A SURVEY AND CURRICULUM STUDY

FOR THE DAVENPORT COMMUNITY

A SURVEY AND CURRICULUM STUDY
FOR THE DAVENPORT COMMUNITY

By

LAWRENCE H. SASSER

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1931

Submitted to the Department of Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

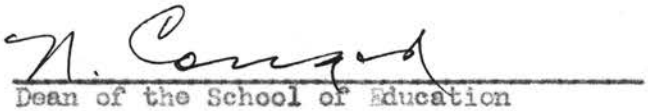
1940

OKLA. A. & M. COLLEGE
STILLWATER, OKLA.

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY
OCT 24 1940

APPROVED:

In Charge of Thesis



Dean of the School of Education

Dean of the Graduate School

129062

ACKNOWLEDGMENTS

The writer gratefully acknowledges his indebtedness to the members of his advisory committee, especially to Doctor M. R. Chauncey, for stimulation and guidance during the preparation and planning of this study.

A debt of gratitude is also due the old settlers of the community for the kind help they gave in getting the brief history of the community.

Appreciation is also expressed to the school district officials for use of records and other valuable information.

INTRODUCTION

It is the purpose of this thesis to show that curriculum for any high school can better be determined by making a community survey. An attempt will be made to show that the present curriculum does not satisfy the needs of the students in this community. The data used have been collected from answers given through a questionnaire and tabulated in my office. Other data have been secured from the superintendent's office, from the county superintendent's office, from the scholastic enumeration reports, from the newspaper files, and from other records in my office.

It has been my privilege to serve as an executive of the Davenport Schools for the past three years, and in that period of time I have observed that our community could be better served by our high school. Much of the local history that will be presented has been collected by personal interviews with the old settlers and others who have the community at heart.

Because of the different phases that are to be dealt with, it well be necessary for this thesis to be divided into two distinct parts. The first part, will deal with the community survey, which will be the collection and tabulation of data; this concerns the community. The second part of it will deal with the secondary school and its curriculum.

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER I

HISTORY OF THE CITY OF DAVENPORT AND COMMUNITY

The city of Davenport is located in the east-central part of Lincoln County in Oklahoma. Lincoln County was organized October 1, 1891.[1] It now has a population of 33,738. Of this number 9,974 live in towns and 23,764 in the country.[2] It has an area of 960 square miles, and an average rainfall of 36 inches.[3] The county is located in the central part of Oklahoma.

Although on the whole the county is mainly agricultural, the oil industry has been an important factor in its development. The principal crops of the Davenport community are corn, cotton, small grains (wheat, oats and barley), grain sorghums, and pecans.[4]

Two of the three principal streams of the county run through the Davenport community; namely, Deep Fork, and Dry fork. Deep Fork flows in an easterly direction. Both of these creeks have some very good bottom land on them, but are subject to overflows. The community is fortunate in having a large amount of pecan trees in it, and the years when pecans make they are counted upon as one of the chief cash crops.[5]

The development of the city of Davenport has been very similar to many other towns and communities in the state. The town was one of the first to be organized in the county because of the junction of

---

1 Buchanan and Dale, Oklahoma History

2 1930 Census

3 County Statistical Records

4 Personal acquaintance

5 Personal acquaintance

two railroads, the Santa Fe and the Frisco lines.

The post office of Davenport was located on the farm of Cleason Robinson, where the town now stands. This farm was purchased by a group of Methodist ministers and was organized into a townsite at a conference in Kentucky. The original intention of the plotted town was to make it a place for use by the Methodists. They also expected to buy land adjoining the townsite and cut it up into one-acre lots. This was to be used for old and retired ministers.[6]

For the development of the town they were to raise a capital of $40,000--or to sell stock for that amount. Since ministers are not used to handling very much money, they did not raise but about $10,000 before they wanted to start.[7] They, with that small amount of capital, did begin the town's development. After it was once begun no attempt was ever made to sell any more stock. The improvements that have come to the town have come the hard way. The town now has a paved main street, electricity, water, and natural gas.

In October, 1903, J. M. Gossett, W. T. Irvin, and W. A. Trumbo were the first to come from Kentucky.[8] They brought their families and built homes. At that time besides the post office there was one here, owned and operated by J. C. Hugo. In February two more families came and erected two more store buildings, one on each side of Broadway. That spring many other families came from Kentucky and many other place.

---

6 Personal interviews with old settlers

7 Personal interviews with J. G. McCue

8 Newspaper accounts

There was no depot on either railroad. A Commercial Club was organized for the benefit of the town and for its promotion. Their first work was to get a depot which they finally did after several months of persuasion. It was erected on the Frisco line. The Santa Fe had started a town one mile south of the present location of the town and called it Chuckaho. In 1906, however,they were persuaded to move their depot to the townsite.

Within the next year, to add to the flourishing town, a canning factory and a cotton gin were constructed. The canning factory did a great deal towards getting the town proper started. At that time it was the only one in the state. The first year that it was in operation about twenty-five car loads of canned goods were shipped. Most of which were tomatoes. That winter fire destroyed the factory. By hard work money was raised by farmers for the construction of a better one, which was built with a canning capacity of 3,600 cans per hours.[9]

The building of this factory turned out to be a poor business enterprise, because for the next two years the hot winds and dry weather caused the tomato crop to fail. In fact no tomatoes of any consequence have been raised here since.

The town of Davenport evidently was a good place for the development of enterprises, because a glove factory was also built there. This was a rather large concern for that day and time. It had twenty

---

9 As related by old settlers

sewing machines, all of which were run by power. The gloves that were made were of good quality and could be sold for less than those that had to be shipped in. The operation of the factory, however, required more capital than could be raised so it had to pass.[10]

A little later a brick plant was constructed large enough to make 100,000 bricks a day. The money for the brick plant construction was raised by selling shares to stockholders who were to pay 40% of the face value of the share at that time and to pay the rest of it when the plant was completed. Many of the stockholders failed to pay the remaining 60% at its completion so the plant went into the hands of the receivers. Those who paid in full did not receive anything for their money invested.[11]

The people who bought the plant ran it for some years and then moved it away. About forty to fifty men were employed when it was in operation. The present grade school building was built from brick made by this plant in 1911.

For the next ten or twelve years the life of the town moved along with very little to break the monotony. In 1924 oil was discovered on the Adam Sporleoder farm that corners the town on the east.

As the oil field began to develop, the town began to grow by leaps and bounds. Within a period of a few months the town had grown until it had an estimated population of five thousand people; many of them living in tents and hastily constructed shacks. With the

---

10 Personal study of newspaper clippings

11 Knowledge gained from personal interviews

increased population, business took a boom, lots of houses and store buildings were erected.[12] At one time there were eighteen rooming houses and hotels here. Now the town has neither hotel nor rooming house.

New additions to the town were made and lots were selling at a premium. They were sold at auction and brought as high as seven hundred dollars per lot. Many people refused to sell at that price. About this time a new oil field was discovered at Seminole and most of the population moved on.[13]

Since that time the population has decreased until it now has an estimated population of eleven hundred. Most of the people have realized that after all a large part of their living comes from the soil and have returned to the business of farming. The oil field however has left its mark on the community, because of the establishment of two gasoline plants which are still operating and employing a number of men. In addition to these employees at the plants, there are a lot of others that work in the field as pumpers and roustabouts.

This brief history has been given, as a background, for the study that is made. Keeping the history in mind the facts that are presented as a result of the survey are more easily understood.

---

12 Old buildings and foundations remain

13 Interviews

CHAPTER II

SURVEY OF THE EDUCATIONAL DEVELOPMENT OF THE DAVENPORT SCHOOLS

The Davenport School was established in 1891 as a small district, containing about eight square miles. It was located on the original town site. At that time there was no railroad through the district so the district as a whole was bonded for the full amount of the cost of operation of the school. The first year it cost $495. The bond was sold for $504.90, and with that the first school house was built. The salary of the teacher was $40 a month for five months.[1]

As need arose the school district was enlarged. On August 30, 1919 the Davenport School, District No. 129, was joined by Districts No. 62, 63, and 75, to form Union Graded District No. 3, under authority of the law as given in Article 8, Section 194 of the 1919 school laws of the State of Oklahoma. On May 10, 1932, District No. 69 was annexed to the Davenport District. Since that time no additional districts have been annexed, and at the present time the district contains 26.6 square miles with a school enumeration of 574, or 21.6 per square mile.[2]

The Davenport school plant consists of five buildings; a high school building built in 1925, with seven class rooms, an auditorium, and a gymnasium. The superintendent's office is located in the high school building. The auditorium is used for both high school and grade school assembly programs.

---

1 Personal interview with first settlers

2 School records

A two-story brick grade school building, containing eight rooms and principal's office, is located on the same grounds as the high school. A shop building and a home economics cottage complete the local school plant. There is a two-room wing school, located two miles east of Davenport on highway 66. Adequate playground facilities are available for the use of the grade school.[3]

The Davenport community is made up of an heterogeneous population. The chief industry carried on in the community is that of oil. Nearly all of the men employed in the oil industry are middle aged and have small families. There are two large gasoline plants located in the district that employ and furnish homes to a large number of men. About one-fourth of the population of the school district is connected in some way with the oil industry. About one-half of the population is engaged in business and farming, while the balance is retired or on relief. During the last school year the state furnished hot lunches, textbooks, and free clothing to about 140 pupils of the district.[4]

The Davenport faculty is composed of eighteen members, including the superintendent, high school and grade school principals. Seven men and eleven women make up the faculty. Five of the men are married, have established homes in the community, and are taking active part in all community activities. One teacher teaches in the wing school and lives with her husband in that community. The balance

---

3 Personal knowledge

4 Observation and survey findings

of the teachers are unmarried and room with the different patrons of the community.

As a whole the members of the Davenport faculty are well qualified professionally. Two have M.A. degrees, nine have B.S. degrees, four have B.A. degrees, and three are undergraduates. Two have completed several hours on their Master's work and plan to receive their Master's degrees in the summer of 1940. Only two of the teachers had no teaching experience. The following table gives the teaching personnel of the Davenport faculty.

NAME	COLLEGE TRAINING	EXPERIENCE TOTAL	EXPERIENCE DAVENPORT
John M. King Superintendent	M. A.	9	2
Lawrence Sasser High School Principal	B. S.	8	2
Z. A. Neal	M. A.	5	2
C. Otho Glenn	B. S.	8	1
Sarah K. Haynes	B. A.	4	4
Lorene Croka	B. S.	1	1
Doris Sewell	B. S.	0	0
Victor L. Heusel	B. S.	9	2
Helen Park	B. S.	7	1
Louise Key	B. S.	5	1
Eunice Lackey	B. S.	5	5
Myrl Stephenson	B. S.	1	1
Daisy White	112 hours	11	1
Ethel Thompson	75 hours	1	0
Uva Parrish	B. S.	1	0

NAME	COLLEGE TRAINING	EXPERIENCE TOTAL	EXPERIENCE DAVENPORT
John Bergen	B. A.	7	0
Jack Taylor	B. A.	0	0
Laura Cockrell	70 hours	16	16

Davenport, until a few years ago, was able to conduct a good school program from its local funds, but due to the decrease in the oil activity it is now necessary to get some aid from the state to carry on the minimum school program. The valuation of the district has been gradually decreasing, and has dropped from $1,235,678 in 1933 to $865,658 in 1939. The total budget for the school year 1939-40 is $26,885.00. Of this amount $15,232.44 will be paid by the local tax payer, and the balance will be paid by the state, in the following payments: Primary Aid, $3,390; Homestead Replacement, $714; and Secondary Aid, $7,548.46. At the last annual school meeting the ten mill excess levy was voted but the excise board reduced this to 8.5 mills making a total of 13.5 mills for general fund, and a 5.05 mill levy for the sinking fund, which matures in 1945.[5]

There has been a slight increase in the average daily attendance during the past two years, due chiefly to the increase in the oil activity south of Stroud. The average daily attendance for the last year was 520, which made a per-teacher load of 29.4 pupils.

The school has a well-equipped library. In the lower grades each room is equipped with an individual library, consisting of several

---

5 Records in superintendent's office

sets of supplementary readers, story, and factual material. These books are moved from room to room, thereby allowing several different grades to use each of the books. In the upper grades there is a central library, which is used by all of the upper grades. During the past few years we have been charging a reading fee, which has been a big help in building up the library facilities.

The Davenport school system furnishes transportation for about 170 pupils. Several of these are transported from the two oil camps located in the district. The school owns and operates only one of the four buses that are used for the transportation of the pupils of the district. Three of the buses are owned by private individuals and are contracted for by the Davenport Board of Education.

Most of the social life of the community centers around the school and churches of the community as there are no shows or other types of entertainments located in the community. The high school auditorium is the chief meeting place for all community gatherings, as it is the only place large enough to accommodate a large crowd.

The religious views of the community vary considerably, as is evident in the number of churches located in the district. There are eight different denominations of churches in the community.

The district, as a whole, is about evenly divided on political views. The county as a whole is Republican, but in Davenport we find the trend is to follow the Democratic political party. This is true especially among the unemployed people of the community.

CHAPTER III

A SURVEY OF COMMUNITY CONDITIONS

There is no fact or condition that is more important in connection with a survey than the representatives of its sample. In a study like the present one it is not necessary to reach a 100 per cent of the youth. It would be practically impossible to reach them all. The assumption is that small percentages answering the questionnaire will represent the characteristics of the whole.

The undertaking of a survey is a task regardless of what it is to be about. The factors become so involved that there is hardly a stopping place unless it is limited before it is begun. This survey was limited to include only the secondary school youth between the ages of 14 and 19. Only those in school between these ages were used to answer the questionnaires. To eliminate a lot of time in tabulation only half of the questionnaires were used. The sample was taken by arranging all of them alphabetically and then just using every other one. Answers of 110 of the questionnaires finally were tabulated.

Conditions found in this school are believed to be similar to those in other schools of the same type. It may be that there are certain circumstances that make this an unusual community because of the oil field that once reigned supreme here. These facts will be shown by tables that are to follow. Any criticisms that are to be offered are meant to be constructive and are made only with that in mind.

The following table will reveal the similar characteristics of the Davenport youth in comparison with other studies that have been made.

TABLE 1

Characteristics of Davenport Sample as Compared with Characteristics of the Maryland Sample and of the National Youth Population

Primary Group	Percentage of Each Group: United States Youth[1]	Maryland Sample[2]	Davenport Sample
Age:			
16	11.8	11.2	14.5
17	11.4	10.5	14.0
18	11.7	11.0	18.1
19	11.1	12.2	15.8
Sex:			
Male	49.4	50.9	51.3
Female	50.6	49.1	48.7
Farm, Non-farm:			
Farm	25.5	21.0	52.7
Non-farm	74.5	79.0	47.3

The vertical columns represent the distribution of the youth in specified categories.

---

1 Based on youth 16 to 24 years of age. Fifteenth census of the United States (1930) Population, Vol. III, General Report, pp. 593-601, 845, 1180-81

2 Based on youth 16 to 24 years of age. Youth Tell Their Story, Howard M. Bell, p. 12

The percentages of the United States youth and the Maryland youth were worked out on the basis of the youth between the ages 16 to 24, and those of the Davenport sample were based on the school youth between the ages 14 to 19 as shown by the scholastic enumeration reports.[3]

This table also shows the difference in the farm and the non-farm groups are just about equally divided for the community, while for the other samples they are about three to one in favor of the non-farm group. This may be explained by the fact that this would be considered a rural community, while the population for a state like Maryland has shifted to the industrial centers, and are not so concerned with the business of farming as a means of making a living.

Most of us would agree upon this one point, that life begins at home. To a large extent we are what our homes have made us. In the questionnaire this question was asked: "Would you leave home if you could?" The universal answer was, "No". This seems as though it would be contrary to the consensus of opinion when we listen to the man on the street.

Nearly all of our newspapers and magazines seem to indicate that the youth of America today want to get away from home. When the question is gone into thoroughly, it will be found out that very few would leave home of their own accord without a possibility of a position for self support in sight.

---

3 Scholastic enumeration reports, superintendent's office

Davenport youth would prefer to stay at home for such reasons as the following:

"My parents need me."

"Do not want to leave my parents and brothers and sisters."

"I am not through school nor prepared to make a living."

"Because I am not ready to go out and scratch for myself."

"Because your parents are the only ones that care for you."

"Because I think home is the place for girls under age."

"I like home too well."

"I don't think I would be as well off."

Part of this attitude towards home life can be explained by the fact that these are answers of youth below the age of twenty and that they are all in school.

This does not necessarily mean that the youth of the community are satisfied with the community as a whole and would like to live here the rest of their lives, because in answer to the question: "Do you expect to make this community your home?" Sixty-seven per cent definitely answered, "No."

This can be shown more plainly by use of the following table:

TABLE 2

Number That Plan on Making the Community Their Home

Answers	Numbers	Per Cent
Yes	21	19.2
No	74	67.6
No Answer	15	13.2
Totals	110	100.0

In interpreting this table we should keep in mind that to begin with 47.3 per cent of these youth are non-farm youth. The occupation of the fathers of 33 of the 110 youth surveyed are directly connected with oil field work. Children from these families answered almost 100 per cent "No" to the question. The reason for their doing so is because this is an old oil field and no new men are being put to work in it. The others who answered "No" to the question were largely the farm youth, and answered "No" because of the present economic conditions, and low price of farm products.

If the youth did not prefer to live in the community, where would they prefer to live? An answer to this inquiry is tabulated in the following table:

TABLE 3

Showing Where Students Prefer to Live

Place	Number	Per Cent
Farm	57	51.9
City	25	22.7
Town	14	12.7
Suburb	12	10.9
Village	2	1.8
Total	110	100.0

The percentages in this table are rather surprising because the largest per cent and majority would still prefer to live on the farm. This does not mean that 51.9 per cent would live on farms of this community, but would choose farm life somewhere.

The table was drawn from the question stated in this manner: "Where would you prefer to live? Farm? Village? Town? City? Suburb?"

The percentages found in this table seem to follow out the percentages found in the survey that was conducted by the American Youth Commission.[4] They found that the largest per cent dissatisfied with where they lived were in the villages which holds true here because, as indicated only 1.8 per cent would prefer to live in a village. Their report shows that the city with 36.2 per cent gain, indicates that the urbanization of our population is as yet an uncompleted trend.

The large percentage that shows their indication to live on the farm can partially be explained by the fact that this is still a rural community while Maryland is more of an urbanized population.

The occupations of the fathers of the youth surveyed makes an interesting study and reveals some interesting facts. Table 4 will show these.

It should be noticed in particular that there are two main occupations for the community, namely, farming and oil field work. Farming leads with 40.91 per cent engaged in it to make a living, but the oil business holds its own with 30 per cent in that field. The other occupations drop down until they are relatively unimportant as a force to be reckoned with.

---

4 Howard M. Bell, Youth Tell Their Story, pp. 38-40

TABLE 4

Occupations of Fathers as Shown by the Questionnaire

Occupation	Number	Per Cent
Farmer	45	40.91
Oil Field Worker	33	30.00
Government Worker	7	6.36
Truck Driver	4	3.63
Retired	2	1.82
Carpenter	2	1.82
Doctor	2	1.82
Storeowner	1	.91
Telephone Operator	1	.91
Salesman	1	.91
Shoe Repairman	1	.91
Constructionist	1	.91
Painter	1	.91
Unemployed	1	.91
Did Not Answer	8	7.27
Total	110	100.00

The economic status of a family is determined largely by the occupation of the father. This fact is further illustrated by Table 5 which shows the salary ranges for the families interviewed.

It will be noted that the fifty per cent line would fall just a little above the thousand dollar a year income mark. When these estimated salaries were tabulated, it was noted at the same time that these fell into the two distinct occupational groups.

TABLE 5

Salary Bracket	Number	Per Cent
$ 500 and below	13	21.3
600 to 1,000	13	21.3
1,100 to 1,500	10	16.4
1,600 to 2,000	19	31.1
2,100 to 2,500	6	9.9
2,600 and above	0	0.0
Total	61	100.0

Forty-nine did not answer.

The farm group without a single exception had a salary of a thousand dollars or less, while the other large occupational group had salaries above that range. The income from some of the farm group could have been underestimated because ordinarily a farmer never included what he raises on the farm to eat as part of his income. On the other hand, the oil field employer with a monthly pay check, with a specified amount can and does make an accurate estimate of his income. A great many of the students considered this salary question

a personal question and did not bother to answer it. However, the number of answers secured were adequate to give a good indication of the trend in the community.

Another thing that affects the economic level of a family is the number of children in a family. As shown by the Maryland survey the number of living children in parental families was higher than the United States average size modern family. Thier median showed 4.7 living children per family, which was surprisingly high, but could be explained in this manner. When one bears in mind that the survey was taken of just the youth and that there had to be at least one in the family to be surveyed. All families without children were excluded. The same thing holds true for this survey. The number of children per family in this community is indicated by the table on the following page.

TABLE 6

Number of Children	Number of Families	Total Number of Children	Per Cent
1	7	7	6.6
2	11	22	10.4
3	10	30	9.4
4	14	56	13.2
5	17	85	16.0
6	18	108	17.0
7	12	84	11.3
8	7	56	6.6
9	4	36	3.9
10	0	0	0.0
11	3	33	2.8
12	0	0	0.0
13	3	39	2.8
14	0	0	0.0
15	0	0	0.0
Total	106	556	100.0

This is a distribution of children to the family as shown by the survey. Average number of children in the family is 5.25.

The average for this group is shown as 5.25 children per family which puts it a great deal above the United States average and well above the 4.7 average for the Maryland group. The only way that I might have to explain this is to refer you again to the fact that this is still largely a rural community and that we have larger families in rural communities. Here again, I might point out that the number of children for the farm group was slightly higher than the non-farm group.

In the Maryland survey they found that the median number of children increases as the occupational level of the father descends from professional, technical to farm laborer. The farm laborer had almost twice as many children as the professional person. This most certainly held true for the Davenport community because all of the larger sized families were from the farm group.

Another reason why the community shows a higher number of children per family is because more than one-half of the students used in the survey were from farm parents. As was shown in Table 1, the farm percentage was 52.7 per cent. In order to get a better picture of our farm situation, Table 7 is submitted for study.

In the first place, it should be understood that the group that was listed as not living on the farm would include a lot of people that also did not live in town. A large per cent of the children of oil field employees live on the leases that are located near town.

TABLE 7

Showing Farm Ownership, Home Ownership, And Number Living on Farm

	Number	Per Cent	Total Per Cent
Farm			
Not living on farm	52	47.3	
Living on farm	58	52.7	100.0
Renting farm	38	65.5	
Owning farm	20	34.5	100.0
Owning homes	36	32.7	
Not owning homes	74	67.3	100.0

Out of the fifty-eight families that lived on the farm it was found that a little more than one-third of them (34.5 per cent) owned their land. The percentage of renters (65.5 per cent) might at first appear to be high. This can be explained by the discovery of oil and its development which have resulted in a number of landowners leaving the farm, and renting their land.

In making another comparison of the number owning homes and those not owning homes, it can be seen that the percentages are almost the same. One reason for more people not owning their home in the community is that the salaried oil field group do not expect to make the community their home. They are very likely to be transferred some where else. Here is an example of that. A family that had been transferred here thirteen years ago was told on Friday to be prepared to move Monday some where else. It is no wonder that they do not attempt to own their own homes.

On the other hand, since this is an old settlement in the state, a large per cent of the people have lived here over thirty years. It was found by the survey that 23.6 per cent had lived here thirty years or more. It was also found that 30.0 per cent had lived here less than ten years.

TABLE 8

Number of Years The Parents of Students Have Been in The County

Number of Years	Number of Families	Per Cent
1- 4	18	16.4
5- 9	15	13.6
10-14	14	12.7
15-19	8	7.3
20-24	9	8.2
25-29	5	4.6
30 and above	26	23.6
Did not answer	15	13.6
Total	110	100.0

Table 8 is presented to show the actual conditions for the different groups of years. The parents of several of the students had lived here forty years and more.

Since this is an old community, one would think that more home conveniences would be found. Perhaps, a general statement would not adequately cover that supposition, so notice should be taken of the table on the following page.

TABLE 9

Convenience	Number	Per Cent	
		Davenport	Maryland
Electricity			
Yes	52	48.6	78.7
No	55	51.4	21.3
Radio			
Yes	89	83.9	78.1
No	17	16.1	21.9
Bathroom			
Yes	33	31.1	64.4
No	73	68.9	35.6
Daily Newspaper			
Yes	78	73.6	56.8
No	28	26.4	43.2
Piano			
Yes	34	30.6	---
No	77	69.4	---
Washing Machine			
Yes	78	73.6	---
No	28	26.4	---
Automobile			
Yes	84	78.5	55.4
No	23	21.5	44.6

In the Maryland survey, it was found that 4.5 per cent of the youth had no conveniences at all, while in the Davenport survey not a questionnaire was returned that showed no conveniences. The difference in electricity can be accounted for by the fact that the farm population of Davenport is much higher than that of Maryland. The rural electrification here is not as well developed as in Maryland.

The percentage of radios is about the same in both surveys.

It is surprising to notice that the number of daily subscribers to newspapers is so much higher than that of Maryland. The same is true of automobiles. This concerning automobiles may be due to the farm community and the necessity for marketing farm products. To the farmer the automobile is considered necessary for transportation rather than a "pleasure vehicle."

This chapter presents the conditions of the community relating to the sociological and factual part as a basis for the following part of the study.

The interpretation of the results have been, thus far, a summarization of the tables that have been submitted.

CHAPTER IV

PUPIL ATTITUDES AND THE CURRICULUM

There are many kinds of educational surveys that differ chiefly in the manner of approach. First, there is the one that is made that makes a study of educational programs by going to the schools, teachers, and superintendents. Then, there are those that make the approach from the angle that the schools are an educational mill turning out a product that is unfinished, yet do not know how nor what to do in order to finish it.

From this latter point of view the next part of this paper is presented.

Much has been said and written recently about the need for curriculum revision to make the school an integral part of the community life. Educators feel that the school should be a dynamic force in the community and in order to be such a force, it must provide the kind of education needed by the community.

In many instances, the same courses are offered in all schools with no consideration of the type and needs of the community. This practice has brought forth many criticisms of the present curriculum, some of which may be justified, while others are quite unfounded.

The Sixteenth Yearbook of the American Association of School Administrators, 1938, contains a list of criticisms of the present curriculum in an article, "Youth Education Today."

Criticisms of The Present Curriculum

Criticism 1. The curriculum is remote from the student's daily life outside of the school. Instead of vitalizing school life by

tying it up directly with the things pupils see and do outside of the school, the school persists in maintaining an academic atmosphere so remote from actual life that the student usually thinks of his home and community activities as one type of life and of his school activities as entirely another. The school fails to articulate well, if at all, with other social agencies that are serving the immediate needs of youth. Thus separated in the pupil's mind from the realities of life, it is little wonder that his school work is likely to be of little immediate interest and of equally little practical value. In view of the high per cent of young people who fail to graduate from high school, the curriculum for youth should flow along the channels of their daily living.

Criticism 2. The curriculum is not adjusted to modern life. In the static high schools, the curriculum has tended to become more and more removed from life today; it has failed almost entirely in anticipating the needs of tomorrow.

Criticism 3. The curriculum does not reflect the aspirations of youth. The present secondary school curriculum too often ignores the most urgent desires of youth. But for the majority, the narrow curriculum provides only the stamp of mediocrity or failure, neither of which inspires youth to make the most of himself or to regard constructive participation in the social order with favorable eyes.

Criticism 4. The curriculum is not adapted to the individual differences among students. The present curriculum is set for one type of ability; it fails to recognize, much less pay attention to, the many types and levels of ability which crowd the classrooms. This lack of

variety in the content of the present curriculum results in the failure of a large per cent of the pupils. Yet there is no pupil so dull or barren of special ability of some sort that he cannot profit by the proper type of training.

Criticism 5. The curriculum has not kept pace with the latest developments in psychology. Modern psychology measures individual differences; it diagnoses difficulties in learning; it analyzes maladjustments; it sets up proper remedial measures; it discovers special abilities; it reveals the significant sources of motivation; and it points the way to successful guidance. It is impossible to escape the conviction that the public school program for the education of youth will fall far short of its maximum achievement until it adopts much improved psychological practices.

Criticism 6. The present curriculum gives too little attention to the emotional and social attitudes which in many cases play a more dominant part in the development of youth than their intellectual interests.[1]

A careful study of the above criticisms should, at least, cause one to think seriously about the present day curriculum. Does it provide a program of study that is suited to every community? Does it accomplish the generally accepted purposes of an educational program?

The need of cooperation between the community and the school has long been the concern of educators. In the discussion of this problem it will be necessary for us to realize that the home, school and the

---

1 Sixteenth Yearbook, American Association of School Administrators, 1938, "Youth Education Today," pp. 56-62

community are very closely welded together into a common unit. Each of these three is very dependent on each other.

Cubberly[2] as far back as 1919 discussed this phase of educational responsibility. He said:

> Viewed from the angle of child needs and child welfare the school became a new institution. Knowledge know came to be conceived as life experience and inter-conviction, and not the memorization of the accumulated learning of the past; as a tool to do something with, not as a finished product in itself. It came to be seen that facts possess but little real importance until they are put to use.
>
> To train children for and introduce them into membership in the community of which they form a part, and from this to extend their sense of membership outward to the life of the state, nation, and world civilization; to awaken guiding moral impulses; to fill them with the spirit of service; and to train them for effective self-direction -- these became the great tasks of the modern school.

Education within the school, no matter how inclusive the curriculum, is but a small part of the education of the child. Ordinarily the child has had six years of training and education before he comes under the influence of the school. Also, the influences of these outside agencies do not operate to the best advantage of the school and the child and continue to be an influence when the child does start to school. These outside influences may be one reason why it seems that our schools appear to be so ineffective. Most of our schools labor year after year without seeming to realize that the child after school hours returns to homes and places of environment, in which the germs of discontent, delinquency, and maladjustment are too often prevalent.

---

2 Ellwood P. Cubberly, State School Administration. p. 268

In the early days of the high school when the enrollment was relatively small, and when those that were enrolled were of the selective group with well defined life objectives in view, the high school problem from the stand point of the educator was very different from that in the complex secondary school of today.

An increase in our high school enrollment has brought additional problems into our school systems besides that of taking care of more students. This increased enrollment has brought with it to high schools a wider range of educational needs and objectives, which have not been met by our present curriculum.

In previous years of depression we have had frontiers to send our unemployed and our youth out to; but in this present day and time we are going to have to make way for them in our own communities.

Our present curriculum as we now have it is more or less a mill that is slowly and surely turning out a product that has not been able to adjust itself to the present situation. The early high school curriculum aimed almost entirely to prepare for college and the professions and our secondary schools have placed emphasis upon this objective. We have recently begun to sense our obligation to the great mass of youth, and have begun to adjust our secondary curriculum to meet this new situation. There must be greater flexibility in the organization and operation of our secondary schools and their curriculum as we undertake the task of making these schools serve the majority of our youth in an attempt to assist them in making occupational adjustments.

Lack of proper training has undoubtedly caused much unemployment. Youth are not trained to fill jobs that exist. Schools are now facing a demand for training or re-training of unemployed youth and must inevitably adapt safeguards against the conimuance of unemployment. Some educators have the opinion that we lack sufficient vocational schools. Suppose we cut down on academic education to allow more money for vocational schools, and to compare more closely the oft-quoted figures that only a small proportion of our academic high school youth go to college: what would be the result? More youth would be made employable for the jobs that they will eventually fill, but might we not be taking away part of their right for a higher education? The relationship of schools to unemployed youth is very largely a problem of curriculum reorganization, based on the recognition of actual vocational needs and other reforms, to insure that no youth in the future can say: "I didn't get a job because the school let me down."

Many courses in our curriculum are dead so far as the interest of the student is concerned while others need expanding because of the interest shown in them. We must be willing to make the necessary adjustments in the curriculum for those who want to continue their studies academically, for those who want to enter the professions, and for those who want to remain in the community. In order for this to be brought about it will be necessary for us to completely revise our secondary school curriculum. Traditional academic subjects have completely overshadowed our main objective in our system of mass education. According to some of the latest reports it has been shown that the majority of our rural youth stay in the community in which

they were reared, or at least in the same county. If this is true, then why is it necessary for the youth who never intend to go to college to take these academic subjects, that will never be made use of by them? Most certainly we will all agree that these youth should be allowed to take, and should be offered by our secondary schools, subjects in which they are interested, and ones that can be of benefit to them in their inevitable surroundings. How are we to know who these pupils are?

In order to better understand a program of studies that should be placed in a curriculum, we should first find out how nearly the schools are adapted to the needs and interests of those that it serves. In the Marland survey it was found from the data collected that with several school youth, the subjects were too difficult and were uninteresting. This might have been the fault of teachers in that the materials were not presented in the right way.

Under our present plan of organization, the local community is responsible for the education of the children, and the administrators are in close touch with the individual needs of the community.

In presenting the following tables it is hoped that it can be shown that a knowledge of these things can better determine courses that should be in the curriculum.

In the first place, Table 10 is presented to show the kind of work or vocation that students plan on doing when their education is completed. In checking through the table it is found that farming leads the list with 12.6 per cent of the students showing their preference to go into that vocation to make a living. In Chapter III the fact was established that this is still very much a farming

OKLAHOMA AGRICULTURAL & MECHANICAL COLLEGE LIBRARY OCT 24 1940

TABLE 10

Kind of Work That Students Plan on Doing When Their Education is Completed

Choice of Occupation	Sex Male	Female	Total Number	Per Cent
Farming	10		10	12.6
Nursing		8	8	10.3
Teaching	3	6	9	11.5
Beauty Operator		6	6	7.6
Mechanics	6		6	7.6
Housewife		5	5	6.4
Business	4		4	5.2
Aeronautics	3	1	4	5.2
Stenographic	1	3	4	5.2
Clerical	1	2	3	3.8
Electrical Engineering	3		3	3.8
Bookkeeping	1	2	3	3.8
Music	1	1	2	2.5
Civil Engineering	2		2	2.5
Architecture	1		1	1.3
Truck Driving	1		1	1.3
Chemistry	1		1	1.3
Band Directing	1		1	1.3
Wood Work	1		1	1.3
Army	1		1	1.3
Proof Reading		1	1	1.3
Dramatics		1	1	1.3
Civil Service	1		1	1.3
Oil Field Work	1		1	1.3
Total	43	36	79	100.0

LIBRARY A & M COLLEGE STILLWATER, OKLA.

community.

It is interesting to notice that nursing and teaching are the next in line with a large percentage (10.3 and 11.5 respectively) interested in these groups. The different phases of engineering, such as mechanical, electrical, civil, and aeronautical, if they were combined would show the largest per cent (19.1). This is a result of the oil field industry and the salary basis on which it is operated.

Regardless of available opportunities the kind of work that students of the Davenport community would like to do is shown in Table 11.

A comparison of Tables 10 and 11 will show that the students are pretty well set on their life vocations, because the percentages of these tables are in very close correlation, with only a few exceptions.

These tables also indicate that the boys and girls are staying in their respective fields so far as their vocations are concerned.

TABLE 11

Regardless of Available Opportunities the Kind of Work That Students Would Most Like to do

Kind of Work	Sex		Total Number	Per Cent
	Male	Female		
Stenographic	3	8	11	10.5
Nursing		11	11	10.5
Aeronautics -	8	2	10	9.5
Beauty Operator		9	9	8.6
Electrical Engineering	9		9	8.6
Farming	7	1	8	7.6
Mechanics	8		8	7.6
Teaching	3	5	8	7.6
Business	4		4	3.7
Civil Engineering	4		4	3.7
Music	2	2	4	3.7
Journalism	1	2	3	2.7
Wood Work	3		3	2.7
Civil Service	2		2	1.9
Clerical	2		2	1.9
Welding	1		1	.9
Architecture	1		1	.9
Truck Driving	1		1	.9
Oil Field Work	1		1	.9
Chemistry	1		1	.9
Coaching	1		1	.9
Housewife		1	1	.9
Bookkeeping		1	1	.9
Interior Decorating		1	1	.9
Banking	1		1	.9
Total	63	43	106	100.0

The following table was drawn up from data collected from the following question and is significant in that it follows the two preceding tables in close relation.

The question: "What vocational training course would you select? Number your choices below:"

Business Owner	Lawyer	Carpenter
Bookkeeper	Doctor	General Contractor
Auditor	Dentist	Plumber
C. P. A.	Geologist	Air Conditioning
Banker	Civil Engineer	Wood Worker
Corporation Accountant	Electrical Engineer	Metal Worker
Stenographer	Chemist	Politics
Secretary	Teacher	Mechanics
Civil Service	Nurse	Beautician
Aeronautics	Journalism	

The first three choices were recorded in the data as shown by Table 12. Again just about the same vocational choices are the leaders.

TABLE 12

To Show Vocational Choices When Students Were Given
A Chance to List First Three Choices

Vocation	First Choice	Second Choice	Third Choice	Total Number	Per Cent
Stenographer	11	10	2	23	10.59
Nurse	12	8		20	9.21
Beautician	9	5	4	18	8.29
Mechanic	10	6	2	18	8.29
Teacher	8	5	3	16	7.37
Aeronautics	9	6		15	6.90
Electrical Engineer	8	6		14	6.44
Secretary	6	4	2	12	5.52
Civil Engineer	6	4	2	12	5.52
Civil Service	8	4		12	5.52
Bookkeeper	4	5		9	4.14
Business Owner	7	1		8	3.68
Banking	3	2	1	7	3.22
Chemist	1	1	3	5	2.30
Wood Worker	2	2		4	1.84
Corporation Accountant	1	2		3	1.38
Doctor	1	1	1	3	1.38
Metal Worker	1	1	1	3	1.38
Geologist	1	2		3	1.38
General Contractor	2	1		3	1.38
Journalism	1	1		2	.92
Interior Decorator	1			1	.46
Lawyer		1		1	.46
Politics		1		1	.46
Music		2		1	.46
Auditor			1	1	.46
Proof Reader	1			1	.46
Architecture	1			1	.46
Total	114	82	22	218	99.87

If these then are the choices of the students, what are we offering in our curriculum to satisfy the needs for preparation in their desired fields?

One of the functions of secondary education[3] is to satisfy the important immediate and probable future needs of the students. How near is our school doing this? The vocational choices show that 10.59 per cent of our students want to be stenographers, while statistics show that a much smaller percentage than that are needed. This would seem to indicate that our school, as well as many others of its kind throughout the state, needs a program of guidance, vocational guidance, above all else is necessary for a wise occupational choice. An examination of the Davenport curriculum will show that there is very little provision made for that, although there is a course in occupations offered. It is only a half-year course and is offered only as an elective subject in the junior year.

The curriculum of the Davenport School for the academic year 1939-40 was as is shown in Table 13 on the following page.

---

3 Department of Secondary School Principals of the National Education Association, Bulletin No. 64, January 1937

TABLE 13

Curriculum Offerings for Various High School Grades

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Home Economics I	Home Economics II	American Literature	English Literature
*Okla. History	World History	American History	Speech
*Civics	English II	Biology	Typing II
Composite Math	*Industrial Geography	Typing I	Bookkeeping
General Science	*Physical Geography	Geometry	Shorthand
Manual Training I	Manual Training II	*Occupations	*High School Arithmetic
English I	Algebra I	*Business Economics	*Algebra II
			*Business English
			*Commercial Law
			*Problems of American Democracy

* One-half year subjects

An examination of this table will reveal that it is patterned very much after established curricula of schools of the same size throughout the state. It is made up of the traditional subjects because they are perhaps the best that we have to offer now. Maybe they are the ones we should offer. To a large degree this is true, as is shown by data collected from the questionnaire used. Table 14 shows the subjects that students would take if they could take exactly what they wanted to. Typing ranks first with 12.7 per cent, which according to the occupational choices indicates that it should. English is the other high ranking subject with 12.3 per cent indicating that the students consider it of importance in a curriculum. Notice Table 14 for the other subjects listed.

TABLE 14

Subjects That Would Be Taken if Students Could Take What They Wanted To

Subject	Number	Per Cent
Typing	68	12.7
English	66	12.3
Mathematics	43	8.0
Shorthand	38	7.0
History	37	6.9
Algebra	30	5.6
Home Economics	30	5.6
Science	29	5.4
Manual Training	28	5.2
Bookkeeping	25	4.6
Speech	18	2.3
Biology	17	3.1
Geometry	12	2.2
Geography	10	1.8
Latin	10	1.8
Civics	7	1.3
Spanish	6	1.1
Music	6	1.1
American Literature	5	.9
Occupations	5	.9
Art	5	.9
Business English	5	.9
Chemistry	5	.9
Spelling	4	.7
Problems of Democracy	4	.7
Agriculture	3	.5
Reading	3	.5
Mechanics	2	.3
Science of Electricity	2	.3
Miscellaneous	13	3.4
Total	534	99.9

Are these the most helpful subjects? That question was asked, and Table 15 is a tabulation of the answers. Table 15 is shown on the following page.

TABLE 15

Subjects the Students Consider the Most Helpful

Subject	Number	Per Cent
English	70	33.3
Arithmetic	55	26.3
Home Economics	17	8.1
Typing	16	7.7
History	11	5.3
Algebra	10	4.8
Manual Training	3	1.4
Reading	3	1.4
Science	3	1.4
Bookkeeping	3	1.4
Speech	3	1.4
Commercial Law	2	1.0
Civics	2	1.0
Shorthand	2	1.0
Spelling	2	1.0
Business Economics	1	.5
Geometry	1	.5
Occupations	1	.5
Music	1	.5
Problems of Democracy	1	.5
Art	1	.5
Chemistry	1	.5
Biology	1	.5
Total	210	100.0

Again we find that English is considered the most helpful, while Arithmetic and Home Economics are ahead of Typing. To collect the data for this table the students were asked to list the two or three subjects they considered the most helpful since the seventh grade.

Of all the subjects listed by the students in answer to this question, the present curriculum is offering them to the students with the exception of art, agriculture, and chemistry. This would indicate that the things that the students desire are being offered. The only criticism is that perhaps too much of some and too little of others

are being offered. Most certainly agriculture in some form should be put into the curriculum.

Table 16 will show the subjects that the students considered the least helpful after they passed the seventh grade.

TABLE 16

Subjects That Students Considered the Least Helpful

Subject	Number	Per Cent
History	36	39.1
Civics	16	17.4
Reading	7	7.6
Algebra	7	7.6
English	7	7.6
Science	5	5.4
Geography	4	4.3
Spelling	3	3.3
Math	2	2.2
Home Economics	1	1.1
Wood Work	1	1.1
Problems of Democracy	1	1.1
Business Economics	1	1.1
Typing	1	1.1
Total	92	100.0

Many educators have contended that in our secondary school we are forcing too many social science courses on our students, or else it is being forced on them in the wrong way. After the first two of these least helpful subjects are considered the others are relatively of very little importance. History and civics when added together make up 56.5 per cent of the total. This is surely a danger signal to which some attention should be given. At least new ways should be considered in the method of presentation of these subjects. It is hard to explain such a large dissenting note unless it is because most small school

curricula are so limited that freshmen, sophomores and juniors are almost forced to take history. Grade school is also full of history and civics. Most of us will agree that all students need training in citizenship and other forms of social development.

The functions of secondary education as outlined by the Secondary School Principals of the National Education Association are as follows:

Functions of Secondary Education

Function I. To continue by a definite program, though in a diminishing degree, the integration of students. This should be on an increasingly intellectual level until the desired common knowledge, appreciations, ideals, attitudes, and practices are firmly fixed.

Function II. To satisfy the important immediate and probable future needs of the students in so far as the maturity of the learner permits, guiding the behavior of the youth in the light of increasingly remote, but always clearly perceived and appreciated, social and personal values.

Function III. To reveal higher activities of an increasingly differentiated type in the major fields of the racial heritage of experience and culture, their significant values for social living, the problems in them of contemporary life, the privileges and duties of each person as an individual and so as a member of the social groups; to make these fields satisfying and desired by those gifted for successful achievement and to give information as to the requirements for success in these fields and information as to where further training may be secured.

Function IV. To explore higher and increasingly specialized interests, aptitudes, and capacities of students, looking towards the direction of them into avenues of study and work for which they have manifested peculiar fitness.

Function V. To systematize knowledge previously acquired in courses in such a way as to show the significance both of this knowledge and especially if laws and principles, with understanding of wider ranges of application than would otherwise be perceived.

Function VI. To establish and develop interests in the major fields of human activities as a means to happiness, social progress, and continued growth.

Function VII. To guide students on the basis of exploratory and revealing courses and of other information gathered from personnel studies, as wisely as possible into wholesome and worthwhile social relationships, maximum personality adjustments, and advanced study or vocations in which they are most likely to succeed and be happy.

Function VIII. To use in all courses as largely as possible methods that demand independent thought, involve the elementary principles of research, and provide intelligent and somewhat self-directed practice, individual and cooperative, in the appropriate desirable activities of the educated person.

Function IX. To begin and to gradually increase differentiated education on the evidence of capacities, aptitudes, and interests demonstrated in earlier years. Care must be taken to provide previous to, and along with differentiation as balanced and extended a general education as is possible and profitable.

Function X. To retain each student until the law of diminishing returns begins to operate, or until he is ready for more independent study in a higher institution; and when it is manifest that he can not or will not materially profit from further study of what can be offered, to eliminate him promptly, if possible directing him into work or into some other school for which he seems most fit.[4]

In considering the needs of a curriculum it is first necessary for us to think about these functions of a secondary school. As we read over these functions and think of setting up a curriculum for any community it is impossible for us to leave any of them out, however, it does appear that some of them are more closely connected with the community survey than others. Just two of these functions is all that will be dealt with at any length, number two and number ten.

Function II reads: To satisfy the important immediate and probable future needs of the students in so far as the maturity of the learner permits, guiding the behavior of youth in the light of increasingly remote, but always clearly perceived and appreciated, social and personal values.

When we look into the reasons for the establishment of an educative system it seems that the best means by which we can justify tax-supported education is that it is supposed to meet the needs of the people. People are generally united in thinking that education should bestow upon the individual the desire and the power to produce and enjoy themselves. The schools of America have not fully justified

---

4 Department of Secondary School Principals of the National Education Association, Bulletin No. 64, January 1937

this faith of their supporters. This failure has not been due to the ignorance of the educators as to the purpose of education, but rather the educator has misjudged what the real needs of the pupils are.

Most educators have apparently been very well satisfied with what we have and have lost sight of the real purpose of our schools. The most recent trend, however, is in the direction of bringing the schools more directly into the service of satisfying human needs. Theory has not been entirely responsible for the change, circumstances have had a great deal to do with it. The church and the home are not as effective in guiding the individual's development as they used to be. These, as well as other circumstances, have made it necessary for the school to assume additional responsibilities in meeting the needs of the pupils.

Many educators still have not come to the conclusion that it will be impossible to meet these needs unless the curriculum is revised. The curriculum will have to be revised to the extent that it will be inclusive of these needs. Now the big problem is, how are these needs to be found out. Perhaps no better way can be found to start on than the community survey method. All of the needs will never be found out because there is no end to it; it keeps renewing itself as fast as people change their way of living.

Any attempt to place in the curriculum in the secondary school all the needs of its pupils will involve many changes in the content of the curriculum. A complete and radical change is as undesirable as no change at all, but progress should be made towards breaking down the barriers which tradition has placed in our curriculum. Quality

of instruction should be measured by the outcomes, rather than by the amount of material covered, facts acquired, or time spent.

When education fails to satisfy human needs it becomes useless to those whom it is supposed to serve.

Function X of the secondary school as given by the Secondary School Principlas reads: To retain each student until he is ready for more independent study in a higher institution; and when it is manifest that he cannot or will not materially profit from further study of what can be offered, to eliminate him promptly, as wisely as possible directing him into some other school or into work for which he seems most fit.

When we speak in terms of function, every social agency or institution can be said to have at least a three-fold task, namely, selecting the individuals that it will serve, keeping them while it is serving, and eliminating them when the task is finished. Most certainly the school is a social institution and should carry out these three things. Just how well does the school do this function is largely determined by the outcomes of the school which is hard to tell what they are.

In recent years the general conditions of the country has tended to help us out on the retention of the secondary school youth and since the first part of this function deals with the selection, we are largely concerned with the third part, which is to be able to tell when to eliminate them. Since it is virtually impossible to furnish funds to provide a curriculum to satisfy the needs of each and every pupil regardless of his status, we are going to have to have a modification of the program from both sides.

CHAPTER V

SUMMARY AND CONCLUSIONS

The problem, as stated in the beginning, was to show that a curriculum for any high school can better be determined by making a community survey. An attempt was made to show that the present curriculum did not satisfy the needs of the students of the community.

The method used in the finding was the survey, and the collection of data was by use of the questionnaire and personal interview.

The findings of the survey are:

1. The Davenport sample is representative as compared to other samples that have been used in other parts of the United States. (Table 1)

2. That the youth surveyed are not interested in leaving home.

3. That we are dealing with a community that is still a rural community. (Table 4)

4. Salaries of parents of the youth surveyed are very distinctly divided into two groups; namely, that of the farm group and that of the oil field group. (Table 5)

5. The number of children in the community per family is above the average for the Maryland study and a great deal above the average for the United States average. (Table 6)

6. Homes are owned in close relationship with farm ownership and that this is an old established community is evidenced by the number of years that some people have lived in the community. (Tables 7 and 8)

7. Our present curriculum is a mill, more or less, turning out an unfinished product.

8. The local community is responsible for the education of its children.

9. Farming is chief occupation to be followed when education is completed. (Table 10)

10. The kind of work that students would most like to do, regardless of available opportunities, is not what they are being fitted for. (Tables 11 and 13)

11. Vocational choices are different from what students expect to do when education is completed. (Tables 10 and 12)

12. The Davenport curriculum follows very closely the pattern of any other school regardless of location.

13. With few exceptions subjects that students would take are being offered by the present curriculum. (Tables 14 and 12)

14. Subjects the students consider the most helpful are all offered with but few exceptions.

15. Least helpful subjects are social sciences. (Table 16)

16. That no evidence was found to adjust the curriculum to the community needs.

In view of the above findings the following suggestions are made:

1. Offer suitable courses for non-college students.

2. Offer vocational agriculture and two more years of home economics in the curriculum.

3. Make a greater attempt at guidance in occupational choices.

4. More effort be made to adjust the curriculum to community needs.

5. More finding courses offered.

6. A definite recreational program be installed in the curriculum.

7. A program of adult education should be worked out.

BIBLIOGRAPHY

American Association of School Administrators, Sixteenth Yearbook, "Youth Education Today," Washington, D. C., 1938

American Association of School Administrators, Seventeenth Yearbook, "Schools in Small Communities," Washington, D. C., 1939

Bell, Howard M. Youth Tell Their Story, American Council on Education, Washington, D. C., 1938

Bell, Howard M. and Chambers, M. M. How to Make a Community Youth Survey, American Council on Education, Washington, D. C., 1939

Bristow, William H. The Survey as the Basis for a School and Community Program, State Teachers College, Mansfield, Pennsylvania

Caswll, Hollis L. and Campbell, Dook S. Curriculum Development. Chicago: American Book Company, 1935

Department of Secondary School Principals: Functions of Secondary Education, "Report of the Committee on the Orientation of Secondary Education." Chicago: The Department, 5835 Kimbark Avenue, Bulletin, Vol. 21, No. 64, January 1937

Draper, Edgar M. Principles and Techniques of Curriculum Making, New York: D. Appleton-Century Company, 1936

Harop, Henry. Community Survey in Curriculum Development, Curriculum Laboratory, 1939

Harop, Henry (Chairman). The Changing Curriculum. Prepared by Joint Committee on Curriculum of the Department of Supervisors and Directors of Instruction and the Society for Curriculum Study. New York: D. Appleton-Century Company, 1937

Harris, Pickens E. The Curriculum and Cultural Change. New York: D. Appleton-Century Company, 1937

Hopkins, L. Thomas. Curriculum Principles and Practices. Chicago: Benjamin H. Sanborn and Company, 1930

Honno, Paul R. Youth Serves the Community. New York: D. Appleton-Century Company, 1936

Huxtable, J. F. "Population Survey and Its Uses," Agricultural Magazine. 11:148-9 February 1939

Jessen, C. A. "Survey of Youth," School Life, 21:273-275 June 1936

Langfitt, R. Emerson; Cyr, Frank W., and Newsom, N. William. The Small High School at Work. Dallas: American Book Company, 1936

Norton, John K. and Norton, Margaret A. Foundations of Curriculum Building. Dallas: Ginn and Company, 1936

Rugg, Harold. "The Life and Program of the American School," American Life and the School Curriculum. New York: D. Appleton-Century Company, 1939

Spears, Harold. Experiences in Building a Curriculum. New York: McGraw-Hill Book Company, 1937

"Survey of Elementary and High School Students," School and Society. 49:441 April 1939

Secondary School Population, Bulletin, 1932, No. 17, Monograph No. 4 United States Department of Interior, Office of Education

Spencer, J. Byron. An Educational and Sociological Survey of Wanette Community. Master's Thesis, 1932. Oklahoma Agricultural and Mechanical College, Stillwater

Wood, H. B. "Communities Develop Programs to Meet Local Needs," Progressive Education Magazine. 15:118-120 February 1938

Wrinkle, William L. "The Philosophy and Practice of a Modernized Secondary School," The New High School in the Making. Dallas: American Book Company, 1938

Yourman, J. "Coordination of Education and the Community," Journal of Education Sociology. 11:304-320 January 1938

Interviews with old settlers

Local Newspapers

Personal Interviews

Records in Principal's Office

Records in Superintendent's Office

APPENDIX

QUESTIONNAIRE
DAVENPORT YOUTH SURVEY

1. Date _____, Lincoln County, Davenport, Oklahoma.

2. Name _____, _____
   Last Name First Name

3. Address _____

4. Age last birthday _____

5. Date of birth _____

6. Place of father's birth _____

7. Place of mother's birth _____

8. How long have your parents lived in this county? _____

9. Are you married? _____

10. At what age did you marry? _____

11. Do you expect to make this community your home? _____

12. Are you in full-time day school? _____

13. What school did you last attend? _____

14. What is the highest grade you have successfully completed? _____

15. When did you complete it? _____
    month and year

16. What reason do you give for leaving school? Underline two.

Lack of funds	Subjects too difficult
To earn money	To marry
Lack of interest	Completed education on graduation
Disciplinary difficulties	

List any other reason _____

17. Do you plan on attending college? _____

18. Are you in school because your parents make you attend? _____

19. Would you take vocational training if available? _____

20. What vocational training course would you select?
Number your choices below:

Business Owner	Lawyer	Carpenter
Bookkeeper	Doctor	General Contractor
Auditor	Dentist	Plumber
C. P. A.	Geologist	Air Conditioning
Banker	Civil Engineer	Wood Worker
Corporation Accountant	Electrical Engineer	Metal Worker
Stenographer	Chemist	Politics
Secretary	Teacher	Mechanic
Civil Service	Nurse	Beautician
	Aeronautics	Journalism

21. Do you feel that your education has helped or will help you to to make a living? _____

22. Do you feel that your education helped or will help you to enjoy life more? _____

23. Regardless of available opportunities what kind of work would you most like to do? _____

24. What kind of work do you plan on doing when you finish your education? _____

25. If you are not in school are you employed? _____

26. What kind of work? _____

27. Age at which you went to work full time? _____

28. How much per week do you now earn? _____

29. How many hours per week do you have to work to earn the above amount? _____

30. Do you feel that you are paid what you are worth? _____

31. If you are employed, are you secure in your job? _____

32. Does your job offer opportunities for advancement? _____

33. Main reason for not working at present? Underline two:

In school	Lack of influence
No available job	Occupied with home duties
Lack of training	Does not need work
Lack of experience	Unemployable

34. Do you live with your parents? _____

35. Do they own their home? _____

36. Do they live on the farm? _____

37. Do your parents own or rent the farm? _____ Size? _____

38. Would you leave home if you could? _____ Why? _____

_____

39. Are your parents living together? _____

40. How many living children in the family? _____
Boys Girls

41. Occupation of father if living? _____

42. Occupation of mother if living? _____

43. Your occupation if employed? _____

44. Estimate the income of your family for the past year? $_____

45. Have you or your family received relief during the last year? _____ Kind? _____

46. Do you have electricity in the home? _____ Radio? _____

Bathroom? _____ Daily newspaper? _____ Piano? _____

Washing machine? _____ Automobile? _____ Any other kind of

convenience? _____

47. Where would you prefer to live? Farm? ____ Village? _____

Town? _____ City? _____ Suburb? _____

48. What extra school activities are you interested in? (1) _____

(2) _____ (3) _____

49. What three things have you spent most of your leisure time doing in the last year? 1. _____

2. _____ 3. _____

50. What would consider the most important addition the community could make in the field of recreation for your benefit?

_____

51. What is your favorite type of movie? _____

52. To what church does your father belong? _____

53. To what church does your mother belong? _____

54. To what church do you belong? _____

55. How often do you attend? _____

56. List six subjects that you would take in high school if you could take just exactly what you wanted to.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

57. Of all the subjects that you have taken in school, since the seventh grade, which do you consider the most helpful?

1. _____ 2. _____

Which the least helpful? _____

58. What is your hobby? _____

59. What honors did you attain while you were in school? _____

_____

60. What kind of class recitation did you like best? _____

Typist:
Geraldine Brett
Education Office