stores in the community are often interesting studies.

Speech courses may be very valuable or so technical that, to a high school student, they are useless. We should not try to make a polished orator, stage dramatist, movie actor, or lyceum lecturer. We should try to teach him to express himself intelligently in such a way that he may inform, persuade, or convince others that his theory is an acceptable one.

CHAPTER VI

RECOMMENDATIONS

I should like to urge that all high school administrators make a study of their curriculum, students, and community to see if the school is serving the community or just a very small part of its people. They should know if material is being presented in a practical useful manner or in a cut-and-dried-fact manner.

Schools which have fewer subjects should make every one of them count. If a subject is not giving back returns in earning power, social relationship, or moral and recreational training it should be discarded at once and the time spent on something which will bring returns.

We are realizing more and more the difference in individuals and their physical and mental capacities, yet in the smaller rural high schools we still try to prepare all students for their many different occupations or life by exactly the same process. This, I believe, is not only a loss of time and energy but is an injustice to the student, teacher, and tax payer.

State departments should make investigations and send out bulletins advising the type of curriculum suitable to certain communities. Often people in the community are not capable of selecting their courses and

teachers will teach what is easy to teach, by the easiest method. Information concerning occupational studies and courses could be used and appreciated by any progressive school administrator.

Magazines and newspapers should carry educational articles and information as to what can be and is being done in the occupational field in progressive schools. Educational Journals are full of these articles but only teachers and superintendents have access to these magazines. If these articles and editorials were given space in magazines and newspapers which are read in the average home the people would have something to think about. This might cause them to want more practical courses for their children.

Our educators should all help to spread the propaganda that "Schools Shall Serve".

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