

THE NEEDS OF CURRICULUM ADJUSTMENT IN TURLTON SCHOOLS

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Bachelor of Science
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1933

Submitted to the Department of Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements

For the degree of

MASTER OF SCIENCE

1940

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ACKNOWLEDGEMENTS

The author is under obligation to Elsie McDaniel, senior high school student of 1938, Terlton, Oklahoma, for assistance in obtaining the data of former graduates. He is particularly indebted to Dr. M. R. Chauncey, Chairman of his thesis Committee, and Dean C. H. McElroy, and Dr. E. L. Stromberg, members of the Committee. To Mr. C. C. Hicks, Mr. John Florer, and the Terlton Public Speaking Class of 1938-39, the author is deeply grateful for information pertaining to the History of Terlton.

H. H. N.

CONTENTS

CHAPTER	PAGE
I. HISTORY OF TERLTON, OKLAHOMA	1
II. GRADUATES OF TERLTON HIGH SCHOOL	9
III. PRIMARY STUDENTS OF 1927	28
IV. TERLTON STUDENTS 1937-38	32
V. OBJECTIVES OF EDUCATION	36
VI. SUMMARY AND CONCLUSION	49
BIBLIOGRAPHY	51- 52

LIST OF TABLES

TABLE.....	PAGE
I. ANNUAL VALUATIONS, SCHOOL LEVIES, TOTAL EXPENSE, NUMBER OF GRADUATES, NUMBER OF TEACHERS, NUMBER ENROLLED, AND NUMBER OF UNITS ACCREDITED OF THE TERLTON HIGH SCHOOL..	6
II. SUBJECTS OFFERED FOR CREDIT IN TERLTON.....	11
III. SUBJECTS LISTED FOR CREDIT IN OKLAHOMA.....	12
IV. GRADUATES OF TERLTON HIGH SCHOOL (1923-39).....	14-17
V. OCCUPATIONS OF TERLTON GRADUATES BY SEX	18
VI. VOCATIONAL STATUS OF THOSE NOT GAINFULLY EMPLOYED.....	19
VII. OCCUPATIONS OF THE FATHERS OF THE TERLTON GRADUATES....	20
VIII. TERLTON GRADUATES LISTED UNDER THE INDUSTRY GROUPS.....	21
IX. NUMBER OF GAINFULLY OCCUPIED PEOPLE.....	24
X. PER CENT OF GAINFULLY OCCUPIED PEOPLE.....	25
XI. DISTRIBUTION OF THE PRIMARY STUDENTS OF 1927.....	29
XII. A COMMUNITY CIVICS CLASS OF 1938.....	32
MAP	
1. TERLTON SCHOOL DISTRICT.....	8
PICTURE	
2. PRIMARY CLASS.....	28

PREFACE

The author has been superintendent of three small high schools in succession, the past nine years. These schools have employed seven to nine teachers to teach an enrollment of 40-90 high school pupils and 125-175 grade school pupils.

From this experience and an observation of other students and the prescribed program of studies of other schools has come a belief in the need of curriculum adjustment in the Terlton High School. This adjustment can be partially obtained through an educational movement for fewer college-preparatory subjects and through provision of more vocational subjects in this school. A better opportunity should be given the smaller high school to offer vocational subjects.

It is a belief that more children are attending high school than formerly and that these children have a wider range of abilities than the original high school pupil. The early high school pupil was usually adept in academic subjects or he would have been forced out of school. Today practically all of the children enter high school, therefore it is a duty of the school to reach the needs of every child as far as possible.

It is believed that this presentation will be of value in the movement toward a more liberal high school and that the State Department of Education will approve the material needed for this purpose.

CHAPTER I
HISTORY OF TERLTON, OKLAHOMA

This study was made in an attempt to show some evidences of the need of curriculum adjustment in Terlton Schools. In this attempt it seems necessary to give a brief history of Terlton Community and Terlton School.

Terlton community came into existence September 16, 1893 when the Cherokee Outlet was opened to white settlement. Some of the first settlers that homesteaded and live in Terlton Community at the present time are C. C. Hicks, Al Long, and John Florer. The former was the first settler.

The town of Terlton obtained its name from I. N. Terl. Terl operated a silver mine one-half mile south of present day Terlton. The silver mine did not produce good ore. He shot and killed a man in a court room for testifying that he was a Sooner. Terl was sentenced to prison but later escaped. He later died with the small-pox.*

Terlton at first was a farming community whose chief crops were cotton, corn, and the raising of cattle. During the period from 1905 and Statehood the Frisco railroad was built through Terlton. In the years 1913 and 1914, several of the major oil companies

*Interview with C. C. Hicks, Terlton, Oklahoma

constructed facilities for the storage of crude oil in the Terlton Community. The activities in oil created a boom in this small community and town since more than eight hundred men and one hundred teams were used to construct the 72 huge storage tanks. These tanks were torn down in 1938 due to the proration of oil in Oklahoma.

A few years later, 1921, an exciting but brief oil boom occurred in the town of Terlton and vicinity. Most of the oil was drawn from the Skinner Sand, at a depth of 2800 feet. The first sign of oil was found in the middle of the southwest block of the town. The largest well was drilled on the Beasley farm. It produced between 400 and 500 barrels of oil per day. In 1922, the Superior Oil Company drilled ten wells on the Chisman farm of which two are producing oil at the present. At one time 200 oil well derricks could be seen from the main street of the town. Today, 1939, the crude oil production has diminished until only a very small number of wells are producing. These so-called stripper wells produce from five to fifteen barrels of oil per day. About fifteen men who are employed in the oil industry live in this community.*

The majority of people in the community is made up of farmers. The town has a population of two hundred fifty-four. The business part of town includes the following: postoffice; two filling stations; four general stores; and, a hatchery.

*Interview with John Florer, Terlton, Oklahoma

The town has three churches: Christian Union; Latter Day Saints; and the Church of Christ. The community has a women's club called the Economy Club. The town has natural gas and electricity but no water system. Two families of negroes live in town. The town shows a past record of twelve murders, six bank robberies, a hide-out for notorious criminals such as, the Dalton Gang, James Gang, Doolin Gang, and Matt Kimes. One of our old citizens was kidnapped by the notorious Theodore Cole. Cole was sentenced to Alcatraz penitentiary but later escaped.*

The first school in the community was an elementary one-room school constructed in 1893. It was located one and one-half miles east and one mile south of the present town of Terlton. A few years later this school district divided and the first school house was deserted. A new elementary school house, known as Square Top, was built a mile east of the first building.

A new two-room elementary school, called Toad Horn, was constructed one-half mile east and one-fourth mile south of town in the west half of the old district, in 1905. In the meantime the town had grown up along-side the railroad. The people in town sent their children three-quarters of a mile into the country to have them educated. To eliminate these unfavorable conditions the people voted to move the school into town in 1909.

School was held in various buildings about the town until a school building could be erected. The first building in Terlton to

* Interview with Billie Fugate, Terlton, Oklahoma

house school children was erected on the present school-site. It was an elementary school containing four rooms, two rooms upstairs and two rooms on the ground floor. Later the size of the building was doubled.**

A high school was not established in the community before 1921. A few years before this some of the eighth grade graduates who wished to continue their education hired a teacher and organized a small secondary school where they studied vocational subjects. This school was called Cornbread College. The building still stands and is used as a garage in the backyard of Mr. W. A. Jones.

The striking of oil in Terlton in 1921 started a boom that increased the population and even more so the revenue of the school district. The next year a large gymnasium-auditorium was constructed east of the old school building at a cost of \$20,000. In 1923 a fire completely destroyed the old school building. A new \$50,000, fifteen-room, modern school building was constructed on the same site. A notable feature, is that no bond was necessary to raise this amount of money as it was available under the general levy fund. Books and school supplies were furnished the students free of charge.*** In 1935 a six-foot estate fence was constructed around the school yard at a cost of \$1800.

**Interview with Laverne Edgar, Terlton, Oklahoma

*** Ibid, with Dorothy Gathright, Terlton, Oklahoma

Square Top, the east school district, consolidated with Terlton, followed by Oak Dale in 1929. The latter district was divided between Terlton and Jennings. Later in 1933, Greenwood district was annexed to Terlton which made a district of twenty-six and three-fourths square miles. The valuation of the school district had decreased from \$3,413,742. in 1926 to \$575,826.74 in 1937. It became necessary for the school to call on the state for aid in maintaining a full-term school. By the annexation of Greenwood School, an adjoining school district, Terlton was able to retain its high school. With the aid of state monies two new school buses were purchased in 1938 and 1939. The present school enrollment is larger than any former year.

The following table is an annual history of Terlton school finance, the number of high school graduates, the number of teachers employed, the number of students enrolled, and the number of units listed for accrediting. It also shows the total cost of the school per capita over a period of twelve years. (1928-1939 Inc.)

TABLE I

ANNUAL VALUATIONS, SCHOOL LEVIES, TOTAL EXPENSE, NUMBER OF GRADUATES, NUMBER OF TEACHERS, NUMBER ENROLLED, AND NUMBER OF UNITS ACCREDITED OF THE TERLTON HIGH SCHOOL							
School Year	Valuation of District	School Mill Levy	Total School Expense	Graduates	Teachers	Total School Enrollment	Units of Accrediting
1927-28	3,415,742.00	8.3	38,828.35	6	10	220	17 $\frac{1}{2}$
1928-29	2,918,807.00	10.28	43,874.18	10	10	215	18
1929-30	2,755,195.00	9.44	42,257.42	8	10	227	18
1930-31	2,202,351.91	9.42	29,090.74	7	10	238	18 $\frac{1}{2}$
1931-32	1,930,215.47	8.05	34,576.00	13	11	222	18 $\frac{3}{4}$
1932-33	1,685,968.81	9.74	22,967.84	16	11	205	18
1933-34	1,647,436.00	11.29	28,151.58	13	10	230	18
1934-35	1,621,559.00	12.76	21,343.70	9	10	172	18
1935-36	1,506,735.00	11.21	20,902.38	11	10	198	18
1936-37	575,326.74	14.10	13,065.09	3	8	204	18
1937-38	548,933.00	14.61	13,626.78	6	8	177	17
1938-39	530,537.00	14.93	17,612.85	7	9	254	17
	TOTAL		\$336,296.91			2564	

In the period studied it was found that 2564 children were enrolled in the Terlton School. The amount of \$336,296.91 was expended for all purposes, by the Terlton School over a period of twelve years. If this total amount of monies is divided by the total enrollment, the per capita student cost will be \$130.34. This amount exceeds the per

*Records in Office of School superintendent of Terlton Schools, Terlton, Oklahoma.

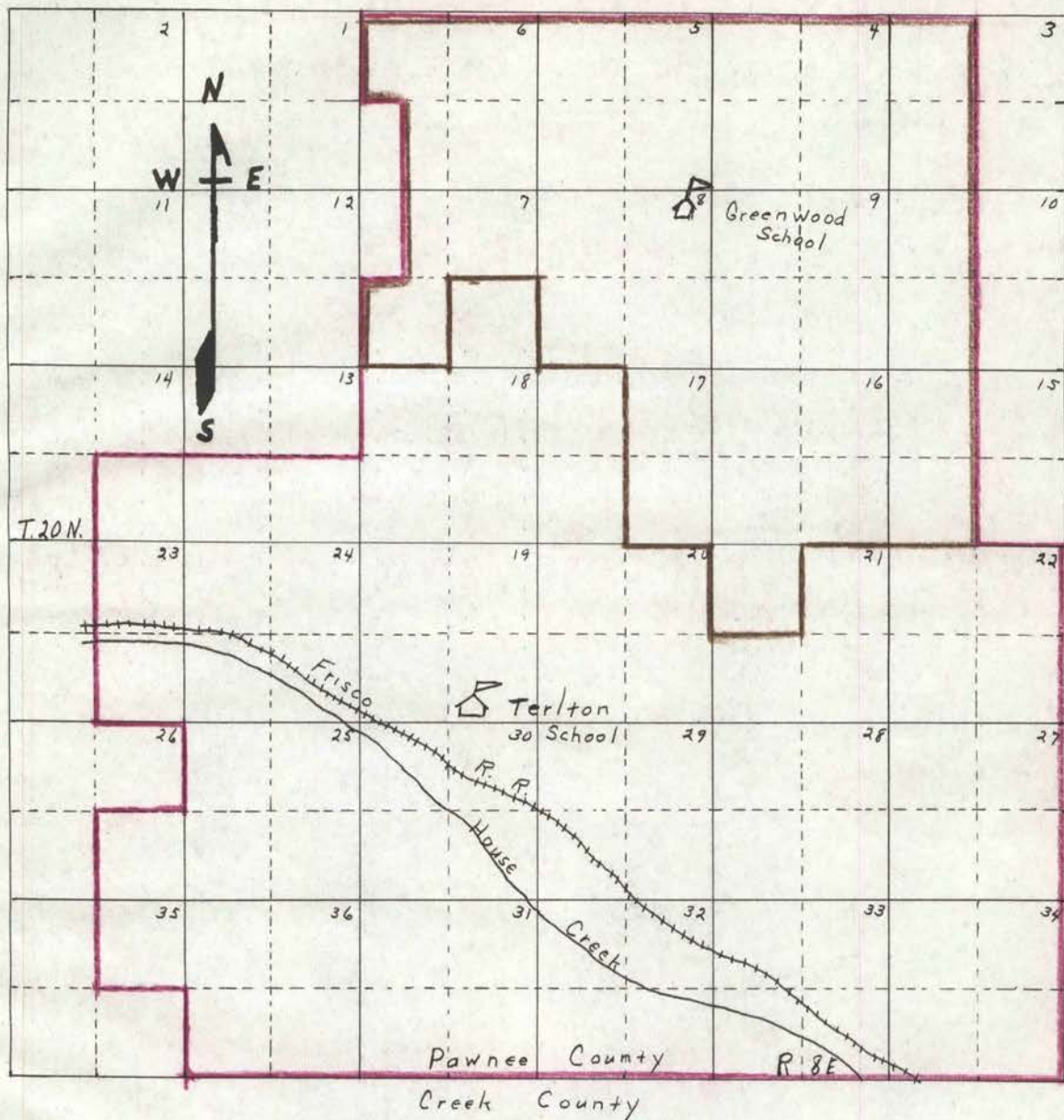
capita cost of transfer students as set up by the State Department of Education in Senate Bill 22 which provides that: no transfer shall exceed forty-five dollars per year for elementary pupils and seventy-five dollars per year for high school pupils.¹ Only 109 students graduated from high school during this twelve years.

During this same period the tax levy rose from 8.3 mills to 14.93 mills with a decrease in school income of more than 50 percent. The total enrollment reached its peak, of 254 students, during the school year 1938-39.

The number of units accredited dropped only one and one-half units, while the teaching personnel was decreased to eight during 1936-1938, but was increased to nine teachers in 1938-39.

¹The School Finance Law, Senate Bill 22, State Board of Education, Oklahoma, 1939, Section 127.

TERLTON SCHOOL DISTRICT 1939



The school district of Terlton is located in Pawnee County and covers an area of 26 $\frac{3}{4}$ square miles, including the annexed district of Greenwood. The school house is located in the South-East Quarter of Section Nineteen, Township 20 North, Range 8 East. The Frisco Railroad and House Creek are shown on the map.

CHAPTER II
GRADUATES OF TERLTON HIGH SCHOOL
SINCE 1923

The early movement for free education in our country was to give every child an opportunity to attend an elementary school. This movement was advanced until the average child was given an opportunity to attend high school and college. We often look upon the high school and college graduates as being finished products of high school or college. The average child in grade school usually looks forward to the time that he will graduate from high school. This expectation is induced by the parent, the teacher, other pupils, and the school program since the average school program leads toward that end.

From the foregoing thought, it seems that a survey of the status of the graduates of a given school system over a period of years would be of value in an effort to determine if these finished products have accomplished the certain fundamental objective in life, a method of making a living.

The Terlton high school graduates were selected for making a survey of the conditions that exist. It seems necessary to list the subjects offered these students in the Terlton school program and the subjects accredited by the State of Oklahoma to show the opportunity offered the students to reach this objective.

Table II shows the program of studies offered the Terlton students during the existence of the high school in Terlton. A school fire destroyed the early school records, but the author obtained data from 1926-1939 inclusive. This table lists the subjects offered, the alternation of subjects, and the subjects dropped from the program of studies since 1926. The reader will notice the lack of vocational and industrial subjects in the school program. The commercial studies have been offered in the school program of studies, yet they have been limited to junior and senior students.

Wiggim has proven in an experiment with 14,000 children from five to twelve years of age that the typewriter can be successfully used by them. It was also proven that the typewriter will aid the grade student in the various school subjects.¹

Table III is a list of subjects offered for credit in Oklahoma high schools from 1927-39 inclusive. No subject was listed for credit previous to this time in Oklahoma. This table lists several subjects in the industrial and vocational field that could have been offered, in the Terlton curriculum, namely: vocational agriculture, home economics, and manual training. The last was adopted in the Terlton curriculum in 1938.

Table IV lists the graduates of the Terlton high school since 1923: their occupations, the occupation of the male parent, and the marital status of each graduate. Table II will give the reader an

¹Wiggim, A. E., Tots At the Typewriter, Readers Digest, March 1939, p. 78.

idea of the opportunities offered the Terlton high school students by the program of studies, while Table IV shows the success or failure of these graduates, from a vocational standpoint. The author believes that a change in the curriculum is necessary to meet the needs of the students. This change will be taken up in the following chapters.

TABLE II

SUBJECTS OFFERED FOR CREDIT IN TERLTON HIGH SCHOOL

September 1926-1939. (No record before this)

1926	English I, II, IV	Zoology
	Algebra I	General Science
	History, Ancient, Modern, American	Shorthand
	Geometry	Typewriting
	Latin I, II	Music, Applied

The following subjects were alternated, dropped, or added:

1927	English III, English History, Algebra II.
1930	Problems of Democracy, Biology, Zoology.
1933	Business Arithmetic, Public Speaking.
1934	Physical and Commercial Geography.
1935	Psychology, Bookkeeping, Spanish I, Latin I, II.
1936	Commercial Law, Spanish II.
1937	Oklahoma History, Community Civics, American Government, Sociology, Composite Mathematics.
1938	World History, Industrial Arts, Ancient History and Modern. ²

² Office of Superintendent, Terlton, Oklahoma.

TABLE III

SUBJECTS LISTED FOR CREDIT IN OKLAHOMA HIGH SCHOOLS

June 1927-39 (none listed before 1927)

English I, II, III, IV.	General Science
Algebra I, II.	Agriculture
Geometry Plane, Solid	Vocational Agriculture
History--Ancient, Modern, General, English, American	Home Economics
Civics	Manual Training
Economics	Mechanical Drawing
Sociology	Free Hand Drawing
Problems of Democracy	Commercial Law
Latin I, II, III, IV	High School Arithmetic
French I, II	Bookkeeping
Spanish I, II	Shorthand
Physics	Typewriting
Chemistry	Psychology
Geography Physical, Commercial	Music Theory, Applied
Botany	Public Speaking
Ecology	Business English
Biology	Commercial Arithmetic
Physiology	Oklahoma History
Composite Mathematics*	Community Civics†

⁴/_r These subjects were first offered in 1930.

* This subject was first offered in 1934.

The other subjects have been offered since 1927.⁵

⁵

Oklahoma Annual High School Bulletin, Number 1123-C Inc.

GRADUATES OF TEPLTON HIGH SCHOOL (1923-39)

TABLE IV

Year	Graduate's Name	Occupation of Graduate	Marital Status	Occupation of Father
1923	Burton Bell	Dead	----	----
	Baxter Eaton	Lumberman	Married	Laborer
	Max Flynn	Teacher	Married	Farmer
	Harold McKibben	Oil Field	Married	Oil Field
	Doris Compton	Dead	----	----
	Hazel Greenup	No Record	----	----
	Beatrice Hogan	Stenographer	Married	Dead
	Pearl Hooper	Housewife	Married	Farmer
	Alda Jackson	Housewife	Married	Hotel
	Gertrude Langston	Housewife	Married	Farmer
	Madge McElhanev	Bookkeeper	Single	Outlaw
1924	James S. Lytle	Dead	----	----
	John Wright	No Record	----	----
	Jay Wise	Unemployed	Married	Farmer
	Lorene Coonrod	Stenographer	Married	Farmer
	Hazel Florer	Bookkeeper	Married	Farmer
	Stella M. Hudson	Housewife	Married	Farmer
	Bertie Hooper	Housewife	Married	Farmer
	Evelyn F. Hardy	Housewife	Married	Farmer
	Vina L. Lund	Housewife	Married	Farmer
	Erna A. Turner	Teacher	Married	Farmer
1925	Junior Storms	Unemployed	Married	Farmer
	Harold A. Weaver	Unemployed	Married	Oil Field
	Roy A. Wise	Bookkeeper	Single	Farmer
	Ruth M. Colburn	Housewife	Married	Farmer
	Minnie A. Hartman	Dead	----	----
	Christine Wilton	Housewife	Married	Oil Field
	Crystal Walkup	Housewife	Married	Farmer
1926	John E. Florer	Bookkeeper	Married	Farmer
	Chester T. Hooper	Teacher	Married	Farmer
	Jessie F. Florer	Teacher	Married	Dead
	Lela M. Hackleman	Stenographer	Married	Dead
	Ora M. Lund	Housewife	Married	Farmer
	Constance McArthur	Housewife	Married	Farmer
	Isabel Morgan	Housewife	Married	Farmer
	Alta G. Martin	Housewife	Married	Dead
	Eva A. Moore	Housewife	Married	Post Office
	Gladys Pearson	Nurse	Single	Farmer
	Pearl L. Rutherford	Bookkeeper	Married	Oil Field
Gladys M. Walkup	Housewife	Married	Farmer	

TABLE IV CONTINUED

Year	Graduate's name	Occupation of Graduate	Marital Status	Occupation of Father
1927	Charles Compton Jay Newshammer Lewis Kibbe Elva Edgar Bernice Bayless Abbie Hawk	Farmer Electrician Teacher Cafe Cook Cafe Cook No Record	Married Married Married Single Married -----	Farmer Welder Merchant Farmer Farmer -----
1928	Jimmie Bayless Cecil F. Sales Virgil Flynn Dorothy Sales Ondra Goode Ann Stewart	Teacher Bookkeeper Unemployed Stenographer Housewife Housewife	Married Married Married Single Married Married	Farmer Farmer Farmer Farmer Dead Bookkeeper
1929	Lloyd Head Austin Colburn Fred Roberts Hilda Roberts Pansy Rutherford Virgie Burnett Dorothy Anderson Wanda Storms Lucille Hickson Ella Fugate	Mail carrier Ice Plant Oil Field Housewife Stenographer Housewife Teacher Housewife Housewife Housewife	Married Married Married Married Single Married Single Married Married Married	Farmer Merchant Oil Field Leaser, Oil Oil Field Dead Oil Field Oil Lease Farmer Farmer
1930	Wendell Morrison Ray Moore Mildred Fugate Opal Florer Agnes Florer Alma Moore Frieda Plumley Ruby Thompson	No Record Oil Field Housewife Housewife Teacher Housewife Housewife Dead	----- Married Married Married Married Married Married -----	----- Post Office Oil Field Farmer Teacher Post Office Oil Field -----
1931	Otis Hudson Ralph Hooper Irene Burnett Ruth Florer Lillie Hooper Adriene Stuart Claudine Adsit	Farmer Teacher- Housewife Housewife Teacher Band Teacher	Married Married Married Married- Married Single Married	Farmer Farmer Farmer Farmer Farmer Bookkeeper Depot Agent

TABLE IV CONTINUED

Year	Graduate's name	Occupation of Graduate	Marital Status	Occupation of Father
1932	Ivan West Arvel Devers Clarence Pearson Otto Florer Aldo Florer Josey McElhanev Ruth Moore Fern Sales Winefred Haws Pansy Davidson Eva Jones Ruby Hudson Opal Frazee	Preacher Oil Lease Laborer Farmer Farmer Maid Housewife Stenographer Teacher Housewife Housewife Housewife Housewife	Single Married Single Married Married Single Married Single Married Married Married Married Married	Farmer Oil Lease Farmer Farmer Farmer Farmer Post Office Farmer Farmer Farmer Farmer Farmer Farmer
1933	James Anderson Robert Colburn Roy Carpenter Howard Carpenter Horace Haws Roy West Elmer Walkup Anna Ammerman Versel E. Crusen Opeal Devers Evelyn Florer Mildred Hughes Dorothy Kelly Ernestine Moore Beulah Sharpnack Naomi Sharpnack	Unemployed Sells Ice Unemployed Oil Field In College Unemployed Unemployed In College Housewife Housewife Housewife Unemployed Nurse Housewife Housewife Stenographer	Single Single Single Married Single Single Single Single Married Married Married Single Single Married Married Single	Oil Field Merchant Pumper Oil Field Farmer Farmer Farmer Mail Carrier Farmer Oil Field Farmer Farmer Dead Post Office Farmer Farmer
1934	Orville Ammerman James Sugg Frank Bishop Edward Sugg Harold Hughes Meri Hudson Odis Long Vernon Wikup Grace Poteet Irma Jordan Opal Carpenter Ida Rothwell Hilda Hazlip	Unemployed Unemployed In College Unemployed Unemployed Unemployed C.C.C. Camp Unemployed Housewife Housewife Housewife Beauty Oper Unemployed	Single Single Single Married Single Married Single Single Married Married Married Married Single	Mail Carrier Dead Farmer Farmer Farmer Farmer Farmer Farmer Pumper Pumper Pumper Dead Farmer

TABLE IV CONTINUED

Year	Graduate's name	Occupation of Graduate	Marital Status	Occupation of Father
1935	Albert Copeland	Dead	-----	-----
	Mark Colburn	Store Clerk	Married	Merchant
	Willis Fieldcamp	Oil Field	Married	Farmer
	Thomas Fieldcamp	Farmer	Single	Farmer
	Milton Head	Unemployed	Single	Farmer
	Charles McElhaney	Unemployed	Single	Farmer
	Helen Carpenter	Beauty opr	Single	Oil Field
	Mildred Head	Unemployed	Single	Farmer
Lorene Haws	Teacher	Single	Farmer	
1936	Dewey Burgess	Farmer	Single	Farmer
	Dwight Eales	In College	Single	Farmer
	Marne Hudson	Unemployed	Single	Farmer
	Allie Marie Bair	Singer	Married	Pumper
	Dessie Brown	Unemployed	Married	Pumper
	Hazel Burnett	Unemployed	Single	Dead
	Mabel Carpenter	Unemployed	Single	Pumper
	Betty Haws	In College	Single	Farmer
	Catherine McCain	In College	Single	Depot Agent
	Marcellene Perkins	Housewife	Married	Dead
	Evelyn Wise	Housewife	Married	Farmer
1937	Geneva Kizer	Unemployed	Single	Farmer
	Martha Morrow	Unemployed	Single	Dead
	Lola M. Orcutt	Beauty Opr	Single	Farmer
1938	Earl Colburn	In College	Single	Merchant
	Geneva Vreeland	Nurse	Married	Laborer
	Maxine Arnold	Unemployed	Single	Oil Field
	Elsie Price	Housewife	Married	Oil Field
	Gunter Kinsey	Unemployed	Single	Oil Co.
	Elsie McDaniel	Unemployed	Single	Farmer
1939	Jim Wilkinson	Unemployed	Single	Merchant
	Truman Gathright	Unemployed	Single	Farmer
	Billie Fugate	Unemployed	Single	Oil Field
	Leamon Poteet	Unemployed	Single	Pumper
	Ira Walkup	Unemployed	Single	Farmer
	Darrell Florer	Unemployed	Single	Farmer
	Billie Duckworth	Unemployed	Single	Dead

The object of listing the marital status and the father's occupation with the occupation of the graduate was an attempt to discover if these factors have had an influence upon the parties studied. Parental influence might be the cause of a choice of occupation or the marital status might lead to the need of an occupation.

In an effort to show a quantitative scale of the Terlton Graduates and their occupations the following table was constructed:

TABLE V

CLASSIFICATION OF OCCUPATIONS OF TERLTON GRADUATES BY SEX

(1923-39 Inc.)

Occupations at present	Males	Females	Total
Teachers.....	5	8	13
Oil Field employees.....	5	0	5
Bank secretary.....	0	4	4
Depot bookkeeper.....	0	1	1
Lumber Company secretary.....	2	1	3
Private office secretary.....	2	4	6
Farmers.....	6	0	6
Electrician.....	1	0	1
Cafe employee.....	0	2	2
Mail carrier.....	1	0	1
Ice Plant employee.....	2	0	2
Musician, band.....	0	1	1
Musician, vocal.....	0	1	1
Preacher.....	1	0	1
Oil leaser.....	1	0	1
Common laborer.....	1	0	1
Maid.....	0	1	1
Trained nurse.....	0	3	3
Beauty operator.....	0	3	3
Store clerk.....	1	0	1
TOTAL	28	29	57

The classification of Terlton Graduates from 1923-39, reveals the following: 155 students have graduated during this period which includes 61 males and 94 females; 28 boys and 29 girls have selected 20 different occupations.

The other graduates fall under six other classifications that were added for clarification, namely: in college; C. C. C. Camps; dead; no record; housewives; and unemployed.

TABLE VI
VOCATIONAL STATUS OF THOSE NOT GAINFULLY EMPLOYED
(1923-39 Inc.)

Present Status	Males	Females	Total
In College.....	4	3	7
In C. C. C. Camps.....	1	-	1
Housewives.....	0	45	45
Dead.....	2	3	5
No record.....	3	2	5
Unemployed.....	23	12	35
Total	33	65	98

Table VI shows the vocational status of 33 males and 65 females who were graduates of the Terlton high school, but not gainfully employed.

In a further attempt to study the graduate of Terlton and his occupation, the father's occupation is listed in Table VII as follows:

TABLE VII
OCCUPATIONS OF THE FATHERS OF THE TERLTON GRADUATES
(1923-39 Inc.)

Occupation	Number	Occupation	Number
Laborer	2	Welder	1
Farmer	81	Merchant.....	6
Oilfield worker.....	27	Bookkeeper	3
Hotel Operator.....	1	Teacher.....	1
Outlaw.....	1	Depot Agent.....	2
Banker.....	1	Minister.....	1
Postmaster.....	5	Mail carrier.....	2
TOTAL			134
Dead Fathers			11
No Record or Dead Students.....			10
GRAND TOTAL			155

The fathers of the graduates are employed under fourteen different occupations. The number represents the graduates that have fathers with a certain occupation. As an example, one father and one occupation may show several numbers, one father is a postmaster and he has had five children to graduate.

To reach a more definite conclusion in this survey of graduates it was thought advisable to group their occupations with a set standard. The standard chosen was the division of occupations as set up by the Fifteenth Census of the United States. The Terlton graduates were distributed by year, sex, and government classification of jobs. Students, unemployed, and no record or dead were added to the list.

TABLE VIII

TERLTON GRADUATES LISTED UNDER THE INDUSTRY GROUP AS SET UP
BY THE FIFTEENTH CENSUS OF THE UNITED STATES

Graduation Dates	Sex	Agriculture	Forestry and Fishing	Extraction of Minerals	Manufacturing and Mechanical Industries	Transportation	Trade	Public Service	Professional Service	Domestic & Personal Service	Clerical	Students	Unemployed	No Record	Dead	Total	Grand Total
1923	M			1		1		1							1	4	
	F										2	3	1	1	7	11	
1924	M											1	1	1	3		
	F							1		2	4				7	10	
1925	M										1	2			3		
	F											3	1		4	7	
1926	M							1		1					2		
	F							2		2	6				10	12	
1927	M	1				1		1							3		
	F							2						1	3	6	
1928	M							1		1		1			3		
	F											1	2		3	6	
1929	M			1		1									3		
	F							1		1	5				7	10	
1930	M			1								2	1		3		
	F							1				4	1		6	8	
1931	M	1						1							2		
	F							3					2		5	7	
1932	M	2		1				1	1						5		
	F							1	1	1	5				8	13	
1933	M			1		1						1	4		7		
	F							1		1	10				9	16	
1934	M											1	7		8		
	F							1				4			6	13	
1935	M	1		1		1						2	1		6		
	F							1	1			1			3	9	
1936	M	1										1	1		3		
	F							1				2	5		8	11	
1937	M																
	F								1			2			3	3	
1938	M											1			1		
	F							1					4		5	6	
1939	M												6		6		
	F											1			1	7	
TOTAL		6	0	6	0	2	4	0	19	7	13	7	31	4	6	155	

The Fifteenth Census of the United States group all gainful occupations under the following:

- (1) Agriculture,
- (2) Forestry and Fishing,
- (3) Extraction of Minerals,
- (4) Manufacturing and Mechanical Industries,
- (5) Transportation,
- (6) Trade,
- (7) Public Service,
- (8) Professional Service,
- (9) Domestic and Personal Service,
- (10) Clerical Service.

Territon male graduates have failed to enter three general divisions of occupations, namely:

- (1) Forestry and Fishing,
- (2) Manufacturing and Mechanical Industries, and
- (3) Public Service.

The Territon female graduates have failed to enter seven of these general division of occupations:

- (1) Agriculture,
- (2) Forestry and Fishing,
- (3) Extraction of Mineral,
- (4) Manufacturing and Mechanical Industries,
- (5) Transportation,
- (6) Trade, and

(7) Public Service.

Vocational subjects offered in the school program would help guide the graduates toward the occupational fields they have formerly shunned. The largest number of Terlton graduates employed in any occupation has been in the professional service, followed by clerical work. Here again we see the influence of the school program upon its graduates, since Terlton's school curriculum is made up of college preparatory subjects which lead to the professions. The commercial program in the Terlton School has led toward the clerical occupation. These occupations are desirable but we face a fact that over one-half of the total Terlton graduates are unemployed. These unemployed graduates should have had an opportunity for training in other fields, since they have not been aided by the school program to reach a desired occupational goal.

A comparison of the Terlton graduates' occupations with the occupations of people in Oklahoma and the United States is shown in the following tables:

TABLE IX

NUMBER OF GAINFULLY OCCUPIED PEOPLE				
OCCUPATIONS	SEX	UNITED STATES	OKLAHOMA	TERTON GRADS.
1. Agriculture	M	9,562,059	293,279	6
	F	909,039	12,812	0
2. Forestry and Fishing	M	250,140	2,207	0
	F	329	4	0
3. Extraction of Minerals	M	983,564	41,273	6
	F	759	13	0
4. Manufacturing and Mechanical Industries	M	12,224,345	133,925	0
	F	1,386,307	5,998	0
5. Transportation	M	3,561,943	51,457	2
	F	231,204	4,630	0
6. Trade	M	5,118,737	35,352	4
	F	962,680	14,392	0
7. Public Service	M	838,622	12,157	0
	F	17,583	361	0
8. Professional	M	1,727,650	28,391	6
	F	1,526,234	24,696	13
9. Domestic and Personal	M	1,772,200	27,344	1
	F	3,130,251	46,126	6
10. Clerical Service	M	2,038,494	22,772	3
	F	1,936,830	20,314	10
TOTAL	M	39,077,304	693,653	23
	F	10,752,116	129,346	29 ^c
UNEMPLOYED	M	11,396,003	255,286	23
	F	37,994,455	762,367	60
NO RECORD, DEAD	M			5
	F			5 ^d

^c Fifteenth Census of the United States, Population 1930, Volume V, pp. 52-53; 58-59; 60-61.

^d Ibid, Unemployment 1930, Volume I, p. 6.

TABLE X

PER CENT OF GAINFULLY OCCUPIED PEOPLE				
OCCUPATIONS	SEX	UNITED STATES	OKLAHOMA	TERLTON GRADUATES
1. Agriculture	M	25.1%	42.0%	21.5%
	F	8.5%	9.9%	0.0%
2. Forestry and Fishing	M	0.7%	0.3%	0.0%
	F	0.0%	0.0%	0.0%
3. Extraction of Minerals	M	2.6%	5.9%	21.5%
	F	0.0%	0.0%	0.0%
4. Manufacturing and Mechanical Industries	M	32.1%	19.2%	0.0%
	F	17.5%	4.6%	0.0%
5. Transportation	M	9.4%	7.4%	7.0%
	F	2.6%	3.6%	0.0%
6. Trade	M	13.4%	12.3%	14.2%
	F	12.3%	11.1%	0.0%
7. Public Service	M	2.2%	1.7%	0.0%
	F	0.2%	0.3%	0.0%
8. Professional Service	M	4.5%	4.1%	21.5%
	F	14.2%	19.1%	44.9%
9. Domestic and Personal Service	M	4.7%	3.9%	3.4%
	F	29.6%	35.7%	20.6%
10. Clerical Service	M	5.4%	3.3%	10.6%
	F	18.5%	15.7%	34.4%
TOTAL	M	76.2%	73.2%	50.0%
	F	22.0%	14.5%	32.5%
UNEMPLOYED	M	23.8%	26.7%	50.0%
	F	77.9%	85.4%	67.4%
No Record, Dead	M			
	F			
TOTAL PERCENT of both sexes that are gainfully employed		49.5% ⁵	44.9% ⁶	39.3%

⁵Op. cit., pp. 52-53, 58-59, 60-61.

⁶Op. cit., p. 6.

Table X reveals the gainfully occupied people over ten years old, namely: the United States 49.5%; Oklahoma 44.9%; and Terlton graduates 39.3%.

Professional service ranks first among the occupations of Terlton graduates while it ranks fifth in Oklahoma and sixth in the United States. This reveals the fact that more jobs are available in other fields.

Manufacturing and mechanical industries rank first among the occupations of the United States. These occupations rank third in Oklahoma while the Terlton graduates have failed entirely to enter these occupations. The school has failed to offer subjects pertaining to these fields.

Agriculture is the leading gainful occupation in Oklahoma. The United States lists this occupation third while Terlton graduates have placed it fifth. The study reveals that as many gainfully occupied male graduates of Terlton high school are in the professions as in agriculture. The Terlton school does not offer vocational agriculture in its program.

The unemployed is greater on a percentage basis among the Terlton graduates than in Oklahoma and the United States. The boy graduates are below the percentage average while the girl graduates are above the percentage average for unemployment.

This comparison leads to a belief that the Terlton school curriculum has had its influence upon the occupational or unemployment

status of its graduates. The subjects offered in the Terlton curriculum and the Terlton objectives as listed in the following chapters are inducive to professional service since they are founded upon college entrance requirements, and not for the general education of the pupils. Professional service was the leading occupation of Terlton graduates. The next occupation in rank followed by Terlton graduates was clerical service. The high school of Terlton has sponsored a commercial program from its organization, which has helped some of the graduates enter clerical work.

The failure to enter manufacturing and mechanical industries, and agriculture has been an influencing factor of the unemployment among the Terlton graduates. The commercial course offered by the Terlton school have undoubtedly been a factor in the large number of students entering the clerical service. The Terlton graduates have not entered the average occupations as listed by the Fifteenth Census of the United States. There are 61.3% of the Terlton graduates married. The unemployment is greater among the male graduates than the female graduates from a comparative stand-point.

A suggested remedy for the above condition would be a movement for occupational courses in the Terlton high school, such as vocational agriculture, and industrial arts for boys; vocational work and home economics for girls.

CHAPTER III

A FOLLOW-UP OF THE PRIMARY CLASS OF THE TERLTON SCHOOL

1927

In the preceding chapter a study of the graduates of Terlton school was made. It is common knowledge that only a fractional part of a primary grade-group graduates. Hence it was thought advisable to study a definite grade-group. The primary class of 1927-28 was selected for this study since its members would be expected to graduate during the school year of 1938-39.



PRIMARY CLASS, TERLTON SCHOOL
SCHOOL YEAR 1927-28

The Primary Class of 1927-28, Terlton, Oklahoma had an enrollment of 33 pupils. Two pupils were not in the class picture. The group was classified under the following divisions: Advanced Pupils, Regular Pupils, Retarded Pupils, Dropped, and Others.

TABLE XI

DISTRIBUTION OF THE PRIMARY STUDENTS OF 1927					
PRIMARY STUDENTS	ADVANCED PUPILS	REGULAR PUPILS	RETARDED PUPILS	DROP-PED	OTHERS
Urma Velma Pikes				x	
Elsie McDaniel	x				
Paul Epperson					x
Elsie Long			x		
Marguerite Thigpen			x		
Emmaline Ammerman		x			
Claudine Chadwich				x	
Daphne Langston		x			
Juanita Florer				x	
Betty Carpenter		x			
Jennie Hiltzman				x	
Wanda Potts					x
Roy Riggs				x	
Forrest Adsit		x			
Billy West				x	
Geneva Vreeland	x				
Billy Shockley					x
Sammie Perkins				x	
Norman Fieldcamp			x		
Loyd Long				x	
Louis Hall				x	
Ora Landrum				x	
Ivan Imhoff			x		
Basel Pikes				x	
Orval McDaniel				x	
Bruce Imhoff				x	
Elvin Devers			x		
Robert Devers			x		
Willis Bayless				x	
Garland Smith				x	
Billy Stratton		x			
Billie Fugate		x			
Ora Mae Thompson		x			
TOTAL	2	7	6	15	3
Per Cent	6.6	25.5	20	50	

Terlton high school similar to other high schools, extends its program over a period of twelve years. The study of 53 primary pupils in the Terlton school reveals that 29.9% of these students have graduated. These graduates would fall under the regular pupil division in Table XI. Even then, the Terlton school will only partially fulfill its obligation to the graduates as shown in Chapter II.

On the other hand there is a much larger group that has not graduated. A study of those dropped, which consisted of 50% of the class, reveals the fact that only one is gainfully occupied of this group.

The advanced group consisted of two pupils who completed the prescribed course of study of Terlton school in eleven years. One of these students is a trained nurse and is the only member of the primary class of 1927 who is gainfully occupied.

The retarded group consists of 20% of the primary group and is composed of students that are attending school at present.

The division of others included in Table XI shows three students in this group, one no record, two dead. (The class percentage in the above study does not include these three former students.) The death of the two pupils occurred while they were in Terlton Grade school from preventable causes--typhoid fever and explosion.

From the foregoing information a conclusion may be formed that the Terlton school program has not reached the desired objectives for this former class of 53 primary pupils. A suggested aid, to help teach these objectives for the future pupils, would be a partial

adjustment in the Ferlton school curriculum. This adjustment should be brought about by the adoption of a more general program of studies. The need of subjects such as: industrial arts, vocational agriculture, home making, and health, is evident. The school would then be of more direct aid to all the students but more especially to the students that failed to graduate.

CHAPTER IV

TERLTON STUDENTS 1937-38

Chapter II of this thesis dealt with the past Terlton Graduates, and Chapter III is a brief history of a class group over a period of years. This chapter, will attempt to make a direct study of students in Terlton school at the present time. Becoming aware of the need to help the Terlton students toward their life's work, the author attempted this study. In this effort toward vocational guidance, the members of the community civics class in Terlton high school was selected as subject for study. This group consisted of the ninth and tenth grade pupils. The students' I. Q., the occupations they desire to follow, and their fathers' occupation are listed in the following table:

TABLE XII

A COMMUNITY CIVICS CLASS OF 1938			
Civics Class 1938 9-10 Grades	I. Q.	Occupation wanted After Graduation	Father's occupation now or before death
Lucille Burnett	96	Bookkeeper	Farmer (tenant)
Mary Wilkinson	116	Secretary	Merchant
Ruth Imhoff	118	Stenographer	Unemployed
Donna Thrasher	105	Beauty Operator	Farmer (Tenant)
Dorothy McDaniel	90	Beauty Operator	Farmer (Tenant)
Audrey Price	95	Beauty Operator	Oil Field
Virginia Orcutt	101	Beauty Operator	Farmer (Tenant)
Dorothy Cathright	117	School Teacher	Farmer (Tenant)
Carl Florer	99	Doctor	Farmer (Owner)
Mary Ellen Jones	116	Trained Nurse	Merchant
Martha Gwin	101	Trained Nurse	Farmer (Tenant)
Geneva Vreeland	122	Trained Nurse	Unemployed
Elsie Gwin	101	Clerk in Store	Farmer (Tenant)
L. E. Klintworth	99	Aviator	Farmer (Owner)
Jack Duckworth	110	Civil Engineer	Unemployed
Jim Leonard	105	Deisel Engineer	Oil Field
Harold Hicks	81	Welder	Janitor
Norman Fieldcamp	98	Contractor (oil)	Farmer (Tenant)
Ivan Imhoff	95	Oil Field	Unemployed

Terlton school cooperates with the three students entering clerical service since the school offers a commercial course. To the other sixteen students no cooperation is offered in the school program except preparatory courses for college.*

For guidance purposes Marsic suggests that the I. Q. may indicate types of education and types of vocation in which a student might be expected to succeed. Further education would be suggested by the I. Qs. as follows:

Above 115	College
100-114	High school
80-99	Vocational high school
70-79	Industrial junior high
Below 70	Special school

His occupations are grouped into three large classes and the I.

Q. indications are:

I. Q. 120 and over	Professional
I. Q. 119 to 90	Clerical and skilled work
I. Q. 90 and below	Semi-skilled work ²

Burt also gives an ideal distribution according to I. Q. for guidance purposes:

I. Q.	Probable percent	Probable vocation
Above 150	0.1	Professions
130 to 150	1 to 2	Professions
115 to 130	10	Clerks, teachers
100 to 115	38 to 39	Clerks, skilled workers
85 to 100	40	Trade, skilled labor
70 to 85	10	Semi-skilled
50 to 70	1	Unskilled
Below 50	0.1	Casual, domestic labor
		Institutional cases ³

²See Table II. p. 11

²Pintner, R., Intelligence Testing, Guidance, p. 483

³Ibid, p. 484

The standards of Burt are higher than those of Darsie. According to Darsie of the students in Terlton community civics class, only six should go to college, while eight should not be in high school but should be in a vocational high school.

For a further guidance study the Otis Group Intelligence Scale was given to all the pupils in Terlton school above the sixth grade during the school year of 1937-1938. Their number and I. Q. are listed in the following table:

I. Q.	Number of Students	I. Q.	Number of Students	I. Q.	Number of Students
122	2	105	7	90	1
119	1	103	3	89	3
118	2	102	3	86	2
117	3	101	2	85	1
116	2	99	2	83	4
114	1	98	2	82	1
113	3	97	5	81	1
111	3	96	3	79	1
110	1	95	7	77	1
109	1	94	1	76	1
108	2	93	3	72	1
107	3	92	2	70	1
106	1	91	3		

Total students 86

In this study of eighty-six students in the Terlton school, Darsie would classify ten of the group eligible to attend college, thirty of them eligible for high school, forty-one eligible for vocational high school, and five eligible for industrial junior high school. Only two of the group tested would fall under professional occupations, while sixty-six would fall under clerical and skilled work, and eighteen would come under semi-skilled work.

The conclusion would be that Terlton school needs vocational and industrial subjects in its curriculum.

John Dewey says,

If an individual is not able to earn his own living and that of the children dependent upon him, he is a drag or parasite upon the activities of others. He misses for himself one of the most educational experiences of his life. If he is not trained in the right use of the products of industry, there is grave danger that he deprave himself and injure others in his possession of wealth.⁴

⁴John Dewey, Democracy and Education, 1916, p. 138-145

CHAPTER V

THE OBJECTIVES OF EDUCATION

Some may ask why the Teriton curriculum has not included vocation and industrial subjects in the past. It may be said that the academic subjects must be the best type of program or the majority of small high schools would have changed their curriculum. Various reasons may be given why the change has not been made. They are:

- (1) A majority of teachers has been college trained in academic subjects,
- (2) The people have been taught that the academic program will enable their children to enter the professions and secure better positions,
- (3) The school building and equipment is not fitted for a vocational type of program,
- (4) The elementary academic subjects have expanded into the high school program, and
- (5) The Oklahoma regulations for accrediting the high school have hindered this progress.

To summarize the statements of the Oklahoma Regulations for High School Accrediting the following statements are made:

Four-year senior high schools shall require sixteen or more units of regular organized classroom instruction for graduation. These shall include four units of English, one in mathematics, one in science, and one in American History. The remaining units required may be elective. Two units in mathematics should be required for college-bound pupils. Credit in extra-curricular

activities should count above the sixteen units required for graduation. Courses should not be given for the benefit of less than fifteen pupils. The state adopted textbooks should be the basic text used throughout the system. Mid-term promotions should not be made in the medium sized and smaller schools. Pupils must pay tuition to go to school under six years old and over twenty-one. No teacher should be assigned in more than two fields. Teachers in Vocational Agriculture, Art, Home Economics, Industrial Arts, Commercial Subjects, and Music must have special certificates in these fields. High School teachers must hold a grade school certificate to teach in the grades.¹

The state department requires that teachers must meet certain conditions to teach specialized subjects. The majority of high schools in Oklahoma are small high schools. A study of the size of high schools in Oklahoma was made by the author. The Oklahoma Educational Directory was used for obtaining the information. The schools were grouped according to the number of teachers in the school system. Three divisions were used, namely: 4-11 teachers; 12-20 teachers; and 21 teachers or more. It was found that 359 high schools fell in the first group, with 225 high schools in the second group, and 122 high schools in the third group.²

The average high school in Oklahoma would mean a small high school with less than 12 teachers. The average high school has more grade teachers than high school teachers so this would mean that

¹Oklahoma Department of Education, Bulletin No. 112-M (1938)

²Oklahoma Educational Directory 1938-1939, Bulletin Number 108-O.

these schools would use approximately 2 to 5 high school teachers. The high school regulations state that a high school teacher should not be assigned work in more than two teaching fields. Therefore, it is practically impossible to offer vocational agriculture, home economics, industrial arts, commerce, music, art, and the required subjects of English, history, mathematics, and science in the small high schools. Vocational agriculture teachers cannot be employed by the small high schools, the place where they are needed because of federal requirements. The vocational agriculture department states that, unless twenty-five high school boys are enrolled the first year, the course could not be offered. No small high school would probably ever reach this number of enrollment the first year. Another feature is that the school must employ vocational teachers the entire year. The vocational teacher's salary is not less than \$1800 per annum paid by school district and the federal government. This is commendable, but the small high schools of Oklahoma pay their principals and superintendents far less. Few small schools will adopt this program because of salary jealousies among the teachers.

A former school board member made this statement of the conditions that exist in the schools, after an all-around experienced degree teacher could not be hired because of special certificate requirements,

What if the farmer had to hire a special farm hand to milk the cows, another to run the tractor, another to take care

of the chickens, and another to plow? It would not be long until the farmer would be bankrupt.*

Before going farther into the needs of curriculum revision, it would be well to examine the major objectives of education as determined by different agencies. The following authorities were studied: Oklahoma high schools accrediting system; The National Council of Education; The Department of Superintendence; and The standards of the North Central Association.

The Oklahoma Department of Education has designated the seven Cardinal Principles of Education and Briggs' ten Functions of Education as their Major Objectives of Education.³ They are listed as following:

- I.
 - A. Health
 - B. Command of fundamental processes
 - C. Worthy home-membership
 - D. Vocation
 - E. Citizenship
 - F. Worthy use of leisure time
 - G. Ethical character.

- II. Briggs' ten Functions of Education
 - A. Integration
 - B. Satisfaction of needs
 - C. Revelation of the Racial Heritage
 - D. Exploration of Pupil's Interests, aptitudes and capacities
 - E. Systematization and Application of Knowledge
 - F. Establishment and direction of Interests
 - G. Guidance
 - H. Differentiation

*W. D. Klintworth, in School Board Meeting, Perlton, Okla. 1938

³ High School Course of Study, Bulletin #129
State of Oklahoma Department of Education, 1931

- I. Methods of Teaching and of Learning
- J. Retention and Direction of Pupils⁴

The Cardinal Principles of Education are fostered in the Terlton Program in this manner: The teaching of health, as a subject, is only taught in the lower grades in a course of elementary physiology. This course is inadequate as the fundamentals of health or physiology are barely taken up for class study.

Command of the fundamental processes should be found in the school subjects offered, but due to the subjects listed for accrediting and the adopted texts used together with the in-abilities of many teachers this principle is sadly neglected.

Worthy home membership is slighted by our school curriculum, because no subject that would meet this objective, is offered in our program except homemaking in the elementary grades of the school.

Vocation is the fourth objective, it is obtained through the commercial course offered. To help reach this objective Terlton should offer a more varied curriculum embracing vocational courses which would appeal to the student body.

Marcosson states that a study in Connecticut covering 43,106 unemployed young men and women, including high school and college graduates as well as others, showed 75% untrained for any kind of skilled job. Yet we have a shortage of skilled labor.⁵

⁴ Briggs, Thomas H. The Special Functions of Secondary Schools. The Department of Superintendence, Seventh Yearbook, Chapter XI

⁵ Isaac F. Marcosson, Our Muddled Youth, The American Magazine, Sept. 1936

Coffman says,

But I do not wish to devote all my time to those who are fitted and who wish to attend high school or college. There is a much larger number who do not desire to attend high school or college and certainly some who should not be encouraged to do so. Most of them want a job, if it is available. With no job in sight many of them would like some sort of technical or vocational course. The usual high school or college is not equipped to provide this training.⁶

Citizenship is offered in the Teriton grade school and none in high school.

Worthy use of leisure time is only encouraged through the library program of Teriton school.

Ethical character is not offered as a subject. The state department of education issued a bulletin in 1931 on character education that would be helpful if it was possible to set up a course and give it a class period at least three times per week.

The author feels that the educators of any school, large or small should have a fair knowledge of a great number of the objectives of education and the authorities in this field. Oklahoma's state courses of study have failed to offer this. It seems necessary to teach the people the real purpose of education. The following is a list of objectives of education to help disclose the need of curriculum adjustment in the school:

⁶—Lotus D. Coffman, Education of Unemployed Youth, School and Society 38, 485 486 489, October 14, 1933

MAJOR OBJECTIVES OF EDUCATION

A. Statement of Objectives by Early Writers

Plato stated that education should not refer to anything the individual will be called upon to do in the work-a-day world in which he is condemned to live his physical, though not his spiritual, life. The child should not be allowed to think of practical matters, for this debases the spirit; practical arts are degenerating.

Aristotle named virtue as the chief objective of education.

Comenius named usefulness and happiness as the objectives of education.

Locke gave social efficiency as the first educational objective.

Rousseau held that we should revert, in education to a state of nature.

Pestalozzi held that instruction should not cause the child to acquire knowledge and talents, but to develop and increase the forces of his intelligence.

Herbart listed moral development as the chief objective.

Spencer said

Training is needed for self-preservation, for the obtainment of subtenance, for the discharge of parental duties, for the regulation of social and political conduct, and for the enjoyment of Nature, of Literature, and of the Fine Arts, in all their forms.⁷

Peter of Blois, about the year 1200, said,

For what does it profit them to spend their days in these things which neither at home, nor in the army, nor in

⁷ National Council of Education, National Educational Association 1931, pp. 2-24.

business, nor in the cloister, nor in political affairs, nor in the church, nor anywhere else are any good to any one--except only in the schools.⁸

B. Current Statements of General Educational Objectives

Hanus says, "Prepare for complete living".⁹

Paul Monroe lists:

- (1) Practical efficiency
- (2) Morality
- (3) Piety
- (4) Learning
- (5) Obedience
- (6) Individual development
- (7) Social efficiency
- (8) Mental discipline.

Charles Judd says,

The goals of teaching are now set in terms of useful habits which pupils need for the higher achievements of intellectual and social life. The goal of education is thus set in terms of a complete and broad education.¹⁰

Franklin Bobbitt believes that the curriculum content should be stated largely in terms of pupil experiences and activities.

Frederick Kelly gives three objectives, namely: Preparatory,

⁸ National Council of Education, National Educational Association 1931, pp. 2-24.

⁹ Ibid., pp. 2-24.

¹⁰ Ibid., pp. 2-24.

Cultural, and Vocational.

Alexander Inglis gives three objectives for Senior High School.

- (1) The Social Civic Aim
- (2) The Economic-Vocational Aim
- (3) The Individualistic Avocational Aim.¹¹

The concepts of the curriculum and the objectives of education are rather confusing. The following terms are some of the suggested meanings:

- (1) The Latin meaning for curriculum is a race course.
- (2) The curriculum means an organized program of studies for a specific purpose.
- (3) It represents all of the activities through which a child learns.
- (4) The curriculum is inclusive.
- (5) The curriculum is an organization of courses.
- (6) The curriculum is what is taught in the schools.
- (7) It is used to apply to the specific materials taught in different subjects.
- (8) The curriculum is made of several courses of studies.
- (9) It as now used applies to the whole fabric of education.
- (10) The curriculum has to do with the entire teaching process as carried on in the schools.

The Lincoln school conceives the curriculum an aid to improve daily living.

W. S. Learned defines the curriculum as a reservoir of knowledge.

Ragg states that it represents the things done, and the material with which they are done.

Bobbitt believes that an individual curriculum for each child is necessary.

¹¹ Caswell and Campbell, Readings in Curriculum Development, pp. 95; 152-153; 294-308.

Glenn Frank says that the curriculum should be planned around significant phases of life.

C. H. Judd believes that the curriculum planning should be based upon social trends.¹²

The Committee on the Objectives of Secondary Education for the Department of Superintendence selects the general objectives of all education as following:

- (1) To promote the development of an understanding and an adequate evaluation of the self.
- (2) To promote the development of an understanding and an appreciation of the world of nature.
- (3) To promote the development of an understanding and an appreciation of organized society.
- (4) To promote the development of an appreciation of the force of law and of love that is operating universally.
 - a. To afford an opportunity for adventure.
 - b. To afford an opportunity to create.¹³

The North Central Association sponsors a modern school by recognizing the following factors, namely: The Modern School

- (1) The modern school will emphasize the teaching of facts and skills only as they contribute to the personality development and emotional growth of boys and girls.
- (2) The modern school, course of study will be organized around broad fields or functional areas similar to those worked out by the Committee on Functional Units of the North Central Association.
- (3) In the modern school, courses of study will deal with everyday problems and needs making maximum use of pictorial materials, the radio, and the movie.
- (4) In the modern school, courses of study will be carefully planned in advance with abundant provision for pupil participation in choosing class procedure and developing the work which is jointly

¹² Ibid., pp. 95; 152-153; 294-308.

¹³ National Education Association, Department of Superintendence. The Development of the High School Curriculum, Sixth Yearbook, 1928 p. 51

undertaken.

- (5) In the modern school the so-called "extracurricular activities" will be an integrate part of the curriculum of the school.
- (6) In the modern school the curriculum will be conceived as all the activities of children which are under the guidance of the school.
- (7) In the modern school, administration will assume its rightful place as an agency for expediting the educational growth of boys and girls.
- (8) In the modern school, guidance will permeate the whole curriculum of the school.
- (9) In the modern school, individuals will strive for self improvement and groups cooperate with each other to achieve desirable ends.¹⁴

In contrast with the modern school the curriculum of the old school was as following: The Older School

- (1) The older school has emphasized the inculcation of facts and skills deemed necessary for advanced study and adult life.
- (2) In the older school the course of study are composed of highly specialized subjects such as geography, various branches of history, civics, economics, sociology, grammar, speech literature, biology, physics, and chemistry.
- (3) In the older school, courses of study are highly academic and intellectual.
- (4) In the older school, course of study tends to be minutely worked out in advance by adults and then taught to children.
- (5) The older school is characterized by a clear cut division between the curricular and extracurricular activities.
- (6) In the older school the curriculum is conceived as the course of study which are offered.
- (7) In the older school, administration is largely concerned with mechanical efficiency.
- (8) In the older school, guidance is largely carried on by a separate administrative agency.

¹⁴North Central Association Quarterly July 1936 - April 1937, Vol. II. Samuel Everett, "Curriculum Making and the State of the Nation."

- (9) The older school is characterized by individual competition for individual advancement, which is often achieved at the expense of one's fellows.
- (10) The older school is withdrawn from the life of the community.
- (11) The older school limits its activities to "studying about" life.
- (12) The major function of the older school is passing on the cultural heritage.¹⁵

In a brief summary of the Objectives of Education as stated by early writers, present day authorities in this field, the department of Superintendence and the North Central Association, it appears that the course of study should be liberal and not specialized.

The cause of Teriton's lack of reaching the objectives is partially due to the lack of coordination between these objectives and the objectives outlined by the Annual High School Bulletin of Oklahoma.¹⁶

A partial solution of the problem would be to require all teachers to have a broad education instead of a specialized education. A more generalized school program should be offered in high school. The teachers who have degrees should be qualified to teach in high school. The state department of education must allow the public schools the privilege of offering a flexible school program which will meet the demands of the students and society. If the finances of any school district are inadequate to allow the employment of competent teachers

¹⁵North Central Association Quarterly July 1936-1937, Volume II. Samuel Everett, Curriculum Making and the State of the Nation.

¹⁶Oklahoma Annual High School Bulletin, Number 112M.

the federal government should supplement the local funds, so that all school children might have equal opportunities.

Another aid in the solution of the problem would be the six-six school plan. This would allow a reorganization of the old eight-four plan program, namely: the high school enrollment is low as compared to the elementary grades; a better plan of administration and supervision would be available; the school plant, equipment, teachers, library, organization could be better utilized if the lower grades had access to them; the extra-curriculum program could be used more efficiently; the guidance through vocations would not be broken; and more specialized teachers could be used.

CHAPTER VIII

SUMMARY AND CONCLUSION

From the foregoing data it was found that an economic and social change was evident in the Terlton Community, which necessitates a change in the Terlton school curriculum. More men graduates were found gainfully occupied if they followed the occupation of their fathers. It was found that a wider distribution of training is necessary to reach the general divisions of occupations.

Terlton men-graduates show a greater percent of unemployment than the United States and Oklahoma, while the Terlton girl-graduates show a smaller percent of unemployment. A conclusion is drawn that the Terlton curriculum is more fitted for girls than boys, from the economic standpoint; that a change in the curriculum would be of aid to the girls, socially; that the Terlton curriculum has had its influence upon the unemployment and occupations of its graduates. Vocational agriculture, industrial arts, and home-making, would be of aid to all these farmer students. The proof of educational change was found in the results of the mental and intelligence testing program given to the present students of Terlton. It was found that there was a need for other educational agencies outside the school.

The school needs vocational and industrial subjects in the curriculum to meet the need of the students. The objectives of education are hard to follow, due to failure of coordination between faculty members and the state department of education.

The study reveals a need for a generalized high school with fewer specialized teachers and subjects in the academic field. The state must cooperate with the federal government in educational matters.

The above facts may be better accomplished by a definite program established for the future, and a gradual change toward its adoption, as finance, and public need is felt. Marlton school will adopt industrial arts in their program next year, due partially to this study of conditions. A movement toward the adoption of vocational agriculture, home economics, and a nurse-teacher is being motivated. The Marlton School will also use a modified six-six year school plan next year, to use the more specialized teachers as required by the state's regulation for accrediting.

None of the boys selected occupation of their fathers, yet in the foregoing chapter it was found that 46.6% of the gainfully occupied male graduates have followed the occupation of their father. Of the seven males none selected agriculture yet this is a farming community.

The problem still partially remains, a need for curriculum adjustment in Marlton Schools.

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