

AN EFFORT TO DETERMINE THE EXTENT TO WHICH
THE PRESENT CURRICULUM MEETS THE NEEDS
OF THE EUREKA HIGH SCHOOL

SEP 27 1938

AN EFFORT TO DETERMINE THE EXTENT TO WHICH
THE PRESENT CURRICULUM MEETS THE NEEDS
OF THE EUREKA HIGH SCHOOL

By

Corinne Hart

Bachelor of Science

Oklahoma Agricultural and Mechanical College
Stillwater, Oklahoma

1929

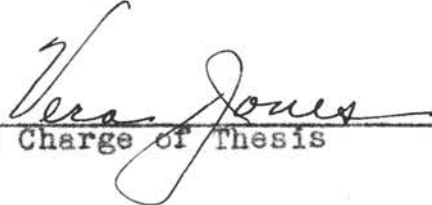
Submitted to the Department of Education 40
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF SCIENCE

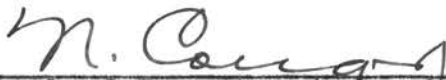
1938

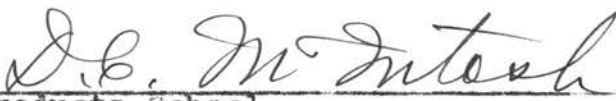
LIBRARY
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
STILLWATER, OKLA

AGRICULTURAL MECHANICAL COLLEGE
SEP 27 1938

APPROVED:


In Charge of Thesis


Head of Department in charge


Dean of Graduate School

108575

ACKNOWLEDGMENTS

The writer gratefully acknowledges her indebtedness to the members of her advisory committee, Miss Vera Jones, D. C. McIntosh, and O. D. Duncan, for stimulation and guidance during the preparation and planning of this study.

A debt of gratitude is also due the county officials who made available their records for statistics included in the study.

Appreciation is also expressed to the Superintendent of the school for helpful information which he contributed regarding the school.

TABLE OF CONTENTS

	Page
Introduction	v
Chapter One	
A Brief History of the Eureka School and Community . .	1
Chapter Two	
Survey of the School and Community	3
Chapter Three	
Interpretations of Data	12
Chapter Four	
Conclusions and Suggestions	22

INTRODUCTION

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 practise 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 percent 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 percent 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 practises.

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?

Present day tendencies are to rid schools of "dead stuff" in order to make room for material needed to meet our changing civilization. Social stress is becoming greater than ever. It is essential that pupils study society, its ways and resources, looking as far into the future as possible to catch its problems.

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

Educational philosophy has changed from the old idea that education was a preparation for life to the philosophy that education is a continuous life process, aimed to enrich life processes by better thought and action.

Bobbitt in his book "The Curriculum" gives the two general educational objectives: "First, to discover the activities which ought to make up the lives of men and women; second, to discover the abilities and personal qualities necessary for proper performance."²

This theory is further developed in an article in a recent bulletin published by The Department of Rural Education, National Education Association entitled "Adjustment in rural Education"³ by Norman Frost, in which he discusses the educational objectives of a public school program in rural areas:

"The most practical and needed work in providing education for children in a rural area is that of determining what shall be provided, and what we can reasonably hope to accomplish. . . . To make this program feasible, to be really pragmatic about the matter, it is necessary first to recognize the distinctive nature of educational service and of educational objectives for rural people. So long as marked differences exist between country people and town people, between country environment and town environment, between country life and town life, the

²

Bobbitt, John Franklin, "The Curriculum" p 176.

³

Frost, Norman, "Adjustments In Rural Education" p 47.

school in its objectives must recognize such differences. some differences should be eliminated and some maintained: these become distinctive objectives. The objectives must provide for a more perfect adjustment between the individual and his environment. This involves a two-fold adjustment: first, the individual must be helped in fitting himself into the situation; and second, he must be helped in changing the situation to fit himself. It becomes a problem on the one hand of changing and controlling himself, and on the other hand of changing and controlling his environment.

Environment, in this sense, means everything that affects the individual in any significant way, or that may be made to affect him. It will include the physical things with which he is surrounded, both natural and artificial, the people, institutions, organizations, ideas, customs, language and any other factor which is of real significance to individuals. . . . Among such a multiplicity of objectives it is quite likely that many rural school officials will become confused, making ineffective efforts along these lines. In the formation of a program for a specific area it is important that wise selection shall be made of objectives for concentrated attack, and immediate, or at least imminent achievement. For selecting these objectives the following principles are proposed. The words "other things being equal," should be understood as preceding each statement.

1. Those things meeting the approval of the school patrons should be done first.

2. Those things in line with state and national educational policies should be undertaken.

3. Those things for which financial support is available should be done at once.

4. Those things within the abilities of the available personnel should be done first.

5. Those things of most advantage to the children should be done first.

6. Those things most likely to add to further improvements should receive first consideration.

7. Probably not more than two or three objectives should be pushed vigorously at one time. A universal emphasis is impossible.⁴

Such principles for the selection of objectives are distinctly local in character. In the same way the objectives mentioned differ in significance and in their inherent nature from place to place and from time to time.

Years of experience as a rural school teacher and four years' experience as a county superintendent has led the writer to give serious thought to the improvement of the curriculum for rural areas. As has been previously stated, education is life, and since life varies from time to time and from place to place, a static curriculum can hardly meet the needs of the children and youth for whom schools are maintained.

⁴

Frost, Norman, "Adjustments In Rural Education" p. 47.

The writer's interest in this problem, shared with several other persons engaged in educational activities, led to the decision to make a study of a high school program in what might be termed a representative school district. The Eureka school was selected for several reasons: first, it was near enough that data could be secured rather easily; second, those attempting the study considered it a representative rural high school; and third, the writer had developed a professional interest in this school when she was a county superintendent of Payne County several years ago.

In this study an attempt has been made to determine the extent to which the high school curricula is functioning as a foundation for life occupations. No effort has been made to formulate a revised curriculum but only to report the findings and to offer some recommendations.

AN EFFORT TO DETERMINE THE EXTENT TO WHICH
THE PRESENT CURRICULUM MEETS THE NEEDS
OF THE EUREKA HIGH SCHOOL

Chapter One

A BRIEF HISTORY OF THE EUREKA SCHOOL AND COMMUNITY

Eureka, a rural consolidated school, is located in the northeastern part of Payne County, Oklahoma, the northern boundary line of the district extending to the Glencoe Depot.

Consolidation was effected in 1898, with an area of twenty-five square miles. From time to time additional territory has been annexed until the district now is approximately eleven miles square.

The school plant consists of a two-story concrete building containing five classrooms and an auditorium which is also used as a classroom, and a two-room frame building used for the lower grades. Electricity is furnished by an "Ona Plant," which is similar to a "Delco." This is 110 volts, this providing sufficient power to operate any ordinary electrical device. Running water is furnished by a water system which pumps water from a well.

Out-door sanitary toilets, cement walks from building to building, a good fence enclosing the well-kept yard, and sheds, which provide shelter for the school trucks, complete the school plant.

Playground equipment is very meager. A few swings and see-saws are provided for the lower grades; they also have some playground balls and jumping ropes.

Baseball equipment and a diamond are provided for the high school boys.

Despite the fact that this school has only an out-door basketball court, they have outstanding boys' and girls' basketball teams, consistently winning many honors.

Sufficient classroom and laboratory equipment is provided to meet the legal requirements of such a school. The school library consists of approximately six hundred volumes, in addition to sixty-seven volumes of references books. No new books have been added to the library this year. All library books are kept in cabinets in the back of one of the classrooms.

The teaching personnel consists of seven teachers, including the Superintendent.

The total assessed valuation of the school district is \$412,088; \$17,325 is personal assessment, \$219,615 real estate, and \$175,148 public service.

Four school buses transport one hundred and fifty-three pupils to and from school daily.

High school pupils from adjoining school districts are transferred to Eureka; they pay transfer fees which assists in financing the school.

The people of the community are most interesting. Several families have resided there since the organization of the school, and many of their children have married and continued to reside there.

In the southern part of the school district is a colony

of the Hesser family, ten families of this name now owning land there while several others of the family name rent. In addition to these there are other members of the family who are now married and reside in the district under other surnames.

The citizens are progressive in many ways, yet there are no modern homes, and only a few which are attractively built. Nearly all homes have daily newspapers, radios and telephones.

In determining the principal type of farming engaged in by the farmers of Eureka District, classification definitions given in the United States census of Agriculture of 1930 were used. According to this census report farming is classified under thirteen types, namely: "general, cash-grain, cotton, crop-specialty, fruit, truck, dairy, animal specialty, stock-ranch, poultry, self-sufficing, abnormal, and unclassified. For nine of the major types--cash-grain, cotton, crop-specialty, fruit, truck, dairy, poultry, stock-ranch, and animal-specialty--the classification was determined on the basis of 40 percent or more of the total value of all products of the farm being derived from one of these particular sources.

General farming: where the value of products from any one source did not represent as much as forty percent of the total value of all farm products.

Self-sufficing: a farm from which the value of the farm products used by the family was fifty percent or more of the total value of all farm products.

Abnormal farming: forms of institutions, part-time, boarding or lodging, forest-products or horse farms.

Unclassified farming: a farm that had not been operated the previous year, or where information was missing or incomplete."⁵

Using the above classifications the farms in Eureka district are of three types, namely: one hundred and twelve general; sixteen dairy; and twenty-four abnormal. The abnormals are part-time farmers, two are listed as carpenters, two as plasterers and the others engage in any kind of common labor they can secure. Of these one hundred and fifty-two farm operators; forty-seven are owner operators, nine are operators on school land and own the improvements and ninety-six are tenants.

The majority of the farms consist of one hundred and sixty acres, with a very few small tracts. Much of the land is a rolling prairie, with some rough land which washes badly. An extensive terracing program, conducted by the Government a few years ago, has saved much of the land and has increased its fertility and productivity.

Although other sections of Payne County have some oil wells, there has never been any oil production in this district.

The Santa Fe Railroad extends through the district, thus adding to their resources.

Obviously this is strictly a rural farm community, composed of farm folk, in a farm environment and with farm life situations.

The religious life of the community has not been neglected. A small rural church is maintained, where services are conducted frequently, although not regularly. Many citizens of the community attend church and Sunday School regularly in Glencoe or Stillwater.

The social life centers around the school. All public activities are conducted in the school auditorium. School plays, moving pictures, lectures, and other forms of entertainment bring together an average audience of three hundred people at each program.

A "Home Demonstration Club" is the only local women's organization. However, several women from Eureka belong to and attend several other organizations outside their community.

This brief picture has been given as a background for the study, which will be reported in the succeeding chapters. This descriptive picture obviously classifies Eureka as a rural community.

Chapter Two

In making this study, as much first-hand information as possible has been used.

Enrollment, enumeration, and average attendance records in the County Superintendent's office were checked and tabulated. These were tabulated for a four year period, it has been hoped that data could be secured for an eight year period, but since these records were not available, only a four year period has been considered.

Eureka school records were checked to determine the courses offered in high school, the teaching personnel, and to find the names of the high graduates for the past four years.

The school plant, its equipment, arrangement, and condition was studied by personal visits.

Information regarding the activities of the high school graduates was secured from various sources. The Superintendent of the school gave much of this information, personal interviews with some graduates were held and college records were checked to obtain part of the data.

Much of the data on the community survey was taken from the County Assessor's records. Although assessment valuations are only about fifty-four percent of the real values, they serve the purpose of this study, since all tax levies are made on assessed values. The maximum levy a school district may vote for the maintenance and operation of schools is fifteen mills, which will raise only \$6,181.32

on the present valuations. This fact will be noted later in the discussion of the restricted curriculum offered by Eureka.

The community survey is very brief but is thought to include the information for this study. A more detailed survey would have consumed too much time for the value of the data collected.

Since few farmers keep accounts of their incomes, it was necessary to accept their statements regarding the amounts and kinds of crops produced and from these statements, types of farming were determined. This information was secured by questionnaires distributed through the school, eighty percent of these were returned completely filled out.

Several families were interviewed in securing historical information, most of these were older families who had resided in the Eureka district for twenty years or more.

Schedules used in the surveys are found on the following pages, as well as a map of the school district showing the property owners.

COMMUNITY SCHEDULE

NAME Eureka COUNTY Payne
 SIZE(Area) 11 Mi. Sq. 77,440 a POPULATION _____
 NO. FAMILIES 152

ECONOMIC

Types of farming:

1. Number General 112
 2. Number Abnormal 24
 3. Number Dairy 16

Approximate number of farm-owner operators 47
 Approximate number of farm tenants 105

Predominant number of owners are in what type of farming?

General

Predominant number of tenants are in what type of farming?

General

Average size of farms 160a

Assessed valuation \$412,088

Comparison of average farm values in community with average farm value of county. _____

Kind of rent tenant pays:

1. Cash
 2. Crop X
 3. Both

Average rental 1/3 and 1/4

Length of average lease one year

Number of modern homes none

Number of semi-modern homes five

Number of pit-toilets 127

Number of sanitary out-door toilets 20

Number of homes with no toilet facilities none

Water Supply Source:

1. Number of cisterns 10
 2. Number of open wells 10
 3. Number of wells with pumps 132
 4. Number of springs None

SCHOOL SCHEDULE

Name EurekaMaterial of Building Concrete Condition PoorNumber of Classrooms 7 Auditorium? YesNumber of Other Rooms NoneKind of Artificial Light Ona-Electric 110 voltsLocation of window light with reference to direction from pupils Rear and left

List of Equipment:

1. Piano
2. Six typewriters
3. General Science Laboratory equipment
4. Biology Laboratory Equipment
5. Maps - several sets
6. Globes
7. Four trucks

Volumes of reference books 87Volumes of other books 600Number of books secured last year 50

Enrollment

	1934	1935	1936	1937
Grades 1 to 8	123	131	144	121
Grades 9 to 12	47	52	56	80

Average Daily Attendance

	1934	1935	1936	1937
Grades 1 to 8	93	99	102	88
Grades 9 to 12	42	38	45	64

A Chart of The Teaching Personnel For 1937-38, Showing The Grades Taught, Years Experience, Years Here, Degree Held, Type of Certificate, College Hours, and Major Subject.

Grade Taught	Years Exp.	Years Here	Degree	Certificate	College Hours	Major
1st 2nd	4	3		L. E.	103	
3rd 4th	2	2	B. S.	2 yr. E. L. H. L. E.	141	History English
5th 6th	2	2	B. S.	2 yr. E.	162	History Journalism
Jr. Sr. History	3	3	B. S.	L. H.	143	Social Science
English Music	4	1	B. S.	L. H.	180	English Speech
7th 12th	22	4	A. B. B. S.	L. H.	180	Math. Education
Supt. H.S.20		4	A. B. B. S.	L. H.	186	History Social Sc.
			B. O.			Education

SCHOOL ORGANIZATIONS

KIND	NO. OF MEMBERS	PURPOSE
4 H Club	15	Agriculture
		Development
Glee Club	20	
Girls' Quartette	4	

HIGH SCHOOL CURRICULUM

First Year	Second Year	Third Year	Fourth Year
English I	English II	American Literature	English Literature
Composite Mathematics	Algebra I	American History	Typing
General Science	Modern History	Biology	Algebra (Advanced)
Oklahoma History and Civics	Physical and Commercial Geography	Geometry	Arithmetic (Advanced)
		Bookkeeping	Psychology
		Public Speaking	Commerical Law
			Salesmanship

TRANSPORTATION

Type of conveyance Truck
 Number of conveyances 4
 Number of pupils transported daily 153

SCHOOL AS SOCIAL CENTER

Approximate number entertainments given per year _____
 Classification of entertainments:

1. Debates. No. _____
2. Plays. No. Three
3. Pageants. No. _____
4. Lectures. No. Two
5. Concerts. No. _____
6. Other. No. Four

Average attendance by parents of entertainments 300

State other purposes for which building is used.

Building is used for all community meetings, for elections, club meetings, and for motion picture shows.

Is there an organized adult education program? Yes
 If so, state nature of program.

A "Home Beautification" program sponsored by Agricultural Education Department of Oklahoma Agricultural and Mechanical College.

Striking advantages of school:

Needs and Deficiencies of school:

- Need better buildings
- An enriched curriculum

Chapter Three

INTERPRETATION OF DATA

A cursory survey of the school plant, equipment, enumeration, enrollment, high school graduates, and curriculum was made as a basis for this study. Only constructive criticism will be offered from an objective viewpoint as far as possible.

Conditions found in this school are believed to be similar to those in other schools of the same type, in fact this might be one of any number of schools with which the writer is familiar.

Chart number one gives the teaching personnel for 1937-38. Of the seven faculty members, three are for the grades and four for the high school. Six of the teachers have B. S. degrees, and two have A. B. degrees. One teacher has no degree. Further study of the Chart indicates that history and social science majors are in the majority. Three of the faculty members are former students of Eureka and live in the district.

CHART NUMBER ONE

A Chart Of The Teaching Personnel for 1937-38, Showing The Grades Taught, Years Experience, Years Here, Degree Held, Type of Certificate, College Hours, and Major Subject.

Grade Taught	Years Exp.	Years Here	Degree	Certificate	College Hours	Major
1st 2nd	4	3		L. E.	103	
3rd 4th	2	2	B. S.	2 yr. E. L. H. L. E.	141	History English
5th 6th	2	2	B. S.	2 yr. E.	162	History Journalism
Jr. Sr. History	3	3	B. S.	L. H.	143	Social Science
English Music	4	1	B. S.	L. H.	180	English Speech
7th 12th	22	4	A. B. B. S.	L. H.	180	Mathematics Education
Supt. H.S.20		4	A. B. B. S. B. S.	L. H.	186	History Social sc. Education

CHART NUMBER TWO

High School Courses Offered

First Year	Second Year	Third Year	Fourth Year
English I	English II	American Literature	English Literature
Composite Mathematics	Algebra I	American History	Typing
General Science	Modern History	Biology	Algebra-Advanced
Oklahoma History and Civics	Physical and Commercial Geography	Bookkeeping	Arithmetic Advanced
		Geometry	
		Public Speaking	Commercial Law and Salesmanship

Chart Number Two gives the high school courses being offered this year. This curriculum has changed very little in the past five or six years, with the exception of including Salesmanship and Commercial Law.

Thirty-seven students have graduated from the Eureka High School in the past four years. Of that number, ten have entered Oklahoma Agricultural and Mechanical College, one has joined the navy, one is desk sergeant at the Stillwater police court, two girls have married, and the remaining twenty-three are at home with their parents on a farm or are employed on farms.

Of the ten who have entered college, two are in the School of Commerce, two are taking agricultural courses, and six are in the School of Education.

The boy who is desk sergeant at the police court did not go to college because of financial reasons, but at the suggestion of his principal he enrolled in a correspondence course in "finger-printing" in which he was interested, and has become a finger-print expert.

Lack of finances was found responsible for several of these graduates failing to enter college; lack of interest was evident in several cases.

"The curriculum is the material of instruction used to promote the necessary growth and desirable changes in children so they may fit better into group life."⁶

⁶

Patterson, Choat and Brunner "The School in American Society" p. 193.

It appears questionable whether the curriculum outlined in Chart Two has better fitted these boys and girls, who graduated during the past four years, for group life. True, those who entered college had the required prerequisites, but what of the twenty-three who are still on the farm? What training did they receive in high school that will better fit them for farm life?

Changes in educational theory and increasing knowledge of child psychology have affected the secondary school curriculum, as well as that of the elementary school. Moreover, other factors have influenced the secondary school, making it somewhat unique in the educational world.

(a) Increased attendance in High Schools. The first factor is the large and increasing attendance in the American secondary school. An ever larger percentage of high school students failed to regard secondary education merely as a foundation for further study. The secondary school came to look upon its training more and more as having definite life values for many, rather than as having only the narrow and specific function of preparing the few for college entrance. the secondary curriculum is becoming more and more differentiated. One vocational subject after another has entered in. The modern high school aims to prepare the student for his next step in life, whether it be further academic education or not. The great range of individual differences among pupils, in both capacity and aims, is causing the secondary school to vary its methods as well as to increase its curricular offerings.

(b) Problems of Mental Discipline.
 ? Modern psychology claims that the mind is trained specifically, and not generally. Latin trains the mind to do Latin. Neither it, not any other subject, has any mystical power to justify for itself a place in the curriculum on the basis of its developing general mental ability. Thus, modern psychology has blasted the formal discipline theory of education, namely, that certain subjects have especial and peculiar powers of mental development, and that such educational attainment will carry over into life situations where they will help to solve other problems in different fields.

(c) Expansion of the Curriculum. . . . The newer practical subjects are increasing in number and in students enrolled, both absolutely and relatively. This reflects the change in philosophy in regard to secondary school education. The high school is thought of no longer as a preparatory school for those wishing to enter college. It is now considered to be an institution whose duty it is to aid youth in its preparation for the complex activities found in numerous walks of life.⁷

Eureka seems to be a typical secondary school in view of the foregoing discussion by Patterson, Choate and Brunner.

The high school average daily attendance has increased from forty-two in 1934 to sixty-four in 1937. Doubtless the same great range of individual differences has existed there as in other schools, yet little increase of curricular offerings has been made. Neither has any additional buildings or equipment been added to care for this increased attendance.

The Eureka curriculum contains no subjects that might be classed as "formal discipline" subjects unless it is Algebra, and no such justification is claimed for it.

Because of the small faculty, inadequate facilities and limited funds, the curriculum must of necessity be restricted to a limited number of subjects, thus preventing the introduction of other subjects which are thought to aid youth in preparation for the complex activities of this changing world. The faculty and school board are well aware of this fact.

7

Patterson, Choate and Brunner "The School in American Society". p. 200-203.

It is evident that the rural school, basing its schedule on the vital factors in rural community life and centering its procedures in an action program, will look to its environment for inspiration in the choice of materials and activities. Ill-kept homes suggest home beautification as an activity, and appropriate tools and supplies, as well as pertinent library references, as materials of instruction. . . . The chief danger lies not in that suitable activities may not be found, but in that those of greatest significance to the particular community may be overlooked, or that the educational potentialities of the activities may not be fully exploited.⁸

Since it has been conclusively shown that Eureka is a rural community in which some type of farming is the exclusive occupation and that the major portion of its high school graduates remain on the farm, it would seem advisable to include some phase of agriculture and homemaking in the high school curriculum. Many suitable activities could be found which would be of much significance to this particular community.

The recent organization of an Adult Education class in "Home Beautification" indicates that the need of community related studies is felt by the school patrons. This study is conducted by the Agricultural Education department of Oklahoma Agricultural and Mechanical College. An average of more than thirty adults are in attendance at this class, which is conducted at the school building each Wednesday evening.

From experience and study, the writer conceives the function of high schools to give the information, ideals,

8

Samuel Everett, "The Community School" p. 190.

experiences, and skills which are requisite for living affectively as an individual and a member of society. Health, morality, culture, citizenship, and domestic life subjects should be included in the courses offered. These would serve to better fit the boys and girls for life occupations and group activity.

"If education is to become a science it is necessary to determine the aims of education and then to measure to what extent various kinds of subject matter and various methods of instruction contribute to these aims."⁹

The Commission on Reorganization of Secondary Education of the National Educational Association in its Cardinal Objectives of Education, drew up the following categories:

1. Health.
2. Command of the fundamental processes.
3. Worthy home membership.
4. Vocation.
5. Citizenship.
6. Worthy use of leisure time.
7. Ethical Character.

Other statements of the aims of education have been formulated by various groups and individuals in recent years. No one regards these lists as final statements but as tentative objectives. However, they serve as a basis for curriculum

⁹

Patterson, Choate and Brunner, "The School in American Society" p. 46.

reconstruction and as a criteria for evaluating the curriculum.

Through a study of the activities and curriculum of the Eureka High School an attempt has been made to evaluate the work of the high school by using the Seven Cardinal Objectives as a criterion.

Each objective will be taken up individually.

Health. So far as the curriculum is concerned no provision is made for the promotion of health. However, some instruction in health and safety is given incidentally. Automobile and highway accident prevention is frequently discussed. School officials have cooperated with the County Health Superintendent in disease prevention, pure water supply and other health phases.

Command of the fundamental processes. This is generally conceded to mean a mastery of the tools of learning. Although educators are not agreed on the specific objectives to be stressed in the mastery of the tools subjects, when certain standards are attained it is assumed mastery is complete.

The school records indicate that few students fail to complete the required work. Another indication that the pupils attain a command of the fundamentals is that some of them make the Dean's Honor Roll in College.

Worthy Home Membership. A course in Salesmanship is contributing some to the development of worthy home membership. This is an elementary course of instruction in the methods, techniques, and results of salesmanship. It is intended to protect individuals against high-powered salesmen as well

as to instruct in proper salesmanship tactics. The advantages and disadvantages of installment buying are emphasized.

A course in commercial law gives sufficient information to protect the individual in ordinary business transactions.

No course in household arts and mechanics is offered; no course in family relations or home improvement. Any of these courses would contribute much in developing worthy home membership.

Vocations. Any instruction received along vocational lines is purely incidental, since no vocational courses are offered. A 4-H Club gives some vocational training.

Citizenship. In the field of social studies there is general agreement as to the social desirability of good citizenship. But there is lack of agreement as to what constitutes good citizenship. It is agreed that much citizenship training may be given in teaching history, civics, literature, and other social studies, but it is also generally agreed that participation in school activities and student government are much more effective in citizenship teaching.

Worthy use of leisure. Eureka school produces an average of three plays per year; they have a Glee Club, Girls' Quartet, and Dramatic Club, all of which certainly provide for wise use of leisure during their school years, and it is hoped will carry over into their home life.

Both boys and girls participate in athletics.

Selected motion pictures are frequently shown.

Ethical Character. Character developing activities of

the community consist of the church, 4-H club organizations and such school activities as athletics and other competitive contests.

Summarizing the evaluation of the curriculum in an attempt to determine whether the Seven Cardinal Objectives have been adapted to the local existing conditions we are inclined to believe that no definite effort has been made to plan a curriculum leading to the realization of these objectives.

Chapter Four

CONCLUSIONS AND SUGGESTIONS

In the report of this study, readers will keep in mind that the writer realizes the study is not all inclusive and does not state her findings as conclusive. It had been contended, however, that a high school curriculum should be modified from time to time and from place to place in order that it may function as a foundation for the life occupations and situations of the youth it serves.

Some protest may be made to the utilitarian aspect of the curriculum this study has presented, yet the writer believes in this age of complex living, usefulness should be one criterion in education. In making utility a criterion of education, the writer is considering the term utility in a broad sense.

There are many kinds of utility besides the material. It is true that is one important phase of utility, but it covers only a small range of the total intention of the term. We must employ utility in the sense in which the economist uses it, in the sense of want-satisfying power. Anything is useful that satisfies, to any degree, any human desire. Such desire may be for money or for other material goals, it is true, but anyone who knows men knows that it may be also for companionship, for the satisfaction of curiosity, for the reputation and substance of moral integrity, for beauty, for the nurture of the religious sense, and for a score of others. So the useful, since it is anything that will satisfy any one of this wide range of desires, covers the spiritual quite as well as it does the material. When we say that the modern school should admit only that which is useful, we mean merely that it should admit only that which has some point to make that is worth making, and that it should be able to show, with reasonable plausibility, that it can really make this point. . . . To prepare us for complete living is the function which education

has to discharge; and the only rational mode of judging of any educational course, is to judge in what degree it discharges such functions.¹⁰

This study, it is hoped, contains several implications which will be helpful in curriculum improvement. Of course the only way to really know the value of the study, is to construct a curriculum on the principles advocated herein.

Since we are living in a world of rapidly changing civilization, and of what we commonly term progress, it would seem inevitable that many theories of educational development should be considered in attempting to adjust the educational program to these changes.

It is hoped that this study may prove helpful to State Departments of Education and others interested in curriculum improvement or reconstruction.

The writer acknowledges that no new theories have been advanced, but feels that the interpretation of some educational objectives as applied to a particular school, which is thought to be representative of many other schools, should prove beneficial.

From the study, the writer concludes that there is yet much to be done in curriculum adjustment, if the schools are to serve the purpose for which they are established. The proper development of the youth of our land should never be sacrificed for financial or other reasons. Economy is often advanced as the reason for a restricted type of curriculum

10

Peters, Charles Clinton. "Foundations of Educational Sociology" pp 54-55.

that is offered in high schools. However, we should keep in mind that economy does not necessarily mean less money spent, but rather means that more effective and better service is received for the amount of money spent. Economy in maintenance and operation of schools should imply careful selection of personnel, subject-matter, and equipment in relation to the individuals to be served.

Since in this particular instance, home economics and art, agriculture, and family relations would have been apparently beneficial to a majority of the high school graduates of the years studied, it would seem advisable to include them in the curriculum of their high school.

A community is composed of homes and schools, the homes furnishing the material for the school and community. Therefore, it becomes a joint responsibility of the home and the schools to provide adequate training and instruction to lay a foundation of happiness and success for our boys and girls at home, at school, and as citizens of their community. The writer believes this can best be accomplished by adapting the high school curriculum to the individual community, with the hope and belief that the youth will be able to adapt himself to any other environment he may encounter in life.

On the basis of data gathered, the following conclusions seem warranted:

1. That this is a rural community in which farming is the leading occupation.
2. That only about twenty percent of the high school graduates enter college.

3. That more than seventy percent of the high school graduates remain on farms in the community.

4. That no definite effort has been made to plan a curriculum leading to a realization of the Seven Cardinal Objectives of education.

5. That there is no evidence that any effort has been made to adjust the high school curriculum to the needs of the community.

In view of the above conclusions, the following suggestions are offered:

1. That a course in agriculture and home economics would prove beneficial to those boys and girls who complete high school but are not privileged to enter college.

2. That some effort be made to adjust the high school curriculum to the needs of the community.

3. That an adult education program could serve well the adults and out of school graduates of the community.

BIBLIOGRAPHY

SEP 27 1938

- Bobbitt, John Franklin. The Curriculum. Houghton Mifflin Company, Boston, New York, 1918.
- Everett, Samuel. The Community School. D. Appleton Century Company, New York, London, 1938.
- National Education Association Bulletin. Adjustments in Rural Education. Washington, D. C., 1937.
- Patterson, Choate, and Brunner. The school In American Society. International Textbook Company, Scranton, 1936.
- Peters, Charles Clinton. Foundations of Educational Sociology, Revised Edition. The Macmillan Company, New York, 1930.
- Sixteenth Yearbook. American Association of School Administrators. 1938.
- United States Census of Agriculture, 1930.

UNIVERSITY OF CALIFORNIA
LIBRARY
BERKELEY, CALIF.

Typist

Maurine Duke