

IMPROVING THE CURRICULUM OF THE  
COMMERCE HIGH SCHOOL THROUGH A FOLLOW-UP  
STUDY OF THE GRADUATES AND DROP-OUTS

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STUDY OF THE GRADUATES AND DROP-OUTS

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## PREFACE

The purpose of this study is to make suggestions for improving the curriculum of the Commerce High School. In order to do this, the writer read extensively from authorities on the subject of curriculum improvement and secured information through a questionnaire from the drop-outs and graduates who entered high school in the year 1932.

After analyzing conditions as they are, and as they should be according to recognized authorities, the writer indicates changes already made in the curriculum and presents suggestions for improving the curriculum of the Commerce High School.

The writer wishes to acknowledge with gratitude her indebtedness to Miss Vera Jones, Associate Professor of Education, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, for her helpful suggestions and guidance throughout this study; to Dr. M. R. Chauncey, Professor of Education, and J. E. Arendell, Extension Class Instructor, for their advice and kind cooperation; and to the graduates and drop-outs who generously assisted in this project.



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## CHAPTER I

## INTRODUCTION

"The task of curriculum improvement is as unending as are the changes in society and in the pupil population." <sup>1</sup>

The procedure for improving and developing the curriculum of any high school may be through various methods such as consulting qualified persons in the community regarding the curriculum and courses of study; making provision for cooperation with other educational and social agencies in the community; and a survey of the community social and economic characteristics. Courses of study suggesting content, procedures, aids and materials for the use and guidance of teachers, pupils, and administrators must be organized for classroom use. This may be done by studying curriculum material in educational literature, a study of courses of study from other schools, and a study of pupil interests and plans. All of these suggestions necessitate training the teachers for the task of making changes as need arises.

Through a follow-up study of the graduates and drop-outs who entered our high school in the year 1932, the writer has secured suggestions for improving the curriculum of the Commerce High School. Since the cur-

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1 Thomas H. Briggs, Curriculum Problems, P. 49

riculum should be constantly revised and adapted to prepare students for participation and leadership in present and future situations, it is evident that a careful and continuous study should be made of suggestions for improving the curriculum from pupils leaving or graduating from school.



CHAPTER II

HISTORY OF COMMERCE HIGH SCHOOL

The Commerce High School is located in the central part of Ottawa County. In 1916, a brick building was erected which accommodated the first eight grades for one section of the city. It was in this building where high school work was offered for the first time in the year 1917. One room in this building was used for this class of approximately twelve members. English, algebra, ancient history, and Latin were the only subjects offered during this first year. During the second year, two rooms in the grade building were used for high school classes.<sup>1</sup>

A full four year program of high school work was first offered in the school year 1920-1921. There were five members in the 1921 graduating class. School records show that these students received credits in English I, English II, American literature, Latin I, Latin II, physical geography, commercial geography, ancient history, medieval history, American history, sociology, economics, algebra, plane geometry, commercial arithmetic, commercial English, general science, drawing, penmanship, and typing.<sup>2</sup>

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1 Martin, J. W. Personal Interview, November 15, 1939.

2 High School Records, Commerce, Oklahoma



Typing was first offered in the school year 1920-1921. Five typewriters were purchased, and the class was taught in the principal's office. Bookkeeping and shorthand were offered when some teacher could be employed who had at least received high school credit in that particular subject. In the year 1926-1927, a full time commercial teacher who had a special certificate was employed.

The class in domestic science (the term used at that time) was found so expensive and impractical that it was dropped from the curriculum. Cooking utensils and equipment for individual service had been purchased for the department. Girls were taught to prepare fancy foods that could not be afforded in the average home. After having learned to prepare food for just one individual, the girls were unable to make the necessary changes needed to prepare the quantity needed for an entire family. Everyone, including students and patrons, had free access to the equipment; consequently, it was necessary to buy much of it again each year. When the course was again introduced in 1923-1924 with an enrollment of fifteen girls, \$500.00 of the school budget was set aside for the department. The budget used in former years was used in arriving at this figure. Only \$50.00 of this amount was used. The course was made more practical and soon became well established in the school program. For several years there

have been approximately seventy-five girls enrolled in these homemaking classes. All banquets, including football and junior-senior banquets, are prepared and served by the girls enrolled in this department. The profit derived from serving these banquets has been used in buying more equipment. Today, the department is self maintaining, and is rated as a very good and fully equipped homemaking department by the state high school inspection department.

As Commerce is a city in the largest lead and zinc mining district in the world, the population increased very rapidly; the high school enrollment increasing accordingly. In 1925-1926, eight years after high school work was first offered, reports show the high school enrollment to be: freshmen 103; sophomores 52; juniors 28; seniors 22; a total of 205.<sup>3</sup> It was necessary to use most of the building which was built for the elementary grades for high school classes. Temporary frame buildings were constructed on the same ground for some of the elementary grades. Due to this crowded condition, there were no rooms available for any extra-class activities, or for use as an auditorium. Students had to assemble at one of the churches or the theatre in order to have a stage for presenting any type of program. Fifty percent

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<sup>3</sup> Accrediting Report, Commerce High School

of the proceeds derived from presentation of plays and other entertainment at the theatre was charged for the use of the building. Later, a partition was removed from between two rooms to make a study hall. A small stage was constructed, and the study hall was used for assembly programs. There were no curtains or scenery of any kind for this stage.

#### EXTRA-CLASS ACTIVITIES

Due to the stage inconveniences mentioned in the previous paragraph, it was very difficult for effective work to be accomplished in dramatics; however, much talent was discovered and developed from members of the student body.

There were several clubs organized such as Spanish, Home Economics, and Pep Club. These clubs were never very effective as all meetings were held after school was dismissed, and the students had the feeling that they were spending more time than was necessary.

The TIGER CHAT, the school publication, was first published ten years ago. All of the work on this publication was done by taking students out of their regular class, after school hours, and at night. This paper was published once each month for only two years. Publication of the TIGER CHAT was begun again two years ago, and is now published regularly every two weeks.



Several attempts were made at organizing glee clubs; but due to the fact that there was no special music teacher employed, not much choice of music, and practice hours were after school, nothing was accomplished. A special music teacher was employed three years ago, and two hours for glee club practice are now included in the daily high school schedule.

Band was first organized six years ago. Each band member paid a fee of \$2.50 each month to a director who was not a member of the teaching staff. The band members managed to keep together, and two years ago a band director was employed as a regular member of the teaching staff. Band practice for one hour each day is now one of the regular class periods.

Basketball was the first sport in which the students participated, and was begun in the same year that high school work was first offered. At first, all games were played on an outdoor court; later, a store building with cement floor was used for this purpose. There was no coach; and the boys played, scheduled their own games, and furnished transportation to and from the games. If enough players who were enrolled in high school were not available, boys and men who had never been enrolled in high school would play with the team.

Football was first played in the school year 1921-1922. An elementary teacher acted as coach. The football equipment for the eleven players consisted of one

head gear and three pairs of football pants. <sup>4</sup>

The Commerce High School has made rapid progress in its athletic program, having been Lucky Seven Conference champions many times during the past ten years. Today, the high school has one of the best gymnasiums and football stadiums to be found in the district. The players display a high quality of sportsmanship. The State High School Athletic Association has rated the Commerce football team for this year as number one. This decision was made by reports sent in by officials who officiated all the games played in the Lucky Seven Conference. Regular gym classes are now offered as a part of the daily high school schedule.

A new high school building was constructed and completed in the latter part of the school year 1935-1936. This building gave the students ample room for class work, extra-class activities, and music. In this building is one of the best auditorium and gymnasium combinations that can be found in this district.

School transportation has been furnished for the last four years to rural students who reside in districts where no high schools are maintained. This makes it possible for a greater number of students to attend high school. Two hundred fifty students are now enrolled in the Commerce High School.

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4 Chesnut, Wyly, Personal Interview, December 22, 1939.

## CHAPTER III

## METHOD OF COLLECTING DATA

The high school accreditation report shows that sixty freshmen were enrolled in the Commerce High School in the school year 1932-1933. Twenty-eight students were graduated in 1936, the remaining thirty-two having dropped out.<sup>1</sup> Addresses of fifty-six of this number were obtained and questionnaires sent to each. Forty-four of these students responded very promptly in returning them. Twenty-three graduates returned questionnaires, and twenty-one drop-outs responded.

This questionnaire covered subjects taught, pupil activity, questions concerning guidance, and questions in general about what they liked or disliked most about their high school. Following is a copy of the questionnaire sent to the graduates and drop-outs:

NAME \_\_\_\_\_

Employed: yes \_\_\_\_\_ no \_\_\_\_\_

What is the nature of employment? \_\_\_\_\_

Are you attending school? yes \_\_\_\_\_ no \_\_\_\_\_

What course are you pursuing? \_\_\_\_\_

If you did not graduate, why did you leave school?

Lack of interest in school \_\_\_\_\_

Disciplinary difficulties \_\_\_\_\_

Family moved away..... \_\_\_\_\_

Financial reasons..... \_\_\_\_\_

Illness..... \_\_\_\_\_

Help needed at home..... \_\_\_\_\_

Marriage..... \_\_\_\_\_

To go to work..... \_\_\_\_\_

What high school subjects have been the least beneficial to you since you left school? \_\_\_\_\_

\_\_\_\_\_

<sup>1</sup> Accrediting Report, Commerce High School



What subjects have been the most beneficial to you since leaving school? \_\_\_\_\_

Would a course in industrial arts have been beneficial to you? yes \_\_\_\_\_ no \_\_\_\_\_

Would you have liked a course in homemaking? (boys) yes \_\_\_\_\_ no \_\_\_\_\_

How has the homemaking training which you received in high school helped you most? (girls) \_\_\_\_\_

What subjects would have been of value to you that were not offered? \_\_\_\_\_

#### PUPIL ACTIVITIES

What pupil activity gave you greatest satisfaction? \_\_\_\_\_

Please check the activities that you think should have been included in the high school program.

Glee club for boys and girls..... \_\_\_\_\_  
 Band..... \_\_\_\_\_  
 School newspaper..... \_\_\_\_\_  
 Dramatics..... \_\_\_\_\_  
 Homeroom..... \_\_\_\_\_  
 Student participation in Commencement... \_\_\_\_\_  
 Any others \_\_\_\_\_

#### GUIDANCE

Did you receive satisfactory and helpful information and advice while in school from the teachers concerning each of the following:

1. Information concerning choice of school and college courses? yes \_\_\_\_\_ no \_\_\_\_\_
2. Information concerning qualifications and expectations of various occupations? yes \_\_\_\_\_ no \_\_\_\_\_
3. Personal problems:
 

Social.....	yes _____	no _____
Home.....	yes _____	no _____
Religious...yes	_____	no _____
Financial...yes	_____	no _____
4. Development and preservation of good health? yes \_\_\_\_\_ no \_\_\_\_\_
5. Interesting and profitable ways of using leisure time? yes \_\_\_\_\_ no \_\_\_\_\_
6. Development of special talents and interests? yes \_\_\_\_\_ no \_\_\_\_\_
7. Effective use of a library? yes \_\_\_\_\_ no \_\_\_\_\_

What did you like best about your school? \_\_\_\_\_

What did you like least about your school? \_\_\_\_\_

A summary of answers received from the returned questionnaires is listed in the following tables:

TABLE I

Number employed or in school:

		Graduates	Drop-outs	Total
Number employed.....	Girls	11	9	20
	Boys	11	7	18
Number unemployed....	Girls	2	1	3
	Boys	0	0	0
Number attending school.....	Girls	4	0	4
	Boys	3	0	3
Number not attend- ing school.....	Girls	8	14	22
	Boys	8	7	15

Reasons for dropping out of school:

	Girls	Boys	Total
Lack of interest in school..	1	1	2
Disciplinary difficulties...	0	0	0
Family moved away.....	4	2	6
Financial reasons.....	2	1	3
Illness.....	0	0	0
Help needed at home.....	0	0	0
Marriage.....	5	1	6
To go to work.....	2	2	4

The number of girls employed included those who were married and keeping a home. The seven boys and girls who were attending school had part-time employment. Our local mining industry offers many opportunities for unskilled as well as skilled labor. This fact accounts for all the boys having employment.

TABLE II

Subjects listed as having been most beneficial since leaving high school:

	Graduates	Drop-outs	Total
Commercial.....Girls	5	0	5
Boys	6	0	6
Homemaking.....Girls	7	11	18
Boys	0	0	0
English.....Girls	2	0	2
Boys	1	0	1

Subjects listed as having been the least beneficial since leaving high school:

	Graduates	Drop-outs	Total
History.....Girls	4	6	10
Boys	7	5	12
Mathematics.....Girls	6	3	9
Boys	3	2	5
Biology.....Girls	3	0	3
Boys	0	0	0
Commercial.....Girls	3	1	4
Boys	2	0	2
Agriculture.....Girls	2	2	4
Boys	2	3	5
Spanish.....Girls	1	2	3
Boys	1	1	2

Students who feel that commercial subjects have been the most beneficial to them since leaving high school are those who have continued in school or have been employed in some clerical work. A large majority of girls have expressed the fact that homemaking has been the most beneficial to them. This course is more closely related to their everyday life. Even though the girl does not have a home of her own, units in color combination, etc., are beneficial to her.

Methods of presenting history and mathematics in the past were not as closely related to everyday life



as they are now. This probably accounts for the fact that so many found these subjects least beneficial. Several students were placed in agriculture as there was no room in other classes; consequently they received no benefit from this course. Biology, Spanish, and commercial subjects are probably considered of little benefit as the students are now occupied in work where these subjects are of little assistance.

TABLE III

## HOMEMAKING

Boys who would have liked a course in homemaking:

	Graduates	Drop-outs	Total
yes...	6	4	10
no....	5	3	8

Ways in which the homemaking training has helped girls

most:

Graduates Drop-outs Total

*Home work.....	4	3	7
*Sewing.....	4	6	10
*Value of foods for health.	1	1	2
Neatness and thriftiness..	2	0	2
*Making color combinations.	1	0	1
Worked way through college with home work.....	2	0	2
Satisfaction of knowing how.....	1	0	1

Homemaking training that girls have felt a need for

knowing more about:

Graduates Drop-outs Total

*Sewing.....	3	4	7
*Cooking.....	2	3	5
*Home decoration.....	1	1	2
*Child care.....	0	1	1

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\* Married.

A Boys' Etiquette Club has served as a substitute for a course in homemaking for the boys during the past two years. Special emphasis is placed upon table manners, table service, balanced meals, and selection of suitable clothing - color combinations, suitability for different occasions, etc. Plans have been made for a course in homemaking for boys in the curriculum for the school year 1940-1941.

Sewing, cooking, and general home work was stressed as having done the most good and that there was a need for more of this work; consequently, an effort shall be made to place more of this work in the homemaking courses.

TABLE IV

Subjects listed which would have been of value that were not offered:

		Graduates	Drop-outs	Total
Industrial Arts.....	Girls	0	0	0
	Boys	6	4	10
Mechanical Drawing.....	Girls	0	0	0
	Boys	2	2	4
Manual Training.....	Girls	0	0	0
	Boys	3	3	6
French.....	Girls	0	0	0
	Boys	1	0	1
Dramatics or Public Speaking.....	Girls	2	0	2
	Boys	0	0	0
Art.....	Girls	0	0	0
	Boys	0	1	1
Advanced Mathematics.....	Girls	0	0	0
	Boys	2	0	2
Chemistry.....	Girls	2	0	2
	Boys	0	0	0
Agriculture.....	Girls	0	0	0
	Boys	1	0	1

		Graduates	Drop-outs	Total
Salesmanship.....	Girls	1	0	1
	Boys	0	0	0
Drafting.....	Girls	0	0	0
	Boys	2	0	2
Music.....	Girls	2	0	2
	Boys	1	0	1

In comparing the subjects listed which would have been of value had they been offered, the writer found that the students were occupied at the present time with some work or school course that called for a better knowledge of these subjects.

#### PUPIL ACTIVITIES

Pupil activity giving greatest satisfaction:

		Graduates	Drop-outs	Total
Glee Club.....	Girls	3	0	3
	Boys	6	1	7
Student Council.....	Girls	1	0	1
	Boys	2	0	2
Scholastic Events.....	Girls	0	0	0
	Boys	1	0	1
Athletics.....	Girls	2	2	4
	Boys	5	2	7
Newspaper.....	Girls	1	0	1
	Boys	1	0	1
Pep Club.....	Girls	2	1	3
	Boys	0	0	0
Assembly Programs.....	Girls	1	0	1
	Boys	0	0	0
Dramatics.....	Girls	1	1	2
	Boys	0	0	0
Student Participation in Commencement.....	Girls	1	0	1
	Boys	0	0	0

List of activities that should have been included in high school program:



	Graduates	Drop-outs	Total
Glee Club.....Girls	10	8	18
Boys	8	5	13
Band.....Girls	10	5	15
Boys	8	6	14
School Newspaper.....Girls	9	9	18
Boys	6	4	10
Dramatics.....Girls	12	5	17
Boys	5	2	7
Homeroom.....Girls	6	3	9
Boys	2	1	3
Student Participation in Commencement.....Girls	10	1	11
Boys	8	2	10
Others.....			
Orchestra.....Girls	1	0	1
Boys	1	0	1
Gym.....Girls	0	0	0
Boys	6	8	8

During the time that these students were in high school, the activities listed in the above table were either not functioning at all or for just a small part of the time. For this reason, a very small proportion of the class has stated that they have received any great satisfaction from the activities, and a large number of students have said that they should be offered in the high school program. Since this class was graduated, glee club, band, school newspaper, dramatics, student participation in Commencement, and gym classes have been placed as permanent activities in the curriculum. In past years, several students have asked to be excused from attending assembly programs; but this year, our assembly programs have been so interesting and well organized that not one student has asked to be excused. Many patrons and former graduates also attend.

## TABLE VI

## GUIDANCE

Those receiving satisfactory and helpful information concerning choice of school and college courses:

	Graduates	Drop-outs	Total
Girls			
yes.....	4	0	4
no.....	8	14	22
Boys			
yes.....	5	0	5
no.....	3	10	13

Satisfactory and helpful information and advice concerning qualifications and expectations of various occupations:

	Graduates	Drop-outs	Total
Girls			
yes.....	3	0	3
no.....	9	14	23
Boys			
yes.....	2	0	2
no.....	9	7	16

Satisfactory and helpful information and advice concerning personal problems:

	Graduates	Drop-outs	Total
Social.....Girls			
yes.....	8	2	10
no.....	4	12	16
Boys			
yes.....	3	2	5
no.....	8	5	13
Home.....Girls			
yes.....	4	2	6
no.....	8	12	20
Boys			
yes.....	3	1	4
no.....	8	6	14
Religious.....Girls			
yes.....	2	0	2
no.....	10	14	24
Boys			
yes.....	1	2	3
no.....	10	5	15

	Graduates	Drop-outs	Total
Financial.....Girls			
yes.....	2	0	2
no.....	10	14	24
Boys			
yes.....	3	1	4
no.....	8	6	14

Satisfactory and helpful information and advice concerning:

	Graduates	Drop-outs	Total
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Development and preservation of good health..Girls			
yes..	4	1	5
no... 8	13	21	
Boys			
yes..	5	1	6
no... 6	6	12	
Interesting and profitable ways of using leisure time.....Girls			
yes..	2	0	2
no... 10	14	24	
Boys			
yes..	2	0	2
no... 9	7	16	
Development of special talents and interests.			
Girls..			
yes..	4	0	4
no... 8	14	22	
Boys			
yes..	2	0	2
no... 9	7	16	
Effective use of a library.....Girls			
yes..	5	1	6
no... 7	13	20	
Boys			
yes..	3	0	3
no... 8	7	15	

Figures tabulated in this table show that very little attention was given to problems concerning choice of schools and college courses, occupations, use of library, leisure time, and other personal problems. Since these students have been graduated, much has been done to help



give the boys and girls information concerning these problems. Hobby clubs, Boy Scout activities, and other clubs furnish exploratory opportunities for students. A regular class in Vocational Guidance has been placed in the curriculum. The club activities and Vocational Guidance class will also be discussed in the chapter giving suggestions for improving the curriculum.

#### GENERAL STATEMENTS FROM QUESTIONNAIRE

What students liked best about their high school:

The friendly, cooperative, and helpful attitude that existed between teachers and pupils.

A few of the statements made by students who were graduated or dropped are:

"The cooperation that I received from my instructors, and from those who were in charge of the school."

"The democracy of the student body and the "home-folkness" of faculty."

"I liked best the cooperation among the faculty and student body as a whole to achieve success in all fields."

"I liked the teachers and my fellow classmates and the good spirit that seemed to always prevail."

"I liked the fine school spirit and sincerity of the teachers."

"The ready way the faculty had of cooperating with the student to help make their days pleasant as well as helpful."

"In addition to a good teaching staff and our great opportunities to learn, we were afforded good entertainment opportunities and such."

"I attended four high schools. What I like best about C. H. S. was the closeness of the teachers and pupils, and the helpful attitude of the teachers."

"The fine loyalty, sportsmanship, and cooperation of students and teachers."

What students liked least about their school:

Even though there were many needed improvements in the high school curriculum, students now look back upon their high school days as being very pleasant, and that it was difficult for them to say what they liked least about their school; however, a few statements given in answer to this question are:

"It just didn't last long enough."

"I did not receive necessary help and information in planning my vocation."

"At the present I can't think of anything I didn't like about my school. In fact, as time goes on, I become more convinced that it was about the best time of my life."

"Not enough variety in subjects."

"Heating equipment, outside toilets, lack of fountains, and no gymnasium." (From student who dropped out of school before new high school building was completed.)

"The indifferent attitude toward their studies; I think they did not exactly understand what they were in high school for. I think at least when they are seniors, that students should be given some sort of course which would bring to them what is expected of them when they go out in any walk of life. Whether it be business, teaching, preaching, or even politics, each one of these demands something that the average young person cannot fully understand without the aid of those

who are already up there demanding it of them. In other words, perhaps a course in practical living will make them realize, and in some instances, strive harder to reach the elusive goal of perfection."

Personal letters and notes from three of the graduates given below seem to give a summary of the general ideas given by the majority of pupils in their answers.

Tulsa, Oklahoma  
November 23, 1939

Mrs. A. J. Speaker, Principal  
Commerce High School  
Commerce, Oklahoma

Dear Mrs. Speaker:

I received your letter and questionnaire with a great deal of enthusiasm. I have filled it out to the best of my ability, and, I think, it contains my earnest and frank opinions and ideas. Perhaps they may seem odd to you, but they are something that I had to learn for myself, and I believe every young person should know at least something about them.

I have often wondered what has happened to my class. Of course, I know where some of them are, and what they are doing; but of the great majority, I know nothing. I enjoy reminiscing of my high school days, and am looking forward to our reunion in 1941.

Do you know most of the addresses of our class? I would appreciate (if you can possibly find the time to do so) a list of the addresses you have on hand. Thanking you very much, I remain,

Yours sincerely,

John L. Rutherford, Jr.



Baltimore, Maryland  
November 26, 1939

Dear Mrs. Speaker:

I received your questionnaire and have answered it to the best of my ability, and hope it will be satisfactory. I am now employed in the Social Security Offices in Baltimore, and I feel that in the future my commercial training will be of more benefit than any of my other studies.

Since I left Commerce, I have lost track of most of my classmates. I certainly hope it is possible to carry out the plans for the big class reunion in 1941, and I am looking forward to the event. We are entitled to thirty days leave each year, and I am hoping it will be possible to come home next year, or rather in 1941, and be there for the reunion.

I hope I have answered all the questions in the questionnaire satisfactorily, and that it will serve the purpose for which it is intended.

Best wishes to you and to the Commerce High School.

A former student,

Elmer L. Joiner

Miami, Oklahoma

Dear Mrs. Speaker:

Goodness, that last question has me stumped. I can't think of a single thing I liked "least". Seems like everything I can think of was fun or entertaining, so I'm just going to leave it blank. I don't feel you'd want me to answer under the circumstances. You had better ask some of your present pupils that question, because after you leave school everything you can think of was all right.

Ruth

## CHAPTER IV

## SUGGESTIONS FOR IMPROVING THE CURRICULUM

The curriculum may be defined as all the experiences which pupils have while under the direction of the school, including both classroom and extra-classroom activities.

Answers received from the students show that it is very evident that one of the greatest improvements in the high school curriculum should be the organization and development of a guidance program.

In a small high school, it is impossible to employ a special guidance director, but the personnel for a guidance program must involve all teachers in the school - principal, classroom teacher, homeroom teacher, and class adviser. Based on suggestions received from questionnaires and members of the faculty, and from ideas formed by experience and training, the writer has attempted to work out a guidance program that may be used effectively in a small high school.

## PROPOSED GUIDANCE PROGRAM FOR COMMERCE HIGH SCHOOL

1. Analysis of Social Conditions in Community

A preliminary study of the social conditions of the community must be made before any plans can be wisely made in the organization of a guidance program. In our particular community the majority of the men are employed in the lead and zinc industry which is considered

the largest one of its kind in the United States. Commerce, with a population of three thousand inhabitants, is not a typical mining town as it is not in the heart of the mining district and has no foreigners or negroes. The men drive from two to fifteen miles to work each day. Most of the homes are four and five room modern houses.

Commerce does not afford many kinds of recreation during the summer months; however, it is four miles from Miami where a swimming pool, good picture shows, and tennis courts are available. Bus service between these towns make these forms of recreation accessible to practically all boys and girls.

At the present time the average wage per week is about twenty-one dollars. Naturally, the assumption would be that few boys and girls could attend college with such a low wage prevailing; but due to the fact that Northeastern Junior College and State Business College are located at Miami, an unusually large number of students attend college.

Tuberculosis is prevalent among older men who have worked under ground for years. Other than this particular disease, the health conditions are much above the average.

The moral and social conditions in this community are far above those of most mining towns. There has been petty theivery, but none serious enough to justify

conviction. City juvenile delinquency records show that no boy has ever been sent to the reformatory from Commerce.<sup>1</sup> Most of the social life is furnished by four church organizations, the school, and one theatre.

## II. General Plan of Guidance Program.

After having made a study of the community life, a study must be made of the school situation - the personal qualities of teachers, their hobbies, ability to counsel, their contacts with pupils, parents, and others, their attitude toward their work, and their position in the community. The opportunities offered pupils through various courses of study, choices of electives, informal school activities, library, gymnasium, and special departments are all considered.

In our program we shall strive to:

1. Discover the pupil as an individual.
2. Inform him about his possibilities.
3. Counsel and assist him to make wise choices and adjustments to various types of problems which they must meet - educational, vocational, health, moral, social, civic, and personal.
4. To assist in placement and give as much follow-up service as is possible.

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<sup>1</sup> City Records, Commerce, Oklahoma



### PRINCIPAL

The principal must plan and supervise the program. Development of program studies and extra curricular activities and flexibility of administrative organization and practices all contribute in a way to guidance. The principal has the entire responsibility, subject to approval by the superintendent, for the effectiveness of the program. The principal must convince the teachers of the wisdom and validity of the guidance program. This has been accomplished in our high school through a cooperative study of secondary standards set up in the Evaluative Criteria. Several pamphlets containing information in the manual, Evaluative Criteria, were given to the teachers. These were read and were discussed in regular faculty meetings. This study has been an excellent method in stimulating cultural growth of the teachers.

The principal studies and treats problem cases referred by classroom teacher, homeroom teacher, and advisers.

### CLASSROOM TEACHER

The classroom teacher's part in the guidance program is obvious. In spite of the fact that she has certain limitations, there is a great deal that she can do through teaching the regular subjects.

Some graduates and drop-outs expressed their opinion

that history and mathematics were of no value to them. Because of certain requirements from the State Department of Education for accrediting high schools, it is necessary to include certain subjects in the curriculum even though pupils express their desire of leaving them out of the curriculum. Each member of the staff feels that it is her or his duty to relate these subjects to life situations and make them so interesting that appreciation is developed for these subjects.

A balanced curriculum is very essential to give the pupil a correct balance of life work opportunities. The curriculum offering of the high school has a great influence on a pupils' choices both in regard to his educational and vocational futures. There are the subjects which must be offered to students who plan to enter college. An effort is made to present these subjects in such a way that the students learn to value them as important, as well as having filled requirements for entering college. Several students have stated that they would like to have had a course in spelling. Since high school credit cannot be given in this subject, each classroom teacher is asked to combine their efforts in stressing spelling within every course taught.

As many elective courses as can be offered are included in our high school schedule. Occupational courses in the small high school can best be offered through

courses which have already been established. Courses in vocational agriculture, industrial arts, and homemaking give definite training in work very closely related to certain types of occupation. A course in vocational guidance has been placed in our curriculum this last semester. A description of this course is given in discussing our vocational guidance program.

A course in homemaking for boys is to be placed in the curriculum for next school year. Changing home conditions make it imperative that all members of the family regardless of sex, have an appreciation and understanding of the meaning of the home and the family in its sociological, economic, psychological, and spiritual aspects. If the basic purpose of the family is to serve the highest aims of society, it is necessary that all members of the family have a common appreciation and understanding of the meaning of family life. It is our purpose in offering this course in homemaking for boys, to present materials relating to the home living of boys at the secondary school level and meet these individual needs. This course may also contribute to pre-vocational training and guidance in occupation for men.

Our commercial courses prepare the students for vocational service, and teach them to appreciate the part business plays in the every day life of the individual. They, too, furnish training which is very helpful in

aiding students to finance their way through college. At the present time, courses in bookkeeping, shorthand, typing, commercial law, and commercial or advanced arithmetic are offered in the curriculum. Plans have been made for introducing a course in general business training and a second course in typing for next school year.

Classroom teachers are encouraged to provide for individual difference in teaching her subjects in order to arouse interests and develop right attitudes, and to give remedial instruction when necessary.

#### HOMEROOM TEACHER

Since the homeroom is one of the most significant units in guidance, we plan to organize one in order that we may develop desirable pupil-teacher relationship; and assist in guidance of pupils.

In the organization of our homeroom program we plan to:

1. Discuss ideals and purposes of homeroom organization.
2. Participate in contests and drives which foster school activities of a major nature.
3. Distribute school notices.
4. Prepare programs for assembly.
5. Develop hobbies.
6. Study timely or especially interesting topics such as Education Week, Good English Week, Safety



Drives, and current social problems.

7. Participate in intramural sports and in other general activities.
8. Discuss attendance and punctuality requirements.
9. Discuss courses offered by school and scholarship requirements.
10. Teach students how to use library.

It is the desire of the administration to select teachers for sponsoring the homerooms who are:

1. Interested in the welfare of the individual pupil.
2. Capable of counseling pupil in choice of curriculum, subjects, school, extra-class activities, interests, and hobbies.
3. Efficient in keeping records, reports, and attendance.
4. Willing to cooperate with classroom teachers, the administration, and other homeroom teachers.

#### CLASS ADVISER

An effort is made by the principal to select class advisers whom pupils seek for advice and help; those that have spirit of service to pupils, and will not betray confidence. For the sake of greater economy and in order that every pupil receive some guidance assistance, group instruction is given as well as individual counsel-

ing. It is the duty of the class adviser to aid in the orientation of pupils to new school situations. This is accomplished through methods just mentioned as well as through the use of bulletins or handbooks.

### OCCUPATIONAL GUIDANCE

Information regarding occupation is necessary for pupils before a wise choice of a vocational objective can be made. This information should include all fields of the world's work without placing particular stress upon any one field. Our problem is not only to introduce new material, but to utilize the entire work of the school organized for general educational purposes; whenever it is possible, we must use the occupational approach to vitalize and motivate, and make more efficient all school work.

Some of our specific aims in vocational guidance may be stated as follows:

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie.

2. To enable the student to find what general and specific abilities, skills, etc., are required for the group of occupations under consideration and what are the qualifications as to age, sex, and preparation for entering them.

3. To give opportunity for experiences in school that will give certain facts about conditions of work and that will assist the individual to discover his own abilities and develop wider interests.

4. To develop in the student the point of view that all honest labor is worthy and that choice of occupation should be based upon the peculiar service that the individual can render to society; upon personal satisfaction in the occupation; and upon ability, possibility of advancement, and the like.

5. To assist economically handicapped children who are above the compulsory attendance age as well as college students to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education in accordance with their vocational plan.

6. To assist the student to secure a knowledge of the facilities offered by the various educational institutions for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance.

7. To help the worker to adjust himself to the occupation in which he is engaged; to assist him to understand his relationships to workers in his own and related occupations and to society as a whole.

8. To enable the student to secure reliable inform-

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ation about the danger of short cuts to fortune through short training courses as represented by current advertisements.

Methods used in vocational guidance are through regular class instruction, exploration and try-out, and counseling. The general subjects are now modified and used for vocational guidance purposes. Other methods of instruction are: material in supplementary reading, English composition, industrial arts, vocational civics, motion pictures, radio, biographies, assembly programs, club activities, and library.

#### Vocational Guidance Class

A course in vocational guidance has been placed in our high school curriculum this past semester. Much time is given to spelling, enriching pupils' vocabulary, and review of grammar. All this is interrelated with vocational information. A high school speller, English workbooks, and Words at Work are used as sources of material for spelling, vocabulary, and grammar.

Materials from various sources on occupational information are also available for use in this class. They are Occupations, a monthly magazine, and Your Future, a weekly newspaper. The new Occupational Information and Guidance Service established in the United States Office of Education offers three fields of service which are:

1. Dissemination of information about occupations.

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2. Permanent inventory of the individual who is to pursue one of these occupations.
3. Promotion of consciousness of the need of occupational information and general guidance as an integral part of school programs.

Another source of material which has been very beneficial in conducting this course is a new service, the Occupational Information System, given by the Science Research Associates of Chicago which offers a six point plan as follows:

1. Vocational Trends, a monthly magazine of occupational facts and forecasts. Material for this magazine comes from the research centers of the nation, from fact-finding agencies, and from important government, business, and professional sources.
2. Occupational Monographs furnish monthly research studies of basic trends and characteristics of an important industry, trade or profession. These monographs provide the basis for a growing occupational library.
3. Vocational Guide gives a monthly index and selection of the best current occupational literature.
4. Reprint and Abstract Service gives monthly reproductions of helpful occupational information

which appears only in obscure reports not readily available.

5. Basic Occupational Plans, a quarterly portfolio, gives suggestions for effective use of occupational information.
6. Research Department answers individual requests.

In addition to material already mentioned as being used in this class, experts and speakers representing various occupations and guidance problems speak to members of this class which is composed of thirty-two seniors. Following is an article concerning this class which has been published in the TIGER CHAT, our school newspaper:

#### VOCATIONAL GUIDANCE CLASS

"The vocational guidance class has had the opportunity to listen to two very beneficial lectures the past week. Miss Vera Jones, Associate Professor of Education at A & M College, Stillwater, talked to the students about things that they as freshmen entering college should know.

Howard Scott, county superintendent of schools, gave an interesting talk before the class on the requirements for entrance into, and life in the United States Naval and Military Academies. The vocational training offered to those who enlist in the United States Army and Navy was also explained to the students.

This course is being offered in the high school curriculum for the first time. Some authorities on different vocations will speak to the class, and field trips to various industries will be made. In addition to information concerning various vocations in which students may be interested, special emphasis is placed on spelling, vocabulary, and grammar".<sup>2</sup>

The teacher for this course has had several years

experience with high school boys and girls as well as special training in guidance at A & M College, Stillwater. It was discovered in regular class work one day that three-fourths of the members had never ridden on a train. Plans were immediately begun which would furnish the students an opportunity to ride on a train as well as gain additional information about industries and vocations. After studying schedules, it was found that the class could leave Miami at noon on one of the most modern stream-line trains and arrive in Vinita at 12:32 P. M. for a fare of fifty-four cents. Further investigation showed that they could leave Vinita at 7 P. M. on one of the most modern Greyhound busses, and arrive in Commerce for fifty-four cents, a reduction of ten percent from the usual fare. A letter was written to the Secretary of Chamber of Commerce, Vinita, Oklahoma. He was told of the educational and industrial tour the vocational class was planning to make, and that they were interested in observing the different vocations and occupations involved in maintaining the Eastern Oklahoma Hospital which is located northeast of Vinita. In addition to what the class suggested, the Chamber of Commerce was very eager to take the members of the class to view the new \$20,000,000 hydro-electric project nearly completed which is approximately twenty-five miles southeast of Vinita. Definite plans were made and the

date set for this trip as April 1st. There were twelve seniors who were not able to arrange their schedule so that they might enroll in this class, and they were invited to make the trip with the class. Following is a copy of two letters showing how eager all were to cooperate with us in making this tour well worth the price of \$1.08 to each student.

Vinita, Oklahoma  
March 20, 1940

Mrs. A. J. Speaker, Principal  
Commerce High School  
Commerce, Oklahoma

Dear Mrs. Speaker:

Since writing you March 16th, we have made arrangements with Dr. F. M. Adams, Superintendent of the Eastern Oklahoma Hospital, for your vocational guidance class to visit that institution at 1:00 P. M. Monday, April 1st.

Cars for transportation will be furnished by Mr. J. H. Tresler, chairman of the transportation committee of the Vinita Chamber of Commerce, and upon your arrival in Vinita, these cars will take your group direct to the hospital three miles northeast of town.

After completing the tour at the hospital which Dr. Adams advises will take approximately two hours, if it will be agreeable with you to do so, we will drive down to the Grand River Dam southeast of Vinita so your class can view this \$20,000,000.00 hydro-electric project, now nearly completed.

Unless we hear from you to the contrary, we will meet you and your class of forty members here at the Frisco station 12:32 P. M. April 1st, and if there is anything we can do to make this trip more enjoyable, please advise.



Thanking you for this opportunity to serve you, we remain,

Yours sincerely,  
Vinita Chamber of Commerce

Clarence E. Martin, Secretary

Joplin, Missouri  
March 5, 1940

Mrs. A. J. Speaker, Principal  
Commerce High School  
Commerce, Oklahoma

Dear Mrs. Speaker:

Returning to the office I find a memo on my desk from our agent at Miami, in connection with a proposal to accomodate about forty adults for a trip from Miami to Vinita when we inaugurate our streamlined equipment.

We are very much interested in this plan, and am handling with our general passenger agent to determine if he can provide perhaps a week's advance notice as to when equipment will be ready for service, assuming that this amount of time will, perhaps, be needed for you to get your party ready.

I will write you again just as soon as I hear from the general office. Thank you very much for your inquiry, and am sure our people will be very happy to take care of your group. You may expect to hear from me again very shortly.

With very best wishes, I am,

Sincerely yours,

J. E. Springer

The trip was made on April 1st, and the students declared it was one of the most eventful and enjoyable trips that they had ever taken. Following are some pictures taken on the trip and articles taken from the Miami Daily News Record concerning the tour:

40 COMMERCE PUPILS  
TO RIDE ON 'FIREFLY'  
TOMORROW TO VINITA

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Since a large number in her vocational guidance class hadn't ever taken a train ride, Mrs. A. J. Speaker, Commerce high school principal, decided the best way to give them this new experience would be to travel on a streamliner. So forty pupils of the class will board the Frisco railroad's "Firefly" here at noon Monday and take a trip to Vinita.

While in Vinita, the students will visit the state hospital and in mid-afternoon will make a trip to the Pensacola dam, the transportation having been arranged by the Vinita Chamber of Commerce. For the return journey, the students will board a Greyhound bus at Vinita.

In the vocational guidance class, Mrs. Speaker emphasizes spelling, vocabulary drills, and grammar review. From time to time, she calls upon district business men to discuss various occupations with her students. In these talks, the students find out job qualifications and possibilities for future employment. <sup>3</sup>

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<sup>3</sup> Miami Daily News Record, Vol. XXXVII, No. 233

## COMMERCE PUPILS RIDE 'FIREFLY'



Many of the forty members of the Commerce high school vocational guidance class had never ridden on a train when this photograph was taken; but a moment later, accompanied by their teacher, Mrs. A. J. Speaker, they were en route to Vinita on the Frisco's new "Firefly" train. In Vinita, they visited the eastern Oklahoma State Hospital. After a trip to the Pensacola dam, they returned to their homes on a Greyhound bus.



### PUPIL ACTIVITY PROGRAM

The pupil activity program should aim to prepare the student for life in a democracy; develop ability in leadership; teach cooperation; increase interest of the student in the school; foster sentiments of law and order; and develop special abilities. The main purpose of education is to make good citizens. The good citizen is an individual who not only has knowledge, ideals, and attitudes; but who also has worthy habits. Habits are developed only by practice. It is for this reason that the administration and members of the staff strive to make the extra curricular activities in Commerce High School offer many such opportunities and help motivate the regular work of the school. Our activity program has been made supplementary to and integrated with classroom activities rather than a separate and distinct part of our school life. It is characterized by pupil initiative and provides abundant opportunity for expansion and enrichment of pupil interests. We aim for our program to promote a better understanding and cooperation between school, home, and community. These extra-class activities are given school time in the regular program. All students are encouraged to participate in the pupil activity program.

"No two students are alike in physical, mental, or social characteristics, and hence any school program should provide for the education of individ-

uals of different interests, aptitudes, and capabilities." 5

Each organization in our high school has one carefully selected faculty sponsor. A regular time and place of meeting is scheduled in the school's weekly or monthly program. Each organization plans its programs and activities.

### The School Assembly

Our school assembly is as carefully planned as any other activity about the school. The main purpose of our assembly period is educational - having definite entertainment, instructional, cultural, and inspirational values. The programs are in a large part given by pupils and pupil organizations. The seniors always have charge of an opening exercise which includes saluting flag, patriotic song, school creed, school song, devotional reading, and prayer. The assembly is then turned over to the master of ceremonies.

Our assemblies are planned so as to secure participation and contribution of many and not of a few. The programs are characterized by a variety of methods in presentation, such as dramatization, exhibits, music, and speaking; thus stimulating the creative ability of pupils. Correct audience habits such as reasonable applause, courteous attention to performers, and no disturbance are stressed and developed.

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5 Harry C. McKown, Extracurricular Activities, p. 8



### School Clubs

The main purposes of the school club are to widen and deepen the range of pupil interests and encourage self-expression in a variety of ways such as musical, athletic, literary, artistic, inventive, and constructive. The school club presents a broader opportunity for developing leadership, the ability to get along with people, parliamentary practices, business management, etc.

Our club activities broaden the exploratory opportunities of the school, and develop latent qualities of pupils which might not be discovered otherwise. The Boy Scouts, a national organization, is sponsored as an extra-curricular activity in the school. Instruction is given in: (1) Use of hand tools and their care. (2) Wood turning and other lathe work. (3) Scroll and jigsaw work. (4) Wood carving. (5) Simple home electrical repairs and wiring. (6) Safety precautions in the use of all apparatus. This organization has made seven tables for use in various rooms of the schools. In addition to this they have: (1) Rewired the junior high building. (2) Installed three electric bells. (3) Set glass in a number of windows. (4) Made book shelves for grade rooms. (5) Removed snow from school walks. (6) Made models of telegraph, telephones, and radios (also the real McCoy article) all of which

have been used in the science department.

The Camera Club has been a favorite club of our "Hobby for Everyone" program. Instruction is given in: (1) Technique of taking good pictures. (2) Simple repairs of photographic apparatus. (3) Developing and printing of roll film. (4) Construction of printing and drying apparatus. (5) Taking and projection of home movies. (6) Mounting and caring for printed pictures.

Our Radio Club includes those members who want further instruction in radio and electricity. There are about fifteen members, two of whom as a result of instruction received, are government licensed amateur operators. The instruction in this club includes: (1) Fundamentals of electrical theory. (2) Construction of receiving apparatus. (3) International code. (4) Construction and operation of radio transmitting apparatus. (5) How to pass government license test to operate a radio amateur station.

### Dramatics

It is now possible for the small high school to take advantage of the many interscholastic competitions in all kinds of speech events. During this school year we have entered speech meets at Shawnee, Oklahoma City, and Tahlequah, Oklahoma; and Joplin, Springfield, and Bolivar, Missouri. Following is an article concerning the Speech Meet at Tahlequah:

DEBATERS FROM  
COMMERCE WIN

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Take First in Class B at  
Tahlequah-Miami High  
Second in Class A

---

Commerce high school debaters won the district debate championship for Class B schools in the annual forensic tournament at Tahlequah Saturday, and took the sweepstakes trophy in speech events.

The winning debate team was composed of Clara Jean McFall and Vella Ray. In their march to the finals, the Ottawa countians defeated Tahlequah, Stigler, Fort Gibson, Wagoner, Sallisaw, and Bluejacket. There were 28 teams competing for the trophy.....

In other speech events, the Commerce students passed their division. Charlotte Phelps won first in standard oratory; Vella Ray, first in dramatic declamation; Margie Simmons, second in humorous declamation; Clara Jean McFall, second in extemporaneous speaking; and the one-act play won fourth place.....

There were more than 20 participants in each activity. <sup>6</sup>

This school year we have revived debating after a lapse of several years and even with an inexperienced team, the results have been invaluable. In their first tournament, one girl won a poetry reading contest from a field of eighteen entries, and another spoke in the finals of a radio speaking contest that had thirty-two original competitors. Entries were made from the public speaking class which has also been placed in the curriculum for the first time in four years.

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### Music

For the past three years, we have employed a full-time music teacher. Glee clubs are definitely organized and have been given a place in the daily program schedule. Participants in band, chorus, and orchestra are given credit toward graduation. Fine Arts Contests sponsored by colleges and universities encourage students to become participants in musical organizations. Last school year, eighty-five students were entered in music contests at Tahlequah. Our band was given an excellent rating and went to the state meet at Stillwater. Our mixed chorus was selected as an alternate to the state meet. This year, one hundred twenty-five students were entered in music contests at Tahlequah.

### Athletics

Activity in athletics is most common to all secondary schools. Many boys and girls are stimulated to continue in school because of interest in athletic activities and some find their life work in athletic and sports pursuits.

Athletics has been organized on a mass basis. Two gym classes have been placed in the daily program. Intramural sports and games in which nearly all the pupils participate as possible are encouraged. Those activities which have the greatest value in terms of health, physical vigor, and interest for later life are sponsored - basketball, football, softball, track, and tennis.

Championship tournaments and contests in which only a few outstanding players may participate will probably always be with us since the public seems to demand it; consequently, the remaining students are taught to be good sportsmen, with the development of leadership, loyalty, self-control, and cooperation. Our football team has not been defeated by any Oklahoma team for the past two years. Classen High School of Oklahoma City has asked the Commerce team to compete with them in a game next season since they too have not been defeated by any Oklahoma team for the past two years.

#### School Publication

After having been without a school newspaper for several years the TIGER CHAT was published again last school year. Particular attention is given to developing a sense of responsibility on the part of the pupils for what they say in their publications and the way they say it. Publications foster self-expression and creative work on the part of pupils and develop cordial relations with other schools by reporting outstanding achievements.

#### Finance of Pupil Activities

All funds handled by or for pupil activity organizations are considered a part of one general pupil activity under the supervision of the commercial teacher. Fees for admission are low enough to permit practically all pupils to attend school entertainments or games.



The price to all basketball and football games and entertainments is never more than ten cents for our students. If the student does not have the price of admission, he knows that he can be admitted by agreeing to bring it at a later date. Through this practice we have practically abolished the "slipping in" habit, and each student is made to feel that he is rated equally with others. It is very seldom that any student fails to meet this obligation.

#### LEISURE-TIME GUIDANCE

Leisure-time activities include hobbies, avocations, sports and recreation, reading, music, arts crafts, and the entire range of creative work. These activities are closely related to the organized curriculum of our high school, the various forms of student clubs and activities of the school life contributing much to preparation for choice of leisure-time activities.

#### LIBRARY

An effort is made to make the school library a center of the educational life of our high school. Its books and periodicals are chosen in the light of specific aims and purposes of the school. Students are encouraged to make use of leisure time, and enrich their experiences in various subjects. Pupils find the library a profitable center for classroom preparations as well

as for recreational and leisure reading.

The librarian's responsibilities with respect to other staff members and the pupils include an understanding of the school's philosophy, aims, and programs of education. Our librarian has a faculty status equal to that of other faculty members and is allowed adequate time for library duties. He has two student assistants each hour in the day. He acquaints the teachers and pupils of the library with its proper and effective use, their attention being called to articles or new books that may be interesting.

Library funds are apportioned to purchase new books and periodicals as well as for repairing old ones.

#### TESTING PROGRAM

Tests are invaluable instruments in guidance. In spite of the fact that our present testing program is not entirely adequate to meet our needs, it is an encouraging part of our educational program. Standardized tests are given at the beginning and close of each school term. Achievement of one person can be compared with that of others and with averages of groups, and even his own previous achievement will help in diagnosing his points of strength and weakness.

#### CUMULATIVE RECORDS

The high school principal is responsible for keep-

ing the records, and records only those facts that will be used. Information given in the records is regarded by everyone as confidential and never becomes a subject of gossip. Extra class activities are to be made a part of the record system this school year as it is the first time that they have been included in the daily high school schedule.

#### PLACEMENT AND FOLLOW-UP

Placement is that phase of the guidance program which seeks to facilitate the continued progress of the pupil when the classroom ceases to be the appropriate agency for further development. The satisfactory occupational adjustment of a pupil leaving school is one of the most important steps in his career. It is our desire to give the pupils this assistance. The follow-up of school placements will in time indicate desirable changes in the school curriculum by discovering discrepancies between school training and the demands of employment. It is the connecting link between school and occupational life and will provide an opportunity for counseling those who wish to return to school or continue their education through evening or other courses.

#### EFFECTIVE DEVELOPMENT OF GUIDANCE PROGRAM

The development of an effective guidance program must be very gradual. First, the philosophy and objectives of the school should be referred to often and

discussed. Every teacher must be in training and remain in training. In-service training of teachers can be developed by summer courses, articles on guidance in books and magazines, faculty meetings, and study groups. The introduction of the guidance program to the pupils should also be gradual. Information concerning the program may be given to the students through the principal, classroom teacher, home-room teacher, class adviser, librarian, and extra-class activities.

#### SCHOOL PLANT

Our new high school building was completed in 1936, and has been an important factor in improving many unsatisfactory conditions in our school program. The building affords proper illumination, a proper condition of air and temperature throughout, and provides adequate toilet and lavatory facilities. Our custodian was referred to in the report from the high school inspector as being very efficient. This creates in the students a pride which influences them to help protect school property.

## CHAPTER V

## SUMMARY

In making this study, an attempt has been made to offer suggestions for improving the curriculum of the Commerce High School. Several methods have been used in accomplishing this with emphasis being placed upon suggestions received through a follow-up study of the graduates and drop-outs who entered our high school in 1932. A brief sketch of the history and development of Commerce High School since its organization has been given. Questionnaires were sent to the graduates and drop-outs. Tables have been made, tabulating the information received from these questionnaires.

First, students indicated that they never received helpful information concerning choice of schools, college courses, occupations, use of library, leisure time, and personal problems. Second, that glee clubs, band, school newspaper, dramatics, student participation in commencement, and other extra-curricular activities should be included in the high school program. Third, students felt that there should be a greater variety of classroom subjects offered, and that history and mathematics were the least beneficial of all subjects.

After having made a careful study of the answers



given to questions asked the graduates and drop-outs, the writer felt that there was a great need for a well developed and efficient guidance program, and that the curriculum of the high school could be improved through the organization of such a program. The proposed guidance program includes the introduction of a class in vocational guidance, as well as other methods of giving occupational information to the students, and a more complete pupil activity program. The activity program should be constantly interrelated with the classroom program, and promote the needs of the individual and of society. Suggestions have been made for relating subject-matter fields which already have a place in the curriculum to life situations. The pupils' scope of interests should be broadened by adding new subjects to the curriculum as rapidly as it is possible to do so.

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