

A STUDY OF THE STUDENTS, CURRICULUM, AND ADJACENT COUNTIES  
OF EASTERN OKLAHOMA COLLEGE

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By

JAMES FREDERICK REED

Bachelor of Science

Southeastern State Teachers College

Durant, Oklahoma

1935

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Submitted to the Department of Educational Administration

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the degree of

MASTER OF SCIENCE

1938

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APPROVED:

*W. R. Channing*  
\_\_\_\_\_  
In Charge of Thesis

*N. C. Conner*  
\_\_\_\_\_  
Head of Department of Educational  
Administration

*D. C. McIntosh*  
\_\_\_\_\_  
Dean of the Graduate School

109690

ACKNOWLEDGMENT

The writer wishes to express his appreciation to all who have had a part in this study, and he is particularly grateful to the following: To Mr. C. C. Dunlap, President of Eastern Oklahoma College, at whose suggestion the study was made; to the faculty of Eastern Oklahoma College for their cooperation in gathering data; and to Dr. M. R. Chauncey, Dr. J. C. Muerman, and Dr. Haskell Pruett for their encouragement, valuable suggestions, and careful criticisms.



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Chapter I

INTRODUCTION

As an institution the junior college is almost entirely a product of the present century, developing for the most part since 1900, and receiving the encouragement of the colleges and universities. Many of its fundamental problems, however, still remain unsolved, and attempted solutions of these problems with respect to support,<sup>1</sup> administration, and status vary widely in the different states.

The junior college has come to be considered by many as a distinct and necessary unit to our system of education. However, with all its importance, it has not been allowed to pioneer a great deal, its organization and curriculum having been dictated largely by the institutions of higher learning. Because of its youth it was not well established, and to make itself secure it was necessary to take steps toward gaining prestige. This was done by offering preparatory work for senior colleges, and making this work as nearly as possible of the same type as that of the higher institutions. When a junior college gave evidence of fulfilling the minimum requirements of the colleges and universities of meriting hour-for-hour credit when students transferred, then it was ready to take its rightful place in the sun.

During the past few years, however, the junior college has become

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<sup>1</sup>

W. J. Greenleaf, Junior Colleges, U. S. Office of Education, Bulletin, 1936, No. 3.

more firmly set in the scheme of things, and much work is being done along the line of reorganization of curricula. This reorganization has not been limited to junior colleges, but many colleges and universities of the country as well are attempting reorganizations in their lower division work. Three schools having made significant moves of this nature are the University of Chicago, University of Minnesota, and University of Indiana. The urgent need for such a move is brought out in the statement of H. P. Rainey:

Our studies show, first of all, that there is almost no relationship between the types of training which youth receive and the jobs which they enter. Some of the studies that have been made show as high as seventy percent of these out-of-school youth who are not trained for any skilled job, and as high as forty percent who are not trained for any kind of a job.

In the second place there is at present a great deal of confusion among educators relative to the function of schools toward vocational education and of the relation between general and vocational education. The fact that seventy-five percent of all youth are out of school at eighteen years of age is very significant for secondary education. Coupled with this is the further significant fact which we have discovered that there has been a steady trend since 1910 to exclude youth under twenty-one from employment. Thus today there is a steadily widening gap between the completion of school on the one hand, and the beginning of employment on the other, for an increasing percentage of our youth.<sup>2</sup>

The trend as to reorganization at higher institutions is concerned largely with general education, while many of the junior colleges are making steps toward both general education and vocational or semi-professional courses. The general feeling of university administrators is expressed by the following statement:

In the last decade a basic theory of college education has been put before us more and more frequently and with increasing forcefulness. This theory may be stated briefly as follows . . . Though a student who enters college with a well-defined educational and perhaps vocational aim should be given the opportunity and be



encouraged to pursue that aim from the beginning of his freshman year, the major emphasis in the junior-college years should be placed upon breadth of general education; and though general education should continue in senior college, the major emphasis of the last two years should be upon concentration in, and depth of penetration of, some particular field of thought.<sup>3</sup>

The feeling most often expressed by junior college authorities is given in the statement of W. C. Eells:

With the popularization and more general recognition of the idea that the junior college is the completion unit of general education, that it is the college for all the people and not for those alone with university aspirations, is coming the necessity of the broadening and adjustment of the curriculum to include a wide variety of terminal courses of various types, some semi-professional in nature, some more purely cultural and civic.<sup>4</sup>

// A study of Junior Colleges in California, made by the Carnegie  
5  
Foundation, recommended that a curriculum be devised to give the student about to complete his general education a unitary conception of our developing civilization. This curriculum, it was stated, should be provided in all institutions offering education on a junior college level. It should be the most important curriculum, inasmuch as it aims to train for social citizenship in American civilization. A further recommendation was that a group of specialized vocational curricula more advanced than those given in high school should be offered, aimed to care for the needs of those registrants who probably would soon terminate their schooling. The content of these courses would be determined by vocational or semiprofessional opportunities offered by the state or region. //

3

Boucher, C. S., "Readjustments in the Junior College Curriculum at the University of Chicago," The Junior College Curriculum, p. 170.

4

W. C. Eells, The Junior College Journal, Vol. III, No. 8, pp. 403-404.

5

Report of Carnegie Foundation for Adv. of Teaching, California State Printing Office, Sacramento, California, 1932, pp. 35-36.



### Purpose of Study

It was with the question in mind of the suitability of the curriculum to the needs of the students that this study was begun. The writer felt that in Eastern Oklahoma College, and likely in the other junior colleges of the state also, the curriculum being offered was not entirely suitable to the needs of a large percentage of the students. The administration of Eastern Oklahoma College is cognizant of this fact, and already steps are being made to remedy this situation by means of additional vocational courses.

The study has been taken up with a brief comparison of the purposes and curricula of the state-supported junior colleges. This having been done, a study of the students of Eastern Oklahoma College was made in order to determine their abilities, their home situations, their vocational interests, and the possibilities of their continuing training in a four year college. In order to complete the study, the writer felt also that an investigation should be made of the home counties from which the students come, and to which they probably will return after leaving school.

### The Need

Since there are thousands of youths over the state not in school, and many of those in school will never be able to attend four years of college, then a curriculum set up to accommodate only those wishing pre-four year college work is not adequate. That this limited educational service is failing to meet the needs of the people is attested in the very large withdrawal, before or by their sophomore year, of the freshmen enrolled in the colleges all over the country, and by the fact that the greatest enrollment in commercial colleges of the country is of high school

graduates. The effort will be made to determine whether or not this same need is found in the enrollment of Eastern Oklahoma College.

#### Method

The comparison of the seven state-supported junior colleges was made from two principal sources. The purposes and aims of the schools were taken from the Session Laws of the Oklahoma State Legislature, and the data for comparisons of curricular offerings were obtained from the General Bulletins of the Colleges.

The students of Eastern Oklahoma College were studied through three media: a questionnaire was filled out by the students, an intelligence test was given them, and in some instances a personal knowledge of the student was used. Those students who were not available for the test and questionnaire were studied by means of records in the office of the registrar.

The student questionnaire was given in order to find out the vocational interests of the students, the home situations (number in family, educational status of members of family, whether or not parents are living, educational opportunities, etc.), and to learn the parents' occupations and their abilities to finance the student through further college work. The vocational interests of the students could thus be compared with the parents' occupations, and the chance for further education of the student, if it were necessary in that chosen vocation, could be determined.

The Detroit Advanced Intelligence Test was administered so that an estimate of the student's ability could be had, and in this way the advisability of his continuing training in the field of his choice might be determined. The large proportion of students in our secondary

schools choosing the professions, and especially the professions of higher prestige, suggests that too frequently only the desirability of the occupation is considered. A consideration of at least equal importance is the capacity which the student brings to his work.<sup>6</sup>

Both the educational and the vocational plans of students should be considered with reference to their capacities and interests. Highly capable students with low-order ambitions should be stimulated, and students with little ability and high ambitions should be challenged to consider seriously their inability to achieve in their chosen fields.<sup>7</sup>

Information relating to the area served by Eastern Oklahoma College was obtained from the Bureau of Census, Washington, D. C. This information was necessary in studying the students and in adjudging the curriculum as related to the students' present needs.

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6

G. N. Kefauver, "The Functions of Guidance at the Junior College Level," The Junior College Curriculum, p. 107.

7

Ibid., p. 114



## Chapter II

### CURRICULA AND PURPOSES OF STATE-SUPPORTED JUNIOR COLLEGES

In an effort to compare the purposes and curricula of the other six state junior colleges with the purposes and curricula of Eastern Oklahoma College, the brief comparative study of this chapter is presented.

This study is not at all intended to be comprehensive, but it has been done to furnish a setting for the more intensive study of Eastern Oklahoma College which is to follow. The purposes of each school as set forth by legislative act have been taken and compared with the curricula which are offered at the respective colleges.

#### Purposes of Junior Colleges

As a preliminary to the study of purposes of Oklahoma Junior Colleges, mention should be made of the extensive, nation-wide survey<sup>1</sup> of junior college purposes made by D. S. Campbell. The study is discussed here in order to relate the Oklahoma schools with colleges over the country.

A resume of this nation-wide survey is given below. The eleven purposes most frequently mentioned and the percent of college catalogues in which they appeared were as follows:

- |   |     |
|---|-----|
| 1. Preparation for college or university..... | 43% |
| 2. Give individual attention to students..... | 32  |
| 3. Economy of time and money.....             | 29  |
| 4. Provide smaller classes.....               | 22  |
| 5. Continue home influences.....              | 22  |
| 6. Provide occupational training.....         | 21  |

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<sup>1</sup>

D. S. Campbell, "A Critical Study of the Stated Purposes of the Junior College." George Peabody College, Nashville, Tenn.



7. Provide suitable try-out for college..... 18
8. Offer completion education..... 14
9. Develop leadership..... 12
10. Further training for high school graduates.... 12
11. Meet local needs..... 10

This study shows that almost half of the junior colleges were operated for the purpose of preparing students for senior colleges, twenty-one percent were operated to give occupational training, and only ten per cent were endeavoring mainly to meet local needs. Further reference to this study will be made in a later section of this chapter.

The next several sections of this chapter deal with the establishment and purposes of the state junior colleges.

#### Oklahoma Military Academy

The school at Claremore was originally established by act of the second state legislature, its name being "Eastern University Preparatory School." In 1919, however, the school was renamed,<sup>2</sup> "Oklahoma Military Academy." The act of 1919 stated the purpose of the school as follows:

Character of school--The said Oklahoma Military Academy shall be known and designated by the name of the Oklahoma Military Academy, and shall be a school of secondary grade. The curriculum for the school shall include vocational education and military training. The vocational education herein provided shall be confined to the vocations of auto-mechanics and building trades and shall be below college grade.<sup>3</sup>

Two years of college work were made lawful by legislative act

<sup>2</sup>

Session Laws, Oklahoma, 1909, H.B. 362.

<sup>3</sup>

Ibid., 1919, page 219.

<sup>4</sup>  
in 1924, but the educational purposes were not fully outlined in the statutes.

#### University Preparatory School

The University Preparatory School was established by legislative act in 1901,<sup>5</sup> and the junior college department was added in 1920.

The purpose of the school was stated in the following manner:

Purpose--The purpose of such school shall be to provide instruction for the students of Oklahoma, which will prepare said student for a university course of study.<sup>6</sup>

The reopening of the school in 1919 set forth the following functions:

Course of study--All courses of instruction given in the University Preparatory School shall be vocational, with the intention of preparing the student for efficient participation in some branch of industry, and shall embrace such subjects as bookkeeping, shorthand, typewriting, banking, salesmanship, and business efficiency, and such other business courses as may be recommended by the State Board of Education, and such as shall meet with the approval of the Federal Board of Vocational Education. In addition to the purely vocational instruction, the courses shall include English, mathematics, science, history, and such foreign languages as the Board of Education may direct; all such purely academic instruction to be within the scope usually covered by institutions of secondary grade. But no student shall be permitted to graduate from said school who has not completed one or more of the strictly vocational courses provided.<sup>7</sup>

#### Northeast Oklahoma State Junior College

Originally established in 1919 and named "Miami School of Mines," the Northeast Oklahoma Junior College received the name it now bears in 1924 by authority of Senate Bill No. 64.<sup>8</sup> The legislative act

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<sup>4</sup>  
Ibid., 1919, p. 291.

<sup>5</sup>  
Session Laws, Oklahoma Territory, 1901, p. 197.

<sup>6</sup>  
Session Laws, Oklahoma Territory, 1901, p. 197.

<sup>7</sup>  
Session Laws, 1919, p. 254.

<sup>8</sup>  
Session Laws, 1923-24, p. 67.

which changed its name stated its purpose as follows:

Board of Regents.---subjects of study.--The Board of Regents of the Northeastern Oklahoma Junior College shall determine the subjects of study, which shall be limited to those suitable for the first two years above highschool graduation, except that field courses in mining and geological engineering for advanced students in the College of Engineering of the University of Oklahoma may be maintained. The subjects of study authorized for the Northeastern Oklahoma Junior College, shall be those designed to serve best those students who do not expect to continue beyond junior college work and the professional school of the University of Oklahoma or other institutions of higher learning.<sup>9</sup>

#### Connors State Agricultural College

The Connors State Agricultural College was established in 1908 by the first legislature and in 1924 was advanced to the rank of a junior college. The purpose of the college was stated in this last enactment, and was phrased in the following manner:

The State Board of Agriculture is hereby authorized and empowered to provide and establish two years of additional college work, and all such work shall include courses in agriculture, dairying, animal husbandry, science, mechanical arts, home economics, educational and other allied and auxiliary subjects.<sup>10</sup>

#### Cameron State School of Agriculture

The Cameron State School of Agriculture was one of six secondary agricultural schools established by act of the legislature in 1907, and its standing was raised to that of a junior college in 1924, at the same time the change was made at Connors.

The purposes stated in the legislative act are identical with those purposes stated for Connors.

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<sup>9</sup>

Ibid.

<sup>10</sup>

Session Laws, Oklahoma, 1923-24, p. 86.



### Murray State School of Agriculture

The Murray State School of Agriculture was established in 1907 by the same authority as Cameron and Connors State Agricultural Schools. It was officially elevated to junior college standing in 1924, though some college work was done one year previous to that time.

### Eastern Oklahoma College

Eastern Oklahoma College was founded in 1909 by the first legislature of the State of Oklahoma as the Oklahoma School of Mines and Metallurgy for the purpose of teaching such courses in mining and metallurgy as would give a thorough technical knowledge of all subjects pertaining thereto, including mathematics, chemistry, engineering, etc., included in a four year engineering course and with power to confer degrees in these courses and others that the faculty might deem necessary.

During the World War the institution was closed, but in 1919 it was reopened and functioned chiefly as a trades school until 1924. The Eleventh Legislature passed House Bill Number 201, changing the name of the School of Mines and Metallurgy to Eastern Oklahoma College. 11

The purposes and course of study are defined as follows:

The Eastern Oklahoma College shall have regular courses and such vocational or special courses as may be necessary to conform to the requirements of standard college course, same to be prescribed by the faculty, under the direction of the Board of Regents.

The said Eastern Oklahoma College shall be a separate and independent institution of learning and one of the colleges of the state, but said institution shall include and accentuate in its curriculum



vocational instruction below college grades in vocations  
relating to trades and industries . . .<sup>12</sup>

### Summary of Purposes of State Junior Colleges

From the purposes stated in the acts establishing and renaming the junior colleges of the state, it is seen that the need for vocational and terminal courses has been realized by the state legislature and that action has been taken to care for these needs. The interpretation of the remedy for these needs, however, is left mainly to the individual colleges, and there still is doubt as to whether the actual needs have been satisfied.

A summary of the purposes of the seven schools has been prepared and is presented in relation to the eleven stated purposes found by Campbell for junior colleges in the nation as a whole.

Table I presents this information in tabular form. The numbers heading the vertical columns represent the eleven purposes from Campbell's study; they are

1.	Preparation for college or university.....	43%
2.	Give individual attention to students.....	32
3.	Economy of time and money.....	29
4.	Provide smaller classes.....	22
5.	Continue home influences.....	22
6.	Provide occupational training.....	21
7.	Provide suitable try-out for college.....	18
8.	Offer completion education.....	14
9.	Develop leadership.....	12
10.	Further training for High School graduates...	12
11.	Meet local needs.....	10

Those columns are checked which represent the same purposes which are stated in the acts establishing the schools.

It is seen that one of the purposes of all the schools is either

to offer occupational training or give completion education. Three of the schools were established for the purpose of preparing for a four year college course; however, all seven institutions offer that type of training at this time.

Table I  
PURPOSES OF STATE JUNIOR COLLEGES

School	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10), (11)
O. M. A.						X				
U. P. C.	X									
N. E. O. J. C.								X		
Connors						X		X		
Cameron						X		X		
Murray						X		X		
Eastern	X					X		X		

#### Curricula of State Junior Colleges

One means of determining whether the junior colleges are carrying out the purposes which were stated in their establishment is to study the curricula which they are offering. The curricula for these schools have been taken from their general bulletins for the school year, 1937-38, and are presented in Table II.

A perusal of the table shows that most of the schools offer courses designed to prepare students for further work at senior colleges in engineering, medicine, agriculture, business, and home economics; this last field, of course, is not offered at Oklahoma Military Academy, a boys' school.

While secretarial work is considered terminal work, only one school, University Preparatory School, offers a thorough course in that field. The commercial department at Eastern Oklahoma College has the addition of this course as one of its goals. Shopwork, which also is considered as a terminal curriculum is noticeably lacking in this table. The addition of this department was made at Eastern Oklahoma College recently, and a full curriculum of shopwork will be offered in 1933-39.

Since most of the schools reputedly offer "completion education," it would be expected that their curricula would contain several survey courses, giving the student who has only a short time in which to complete his education an opportunity to learn something of several fields and the relationships existing between these fields of study. These courses, however, were not mentioned.

Table II

## JUNIOR COLLEGE CURRICULAR OFFERINGS, 1937-38

Subject	O.M.A.	Univ. Prep.	North- eastern		Cameron	Murray	Eastern
			J.C.	Connors			
English	15	30	15	21	30	16	21
Algebra	6	6	6	7	8	7	7
Geometry	8	5	11	10	6	7	8
Trigonometry	3	3	3	4	3	3	3
Calculus	8	8	9	8	8	8	10
Surveying	6	0	0	2	0	4	9
Business Math.	3	6	0	3	4	6	3
Chemistry	13	20	20	23	21	14	15

(continued)

Table II (continued)

Subject	O.M.A.	Univ. Prep.	North- eastern J.C.	Connors	Cameron	Murray	Eastern
Physics	16	10	10	21	22	13	10
Zoology	0	5	5	5	0	0	8
Botany	10	5	8	3	0	8	12
Biology	0	6	3	4	0	8	8
Geology	10	0	0	0	0	0	0
Government	12	3	3	6	11	6	9
Ancient Hist.	8	0	0	12	0	0	5
European Hist.	3	6	9	0	20	6	9
American Hist.	6	6	6	12	6	6	6
Okla. Hist.	2	2	2	3	2	2	2
World History	0	0	6	0	0	0	0
French	0	22	16	12	17	0	0
German	10	16	0	0	16	10	0
Latin	10	9	12	0	0	0	0
Psychology	3	11	3	0	4	6	0
Speech-Dramatics	4	24	14	6	29	8	2
Art	0	11	2	0	2	0	0
Economics	9	11	8	6	6	6	10
Accounting	6	7	6	6	12	0	6
Typewriting	7	7	6	6	8	9	4
Bookkeeping	0	12	0	0	0	0	6
Bus. Law	3	3	3	0	0	0	0
Shorthand	0	17	12	9	14	9	12
Office Training	0	3	0	3	3	0	3

(continued)



Table II (continued)

Subject	O.M.A.	North-		Connors	Cameron	Murray	Eastern
		Univ. Prep.	eastern J.C.				
Guidance	0	1	0	0	0	0	0
Music	0	25	30	26	38	12	36
Household Art	0	16	14	14	16	19	15
Household Science	0	8	10	10	10	12	14
Home Ec. Edu.	0	0	8	6	11	0	3
Sociology	0	4	6	16	13	3	6
Journalism	0	10	0	0	0	0	3
Mech. Drawing	7	17	4	6	2	8	6
Metal Shop	3	32	0	5	0	7	0
Wood Shop	1	35	5	5	0	11	0
Physical Edu.	0	10	11	15	10	10	10
Agriculture	0	2	0	2	0	0	0
Horticulture	0	0	0	3	3	3	6
Agronomy	0	0	0	6	6	6	6
Animal Husbandry	0	0	4	9	2	4	4
Agricultural Edu.	0	0	0	0	2	2	0
Dairy	0	0	0	9	9	7	4
Poultry	0	0	0	3	3	8	3
Library Science	0	2	0	0	0	0	0
Spanish	10	22	0	12	22	12	12
Physiology	0	5	3	4	0	0	4
Hygiene	0	4	0	3	2	0	2
Econ. Geography	0	3	0	0	6	3	3

(continued)

Table II (continued)

Subject	O.M.A.	Univ. Prep.	North- eastern J. C.	Connors	Cameron	Murray	Eastern
Printing	0	8	0	0	0	0	0
Agri. Edu.	0	0	0	3	4	4	0
Soils	0	0	0	0	3	3	3
Crops	0	0	0	0	4	7	6

Continuance of Study

In order to go more deeply into this study of the junior college and the service it is rendering the youth of the state, an analysis of the Eastern Oklahoma College is to follow. It has been shown that the purposes and curricula of this school are very similar to those of the other junior colleges, and the writer has the feeling that its student body must be a great deal similar to the student bodies of the other junior colleges. This study should give further enlightenment as to the services junior colleges are rendering.

### Chapter III

#### AN ANALYSIS OF THE STUDENT BODY OF EASTERN OKLAHOMA COLLEGE

The analysis of the students of Eastern Oklahoma College has been taken up from the standpoint of several groups into which the students may be classified. These groups include: freshmen, sophomores, high school students, boys, girls, students supported by their parents while attending college, students drawing N. Y. A. funds, students attending school on the Farm Youth Program of the Federal Government, and students attending school by means of House Bill 454, designated in the tables as four-five-four students. These students are either orphans or dependent children.

The questionnaire was given the students for the following reasons: (1) to learn the vocational interests of the students; (2) to learn whether or not the student was taking work in preparation for the vocation specified; (3) to learn by a study of the student's home environment whether he will be able to pursue training for his chosen vocation through a four year college course; (4) to determine from the information gained, the curricular needs of the students.

The Detroit Advanced Intelligence Test was given the same group of students who filled out the questionnaire, in an effort to determine the student's ability, and ultimately, whether or not a wise vocational choice was made.

The questionnaire and intelligence test were administered to about two hundred and twenty-five students, only about sixty percent of the total enrollment. Since many of the student commuted from nearby towns and villages, some worked in the city of Wilburton, and a number had

dropped out of school, it was not possible to examine the entire group. It was felt, however, that the students examined were representative of the group as a whole, as was pointed out in Chapter II, and probably were very similar to a cross section of students from any of the state-supported junior colleges.

In the beginning of the survey it was desired to know the relative number of students in each of the groups, thus giving a basis for later comparisons which often are expressed in percents.

Table I, based upon the two hundred and twenty-four questionnaires returned, shows the number and percent of students in each category. It is seen that the ratio of freshmen to sophomores is better than two to one, a fact which might indicate a growing enrollment, and indeed, the enrollment for the past year was double that of the previous year. The largest group of students is the four-five-four group which has twice the number found in the smallest group, the Farm Youth Students.

Table I  
DISTRIBUTION OF STUDENTS BY GROUPS

Group	Number	Percent of Total
Boys	116	51.8
Girls	108	48.3
Freshmen	133	59.3
Sophomores	63	28.1
High School	28	12.6
Pay Students	62	27.5
N. Y. A.	45	20.1
Farm Youth	36	16.0
454 Students	81	36.4



### Vocational Preparation of Students

Before going further, it was desired to know the number in each group desiring a certain vocation, and whether they were preparing themselves for entrance into that vocation. Table II gives this information according to classes as well as by the other groups named.

Of the sophomores, fifty-eight, or ninety-three percent indicated preference for some vocation, fifty-seven professed to be taking training for that vocation, and fifty-nine wished to continue work at a four year college. In a later table will be shown that a large percent of this group checked teaching as a choice, and none of the state-supported junior colleges offer education courses; other vocations are listed by each of the groups, many of which have no beginning courses in the Eastern Oklahoma College curriculum. The high school students in many cases were doubtful about what their first choices would be, and in no case did they indicate they were taking training directly for one field of work.

Table II

#### NUMBER PREPARING FOR SPECIFIC VOCATIONS

Group	Have chosen a vocation		Taking training for that vocation		Plan to attend senior college	
	Boys	Girls	Boys	Girls	Boys	Girls
Sophomores	24	34	23	34	25	34
Freshmen	61	61	54	60	63	55
High School	11	8			9	7
Pay Students	24	31	24	31	24	27
N. Y. A.	23	15	23	16	25	16
Farm Youth	15	17	15	16	15	16
454	30	38	30	37	35	35
Total	92	101	92	99	99	94

Eighty-four percent of the four-five-four students, eighty-five percent of the N. Y. A., and eighty-nine percent of the Farm Youth, and eighty-nine percent of the pay students specified a desire to enter a certain vocation, and the number taking training for that vocation, and planning to continue in a four year college is about the same. As was pointed out previously, preparation for many of these vocations cannot be had in the state junior colleges, and for that reason data concerning students taking training for chosen vocations cannot be taken as strictly valid.

Since about eighty-six percent of the students wished to attend a senior college, information was gathered concerning the abilities of their parents to finance two more years of education. Table III lists the number in each group who plan to attend college, the number who will be entirely supported by their parents, the number only partially supported by parents, and the number who must support themselves entirely while completing their college courses. Considering from the table only four of the groups, of the pay students, thirty-seven percent will be supported by their parents during their last two years of college work, fifty percent must work part time, and thirteen percent must entirely support themselves. The N. Y. A. students come next in ability to continue college work; ten percent of them will be supported by parents, sixty-five percent will be partially supported by parents, and twenty-five percent must support themselves. The four-five-four students are next with one percent supported by parents, fifty-one percent will have some help, while forty-eight percent must earn their way. The Farm Youth group is last, with no parent-supported students, forty-seven percent partially supported by parents, while

fifty-three percent must earn their own expenses. For the group as a whole, ten percent will be able to finish college supported by their parents, fifty-five percent must have part-time employment, and thirty-four percent must support themselves in full.

Table III

## PLANS FOR FURTHER COLLEGE WORK

Group	Plan to attend senior college	Supported by parents during senior college work	Partially supported by parents during senior college	Entirely support self through Sr. College
Pay students	49	18	25	6
N. Y. A.	41	4	27	10
Farm Youth	34	0	16	18
454	70	1	36	33
<hr/>				
Freshmen	118	12	66	40
Sophomores	56	7	36	13
High school	18	1	5	12
<hr/>				
Total	192	20	107	65

These data bring to attention the fact that provision is not being made for the needs of the students at institutions of college level. A very large percentage of students is pursuing training in vocations which require at least four years of preparation, and under the present set-up it is not possible for them to get this training. Either our curricula should be changed or our students should be persuaded by means of proper guidance to pursue training in vocations which require a shorter training period.



### Vocational Choices

Since such a large percentage expressed interests of continuing work in a senior college, their vocational interests were taken up next. The findings are reported in Table IV, showing the number from each group choosing the various occupations as their life work. It is seen here that the principal occupations chosen were: teaching, commercial work (this includes any vocation which might have as a prerequisite, training in general commercial subjects), agriculture, and engineering. The other choices were in a wide variety of fields. In some cases several vocations were included under one heading. It is an interesting fact that forty-three percent of the students live in rural communities, many more live in small towns, and yet only ten percent named any phase of agriculture as a chosen vocation. A total of ninety-four, forty-one percent of the total number, wish to enter the teaching profession; of this group twenty-seven were boys and sixty seven were girls, a ratio which might pretty nearly hold for teachers all over the state. Commercial vocations, including such occupations as banking, auditing, accounting, stenography, and clerical work, were chosen by nineteen boys and twenty-nine girls, or twenty-two percent of the total.



Table IV  
VOCATIONAL INTERESTS BY CLASSES

Vocation	Freshmen		Sophomores		High School	
	Boys	Girls	Boys	Girls	Boys	Girls
Teaching	19	38	8	26	0	3
Commercial	14	19	3	5	1	3
Agriculture	17	0	5	0	1	0
Law	4	0	0	0	0	0
Engineering	8	0	4	0	8	0
Undecided	4	1	3	1	4	1
Nurse Tr.	0	1	0	0	0	0
Forestry	2	0	0	0	0	0
Medicine	1	2	0	0	0	0
Home Dem. Agt.	0	1	0	0	0	1
Musician	1	0	2	0	0	0
Dietitian	0	0	0	1	0	0
Geologist	0	0	1	0	0	0
Aviator	0	0	0	0	2	0
Interior Dec.	0	0	0	1	0	0
Woodworker	0	0	0	0	1	0
Designer	0	0	0	0	0	1
Electric Work	0	0	1	0	0	0
Artist	0	0	0	1	0	0

Ten percent of the students wished to enter some phase of agriculture while nine percent chose engineering. Eight percent were undecided about a vocation, though a number of them were planning to attend a senior college. The remaining ten percent chose a wide variety of vocations, as shown in the table.

### Subject Preferences

Along with the vocational choices of the students, the writer made a study of the subject preferences of the students in high school. This might be used as somewhat of a criteria for understanding the choices made by the students and their abilities to succeed in these choices.

The results of this study are indicated in Table VI, which shows the four groups compared with the subject preferences of the groups. In preparing the questionnaire, two blanks were furnished for subject preferences, and this must be kept in mind when interpreting the table. In almost every case the three subjects, English, mathematics, and history ranked highest for the groups. Commercial subjects were fourth in every case except the Farm Youth Group where they were listed as third. A variety of other subjects come later in the table, but were not mentioned with great frequency.

When a comparison is made with Table V, it is seen that the two tables are in fairly good agreement, for any of the three subjects mentioned first might be used as teaching fields by those who wish to enter the teaching profession. As in the former case also, commerce was listed in second place. A limited curriculum in the high schools might partially explain this good agreement. Students from the larger high schools expressed a wider variety of preferences than those coming

from smaller schools.

Table VI  
SUBJECT PREFERENCES OF GROUPS\*

Subject	Pay Student	N. Y. A.	Farm Youth	4 5 4
Math	25%	33%	14%	20%
History	40%	38%	33%	37%
Science	20%	25%	16%	16%
Agriculture	X	10%	X	7%
Commerce	17%	13%	25%	14%
English	18%	22%	30%	36%
Home Economics	X	X	X	9%
Music	10 %	X	X	6%
Spanish	X	X	X	X
Public Speaking	X	X	X	5%
Biology	X	X	X	X
Geography	X	X	X	X
Mech. Drawing	X	X	X	X
Shop Work	X	X	X	X
Latin	X	X	X	X
Sociology	X	X	X	X
Physiology	X	X	X	X
Art	X	X	X	X

\*An X represents fewer than five students.

In an attempt to make a thorough study of the vocational interests, the students' vocational experiences were investigated and these results are tabulated in Table VII. Very little significant information was

found, however, except that a large majority do work during their summer vacations. The type of work mentioned with greatest frequency is listed under the classification of odd-jobs.

Table VII  
VOCATIONAL EXPERIENCES OF GROUPS

	Pay Students	N. Y. A.	Farm Youth	4 5 4
Odd Jobs	20	14	18	44
Housekeeping	6	1	4	4
Go to School	7	9	1	3
Filling Station	2	0	0	2
N. Y. A. Work	2	0	1	3
Loaf	10	1	1	3
Farm	5	9	5	5
Store Clerk	1	1	0	3
Surveying	0	1	0	1
Oil Field	0	0	0	1
Lumbering	0	0	0	1
Bakery	0	0	0	1
Library	0	0	0	1
Life Guard	0	0	0	1
Factory	0	0	0	1
Drive Truck	0	0	1	0
Construction	0	0	1	0
Ball Player	0	1	0	0
Travel	0	1	0	0
Secretarial	0	1	0	0



In studying vocational choices there was the possibility that being in one of the four financial groups would influence the choice of the student. This study was made by considering the number in each group in five of the vocational classifications. Table VIII shows that thirty-five percent of the Pay Students checked teaching as a vocational choice, and twenty-six percent wished to enter some line of commercial work. The group showing the largest percentage having teaching as a choice was the Farm Youth Group with fifty-three percent; commerce was second with fourteen percent. In every case teaching was a first choice and some phase of work having commercial training as preparation was second. These choices may be better understood when it is seen that the curricula of the junior colleges are limited to academic subjects, and subjects leading to one of the professions. While education courses are not offered, the general preparatory course taken by many of the students is applicable only to further work in a school of education.

Table VIII  
VOCATIONAL CHOICES BY GROUPS

Vocation	Pay Student		N. Y. A.		Farm Youth		4 5 4	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Teaching	4	18	9	12	8	11	6	26
Commerce	6	10	3	5	0	5	10	9
Agriculture	4	0	5	0	5	0	8	0
Engineering	6	0	4	0	1	0	8	0
Others	5	3	1	0	1	2	7	3
Undecided	5	5	3	1	3	0	3	1

### Abilities of Students

The program of the school and of guidance should inform the individual or assist him in discovering his ability in relationship to that possessed by other people, and also the relationship between his abilities in various types of work. This knowledge of his abilities can then be related to the requirements for various occupations and enable him to make a choice of an occupation in which he has a reasonable chance for success.<sup>1</sup> When it is seen that many of the students who have chosen these vocations requiring at least average intelligence, or ability, made extremely low scores on the intelligence test given, the question arises as to whether the student should be allowed to enter these fields.

Table IX indicates the test scores for the leading vocational groups. The median score for freshmen in colleges over the country is one hundred and twenty-seven. The "teacher" group shows a median score for boys of one hundred and ten, and the girls scored one hundred and eighteen. The ranges for both boys and girls are very wide, and it would seem that at least half of each group, or those making below the median should be advised to pursue some other course. Since these medians are several points below the median for the country at large, this advice should be justified, and there could be no doubt whatever that the lowest quartile were in the wrong vocation.

The group desiring some phase of commercial work scored much higher on the test, while the range was about the same as in the former case. The lower members of this group, too, must surely be

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<sup>1</sup>

G. E. Kefauver, "The Functions of Guidance," The Junior College Curriculum, p. 108.

pursuing the wrong course. The fact that the "commercial" group chose that field of work might be a reflection of their good judgment, for a shorter training period is required, and thus less expense will be met in preparing themselves for placement on a job. Even the median score for the group who chose engineering seems low, and surely those students having scores below the median could never succeed in work so technical as engineering. Whether the low scores of the "undecided" group are indicative of any one thing is a question, but they might infer that the less intelligent student is less likely to be able to make a decision. The ranges indicated, however, do not bear this out in full. The writer is aware of the fact that these scores cannot be taken too literally, but a range of several points will indicate at least a difference in background and achievement, if not a great difference in intelligence.

Table IX

## TEST SCORES BY VOCATIONAL GROUPS

Vocation	Median Score		Ranges in Scores	
	Boys	Girls	Boys	Girls
Teaching	110	118	180-63	199-58
Commerce	135	127	191-69	181-52
Agriculture	108	---	167-66	---
Engineering	111	---	180-64	---
Undecided	107	104	164-62	193-41
National Norm for College Freshmen -- 127				

A possible explanation for the low grades on the intelligence test was sought by examining the different groups with the idea that a particular group was lowering the median scores unduly. In Table X

are shown the median ages, the median intelligence scores, and the ranges in scores by groups. The Farm Youth Boys are oldest while the N. Y. A. Girls have the greatest age-median. In neither case does school classification explain the age difference, for with only one or two exceptions, the Farm Youth Boys are freshmen. In every instance the median intelligence score for girls is greater than the score of the boys, the average difference being fourteen points. The high median score for boys is found under the Pay Student Group, while the high for girls is under the Farm Youth Group. The ranges for every group are great. The low median score for four-five-four boys may be partially explained by the presence of scores for several high school students. As a whole the groups might be said to have about the same capabilities, though the four-five-four group is slightly below the average.

Table X

## ABILITIES OF THE SEVERAL GROUPS

Group	Median Age		Median Intel. Score		Range	
	Boys	Girls	Boys	Girls	Boys	Girls
Pay Students	19	19-6	115	120	180-62	196-58
N. Y. A.	19-9	19-9	107	123	160-56	193-69
Farm Youth	21	19-6	112	128	180-67	179-52
4 5 4	20	19-6	100	122	197-51	199-41
Freshmen	19-8	19-0	112	124	191-63	199-58
Sophomores	21-1	20-2	112	126	197-54	196-72
High School	18-6	18-6	95	88	156-51	158-41



Parents' Occupations and Students' Vocational Choices

Any effort to understand the students' vocational choices would not be complete without a knowledge of the Parents' occupations. Data concerning the occupations of parents of the different groups are shown in Table XI.

Forty-two percent of the parents listed are farmers, eight percent are miners, eight percent are public officials (this group includes city, county, state and federal officials), six percent come under the W. P. A. Unemployed classification, and five percent are railroad employees. In this list there is a noticeable lack of professional men, there being no lawyers, no engineers, only two physicians, and five ministers. The greatest percent of farmers are parents of Farm Youth Students, while the least number of parent-farmers come under the Pay Student Classification.

Table XI  
ANALYSIS OF PARENTS' OCCUPATIONS

Occupation of Parents	Pay Student	N. Y. A.	Farm Youth	454	Total
Farming	16	22	19	29	86
Mining	5	4	4	3	16
Public Official	8	4	0	4	16
Railroad	5	2	0	4	11
Merchant	2	2	2	1	7
Day Laborer	0	0	3	3	6
Clerk	1	2	2	0	5
Carpenter	3	1	0	1	5
Teacher	1	1	0	2	4
Housework	2	0	0	3	5
Communication	1	0	1	1	3
W.P.A.-Unemployed	3	3	2	3	15
Minister	2	0	0	3	5
Ginner	4	0	0	0	4
Physician	1	0	1	0	2
Oil Ind.	1	0	0	1	2
Banker	1	0	0	0	1
Tailor	1	0	0	0	1
Garageman--	1	0	0	0	1
Cafe Owner	0	0	0	1	1
Barber	0	0	0	1	1
Lumberman	0	0	0	1	1
Electrician	0	1	0	0	1
Salesman	2	0	0	2	4

It might be expected that a large number of students would prefer the vocations of their parents; this, however, did not prove to be true. A comparison of the occupations of parents with the vocational choices of the students is given in Table XII. The vertical columns in the table represent the following: (1) Agriculture, (2) Mining, (3) Public Official, (4) Teacher, (5) Commerce, (6) Engineering, (7) Railroad Employee, (8) W. P. A. - Unemployed. While forty-two percent of the parents are farmers, only nine percent of the offspring wished to enter any phase of agriculture. Several explanations might be offered here, but since almost half of the students are from farm homes, and have experienced the hardships which have come about there during the last few years, due to crop failures and low crop prices, this is not so difficult to understand. While mining, holding of public office, and railroad jobs are engaged in by parents, none of the students have chosen these vocations. The fact that so many students have chosen "white-collar" jobs might be attributed to the parents' desires to give their children better than they themselves had. From the table it is seen that there is a low correlation between the parents' jobs and the choices of the students.

Table XII

VOCATIONAL CHOICE OF STUDENT GROUP COMPARED WITH  
PARENTS' OCCUPATIONS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Pay Student	4	0	0	22	16	6	0	0
Parent	16	5	8	1	1	0	5	3
2. N. Y. A.	5	0	0	21	8	4	0	0
Parent	22	4	4	1	0	0	2	3
3. Farm Youth	5	0	0	19	5	1	0	0
Parent	19	4	0	0	0	0	0	3
4. 4 5 4	8	0	0	32	19	8	0	0
Parent	29	3	4	2	0	0	4	4

Home Situations of Students

Since the student is largely a product of environment and training, a better understanding is had if the number in family and the location of his home are known. Table XIII gives a little greater insight into the factors influencing the students. It is shown here that for every group, the percentage of mothers living exceeds the percentage of fathers living; the fact that in many cases the father is not living helps to explain the inability of students to continue work at a four year college without at least a part time job. The four-five-four group has the smallest percentage of parents living, as would be expected from the nature of the legislative act which enables them to attend school. The bill was enacted to make it possible for orphan or dependent children to attend school. When it is seen that the average number in family of one group is eight persons and the average



for all the groups is more than seven, ample reason is found again for the student's not being able to continue college work. The fact that forty-three percent live in rural districts, and most of the remainder are from small towns, influences the characteristics and behavior of the students, and both these facts should influence the curriculum which a school has set-up for training these students.

Table XIII

## LOCATION OF HOMES AND SIZE OF FAMILIES

	Pay Students	N.Y.A.	Farm Youth	4 5 4
Average No. Brothers	1.8	1.9	2.4	2.0
Av. No. Sisters	1.6	1.8	1.6	1.6
Father Living	88%	93%	91%	62%
Mother Living	93%	95%	97%	70%
Av. No. in Family	7.2	7.6	8.2	6.8
Live in town	66%	57%	43%	62%
Live in rural community	34%	43%	57%	38%

Educational Status of Families

In order to get a better idea of what further work might be in store for the student, and the abilities and desires of his parents to see that he gets further education, this study of the education of the other members of the families was made. Table XIV is a summary of the amount of education of each group. Only those members of the student's family twenty years of age or over were considered; this was done in order to obtain a better check on the later years of education.

The table indicates that the Farm Youth Students probably will

have the poorest chance of continuing their college careers, while the Pay Students probably will have the best opportunity to continue. Considering the entire number, only fifty-four percent of the brothers and sisters ever finished high school, nineteen percent finished junior college, and eight and one-half percent finished senior college. Of this total number of brothers and sisters who finished high school, only thirty-seven percent ever finished a junior college and nineteen percent finished senior college.

Since they show plainly that an entirely senior college preparatory curriculum does not meet the needs of the students, these data offer a challenge to Eastern Oklahoma College and the other junior colleges of the state.

Table XIV  
EDUCATIONAL STATUS OF FAMILIES\*

	Pay Students	N. Y. A.	Farm Youth	4 5 4
Average number twenty years or older	2.1	1.8	2.4	1.9
Percent finishing eighth grade	86%	97%	77%	86%
Percent finishing high school	55%	62%	44%	54%
Percent finishing junior college	25%	16%	16%	21%
Percent finishing senior college	14%	7%	7%	6%

\*Members of family twenty years of age or older.

## Chapter IV

### A BRIEF SURVEY OF THE AREA SERVED BY EASTERN OKLAHOMA COLLEGE AS TO OCCUPATIONAL CONDITIONS AND POPULATION

A part of Chapter III was devoted to an analysis of the vocational interests of the students and the occupational pursuits of their parents. The analysis was then carried one step further, into the home communities of the students.

In making this study of the intelligence, curriculum, and vocational interests of the students of Eastern Oklahoma College, the writer felt that a thorough knowledge of the students' interests, home situations, and abilities should be had. The home situation has already been studied from the standpoint of parents' occupations, size of families, educational status of families, and the location of the home in urban or rural communities. Now in order to get a more thorough understanding of the environmental effects upon the student by the community, a brief study of the counties from which the students come has been made. This environment will not only manifest itself on the student before his coming to college, but in a great majority of cases he will return to that same community after finishing his college work.

These effects should be considered, therefore, when the effort is made to analyze the student's vocational choice, and in determining the suitability of the curriculum to his present needs and the needs which will be felt when he returns to this original environment. Another consideration should be concerned with the possibility of securing employment at the end of the college course. Unless the student is able to continue school until he has completed training in

some profession, his training at a junior college is likely to be of little value, for the work offered is too specialized for a broad, general education and not specialized enough in that it does not prepare him for any particular job unless he is able to finish a four or five year professional course. Mention was made in a previous chapter of some of the steps already being taken at Eastern Oklahoma College to remedy this situation.

#### Counties to be Considered

Since the student body is made up of students from thirty-three counties and four states, it is not possible to discuss each section separately. However the counties from which the majority of students come have been studied.

As a basis for further comparisons, the number and percentage of students from the counties under discussion have been determined and are shown in Table XV. Latimer County, the county in which the college is located, furnished over a third of the students, and it was followed by Pittsburg, LeFlore, and Haskell counties. In the table, the term "other" in the vertical columns refers to high school and special students; this group includes about twenty percent of the total enrollment. Other counties represented are McClain, Craig, Kay, McIntosh, Seminole, Choctaw, Muskogee, Johnson, Garfield, Coal, Grady, Grant, Murray, Rogers, Cherokee, Okmulgee, Tillman, Bryan, Marshall, Greer, Canadian, Alfalfa, Tulsa, Mayes, and Beaver. Such a large number of counties in the list is mainly the result of House Bill 454, which makes it possible for orphans and dependent children to attend school.



Table XV  
HOME COUNTIES OF STUDENTS

County	No.	Percent of Total	Fresh.	Soph.	Other
Latimer	128	36%	64	24	40
Pittsburg	71	20%	41	18	12
LeFlore	56	16%	33	18	5
Haskell	22	6%	18	3	1
Pushmataha	7	2%	5	1	1
Hughes	4	1%	1	3	0
McCurtain	7	2%	5	2	0
Others	56	17%	31	6	19

#### Youth of Counties Not in School

The discussion for the remainder of this chapter has been centered around the counties of Latimer, LeFlore, Haskell, Pittsburg, Pushmataha, McCurtain, and Hughes. The first four are studied because they furnish the majority of the students and are adjacent to the college; Pushmataha is considered because it also is an adjacent county and probably will furnish more and more students from year to year. Hughes and McCurtain counties are included because they probably will furnish more students in the future.

In this area there are several thousand people of high school and college age who are not in school at all, and the facilities of some nearby college should be made available to them. Table XVI shows the number of youths between the ages of fifteen and twenty-four in each of the seven counties. The next column gives the percentage of

youths, ages eighteen to twenty, who are attending school; the average for the group is twenty-one and one-half percent. This, of course, means that only one out of five youths between these age limits is attending school. These facts demonstrate the possibilities in store for Eastern Oklahoma College to render service to this large group of potential students.

Table XVI  
1  
YOUTHS IN SEVEN NEARBY COUNTIES

County	Number, Ages 15 to 24	Percent, 13 to 20 in school
Latimer	2242	19%
LeFlore	3791	13.3%
Haskell	3313	22.3%
Pittsburg	10270	23.6%
Pushmataha	3057	22.2%
McCurtain	7443	21.3%
Hughes	6156	24.0%

#### Urban and Rural Population

A review of Table XIII shows that forty-three percent of the students' families live on farms, and a large percent of the rest live in rural communities. Statistics for each of the counties showing total populations, urban population, rural farm and rural non-farm populations, are given in Table XVII. An average of fifty-six percent of the population in these counties is classified by the Bureau of Census as rural

1

Population Bulletin, 1930. Oklahoma; Composition and Char. of the Population. Table 14.

farm population, while thirty-four percent live in rural communities but do not farm. The remaining ten percent make up the urban population of these counties. There is a distinction between urban and rural non-farm populations which was not taken into consideration by the students, which accounts for the ten percent urban population listed in the census report as compared with the fifty-seven percent of students whose homes were purported to have been in towns. The Bureau of Census defines urban population as that population in towns or cities having two thousand five hundred or more inhabitants. However, it is probable that a slightly greater percentage of students are from urban areas than is shown by the averages for the seven counties as calculated from the table.

Table XVII

URBAN, RURAL POPULATIONS OF THE SEVEN COUNTIES<sup>2</sup>

County	Population	Urban (percent)	(Percent) Rural non-farm	(Percent) Rural Farm
Latimer	11,184	00.0	42.6%	57.4%
LeFlore	42,896	7.5%	37.2%	55.3%
Haskell	16,216	00.0	26.4%	73.6%
Pittsburg	50,778	30.3%	31.8%	37.9%
Pushmataha	14,744	00.0	39.8 %	60.2%
McCurtain	34,759	7.3%	30.3%	62.4%
Hughes	30,334	24.0%	25.6 %	50.4%

Occupational Data For Counties

In an effort to compare the economic status of the students with

<sup>2</sup>

Population Bulletin, Oklahoma, No. and Dist. of Inhabitants, 1930.  
Bureau of the Census.

the area as a whole, occupational data were taken from Census Reports. This information should be valuable in determining the suitability of the curriculum to the later needs of the students; also it should be helpful in preparing the curriculum to meet the needs of increasing numbers of students who are coming to the college from these sections. Table XVIII indicates that in every county more people are engaged in agriculture than in any other occupation, Latimer having the greatest relative number with seventy-seven percent and Pittsburg at the bottom of the list with sixty-three percent. The average percentage engaged in agriculture is seventy-one. In LeFlore county the number engaged in mining is second with about eleven percent of the total personnel; in McCurtain county manufacturing is second. In every county retail establishments rank second or third. A comparison of this table with Table XI shows the two to be in fairly good agreement.



Table XVIII  
3  
 OCCUPATIONAL PERSONNEL IN COUNTIES

	Latimer	LeFlore	Pittsburg	Push.	Haskell	McCur.	Hughes
Total	1,927	7,883	7,302	3,187	3,388	7,609	4,355
Farm Personnel	1,482	5,422	4,535	2,538	2,370	5,503	3,339
Manufactures	35	470	192	338	9	1,363	42
Retail	107	392	782	165	157	294	404
Wholesale	11	47	202	16	7	35	38
Ins., Real Estate	6	32	58	14	9	21	29
Mines-Quarries	X	922	x	--	112	--	x
Service	9	54	102	33	53	66	65
Construction	x	3	11	18	x	x	--
Hotels	x	16	105	4	6	20	x
Miscellaneous	163	20	507	10	5	24	80

It was not possible to obtain statistics for specific vocations, so it has been necessary to list the personnel in large general groups. The sizes of the payrolls for these different groups were investigated and the results are shown in Table XIX.

The totals shown in the table do not include farm products, and the writer was unable to secure data on farming for McCurtain and Hughes counties. With one exception the value of farm products exceeded the others in value of output; the only exception is in LeFlore county where mining was the largest industry. In LeFlore

and McCurtain counties occurs the most manufacturing; the lumber industry causes the McCurtain payroll to be unusually high.

The ranks of these counties are well distributed, and the area as a whole might be fairly representative of the entire state.

Table XIX

4  
PAYROLL IN INDUSTRY AND BUSINESS

(Expressed in thousands of dollars)

	Latimer	LeFlore	Pittsburg	Push.	Haskell	McCur.	Hughes
Total*	\$206	\$1,426	\$1,615	\$340	\$205	\$1,063	\$512
Farm Products	95	564	522	197	253	-----	----
Rank in State	60	19	16	47	61	21	39
Manufactures	27	379	161	178	5	785	40
Retail	54	258	576	102	81	173	266
Wholesale	10	28	266	17	6	41	57
Ins., Real Estate	7	31	84	16	9	19	32
Mines-Quarries	x	685	x	--	85	--	x
Service	4	31	64	13	16	35	46
Construction	x	1	11	10	x	x	--
Hotels	x	5	40	--	1	3	x
Miscellaneous	104	8	413	4	2	7	71

\*The total does not include farm products.

## Chapter V

### CONCLUSIONS AND RECOMMENDATIONS

This study has been an attempt to analyze the purposes and curricula of all the junior colleges of Oklahoma, and to find their relation to the Eastern Oklahoma College, its student body, and the area served by it. A few of the most plainly evident facts of the study are listed here with some of their implications.

It was found from the purposes stated in legislative acts that all of the junior colleges of the state were established for one of three purposes: to do preparatory work for four year colleges, to give vocational work, or to offer terminal work. Nothing was mentioned of the needs of the area served by these schools.

It was found from an examination of the general catalogues of these schools that most of the work offered was of the preparatory type, with few of the courses actually designed to meet the needs of terminal students.

The questionnaire revealed that of the students of Eastern Oklahoma College, eighty-six percent wished to attend a senior college, while only ten percent of the group would be able to attend school by means of parent support. Of the remaining group, fifty-five percent would partially have to support themselves while in attendance at a senior college, and thirty-four percent would have to support themselves entirely. These facts indicate the great need for guidance.

The vocational choices on the questionnaires indicated that forty-one percent of the entire number wished to enter the teaching profession while twenty-one percent desired to enter some phase of



business. Intelligence scores for the groups indicated that many of the students who desired to enter professions which require a maximum of ability, probably would never be able to succeed in the field which they had chosen. Here again is manifested the need for vocational and educational guidance.

There was found to be little correlation between the occupations of parents and the vocational choices of the students. This was explained previously by the fact that most of the students came from rural communities and farm homes, and their choices had been affected by the attractiveness of some of the higher professions.

The futility of many of the students entering training which requires four to five years for completion was emphasized by the fact that the average number in family was seven persons. A college education is hardly possible for a large family on the income of the average farmer.

Of the members of the students' families who were twenty years of age or older, it was found that only fifty-three percent ever finished high school, and only nineteen and one-half percent ever finished junior college. This indicates the need for better facilities for youths of high school and junior college age.

From statistics obtained from the Bureau of Census it was found that only twenty-one percent of the youth, ages eighteen to twenty, were in school. Here is emphasized the great possibilities which are in store for Eastern Oklahoma College and upon which the college administration is working at the present time. Every effort is being made to make available greater facilities to the youth of this area.

Of the seven counties surrounding Eastern Oklahoma College, fifty-six



percent of the people are engaged in agriculture. This is in fairly good agreement with the number of farm homes represented in the student body at the college. Over the area as a whole, farming is the chief occupation and retail establishments, manufacturing (mainly lumbering), and mining come next in the order mentioned. The occupations having the largest total payrolls are, in descending order, farming, retailing, manufacturing, wholesaling, and mining. This information should be used in an effort to build a curriculum to meet the needs of this territory.

Since the counties rank in total manufacturing output from sixteen to sixty in the state, it was felt by the writer that the seven counties discussed in Chapter IV of this study would represent fairly well a cross-section of the state as a whole. If this be true, the value of the study has been enhanced.

#### RECOMMENDATIONS

Since this study has revealed that a majority of the students are anticipating a four year college course, and since investigation has shown that only a very small percentage will be able to take this senior college work by means of parent support, it might be concluded here that some steps should be taken to guide these students into a vocation with a shorter training period. It is the writer's contention that this can be done only through a well organized guidance organization made up by the faculty of the college with one faculty member responsible for the administration and organization of this program.

Results of intelligence scores further emphasize this need for

guidance. Many of the students made extremely low scores on the tests, while on the questionnaire they indicated preference for such professions as engineering, law, and teaching. Certainly an efficient guidance program would be a valuable time saver for these students, for it is a certainty that they could never succeed in these fields of work.

Although a great majority of the students desire to attend a senior college, there is little likelihood that they will ever be able to do so, and a suitable curriculum should take into consideration this fact. A terminal curriculum offering broad survey courses seems to be the only answer to this problem. A student should, during his junior college years, study those subjects which will better enable him to understand the complex problems of the day, and which further will give him the ability to read current literature with an understanding point of view. The writer realizes that such a curriculum is a drastic departure from the traditional type which is in operation at the present time, but it is his belief that this move is in the offing.

This study has, of course, been limited in scope, but it is the writer's belief that the findings which have been presented may be typical not only of the junior colleges of Oklahoma, but also of junior colleges over the nation. Only further research will determine the answer.

## APPENDIX

## STUDENT QUESTIONNAIRE

Name \_\_\_\_\_ Age \_\_\_\_\_ Place of birth \_\_\_\_\_  
 Home Town \_\_\_\_\_ Live in town or in country \_\_\_\_\_  
 Parents' Occupation \_\_\_\_\_ Mother living? \_\_\_\_\_ Father living? \_\_\_\_\_  
 Ages of parents: Father \_\_\_\_\_ Mother \_\_\_\_\_ Number of brothers \_\_\_\_\_ Ages \_\_\_\_\_  
 Number of sisters \_\_\_\_\_ Ages \_\_\_\_\_ Year you finished high school \_\_\_\_\_  
 Number brothers and sisters finishing eighth grade \_\_\_\_\_ Number  
 brothers and sisters finishing high school \_\_\_\_\_ No. brothers and  
 sisters entering college \_\_\_\_\_ No. of brothers and sisters finishing  
 two year college \_\_\_\_\_ No. of brothers and sisters finishing four  
 year college \_\_\_\_\_ What line of work do you intend to follow after  
 finishing school? \_\_\_\_\_ What is  
 your classification? \_\_\_\_\_ (Fresh., Soph., H.S.) What subjects  
 interested you most in high school? \_\_\_\_\_ . What  
 was your grade average in high school? \_\_\_\_\_ (A, B, C, D, A-, B+,  
 B-, C+, C-) What are your major and minor subjects at E. O. C.?  
 \_\_\_\_\_ . Are you taking work  
 here in preparation for some specific occupation or trade? \_\_\_\_\_  
 What occupation? \_\_\_\_\_ After finishing here, do you plan  
 to attend a four year college? \_\_\_\_\_ What college \_\_\_\_\_  
 If you do not attend a four year college, what do you intend to do after  
 leaving E. O. C.? \_\_\_\_\_ . Will your parents be able  
 to support you while you finish your course at a four year college? \_\_\_\_\_  
 Will they partially support you? \_\_\_\_\_ . What do you do during the  
 summer months \_\_\_\_\_ . Are you a full paid student? \_\_\_\_\_.

Partially paid \_\_\_\_\_ NYA, Farm Youth, 454? If you have ever worked for as long a period of six months without attending school, state what sort of job you held \_\_\_\_\_. Check the three vocations in which you are most interested. Mark a (1) beside your first choice, a (2) beside your second choice, and a (3) beside your third choice. If your choices are not shown, add them to the list.

Woodworker	Musician	Teacher
Wholesaler	Miner	School Administrator
Welder	Machinist	Electrician
Veterinary	Lumberman	Draftsman
Upholsterer	Librarian	Dietitian
Truck Driver	Linotypist	Designer
Theater Worker	Lawyer	Dentist
Telephone Operator	News Reporter	Dairyman
Taxidermist	News Editor	Coach
Stenographer	Interior Decorator	Chemist
Surveyor	Beauty Shop Operator	Cashier
Social Worker	Grocer	Carpenter
Sign Painter	Foundry Man	Cabinet Maker
Sheetmetal Worker	Forester	Bookkeeper
Scientist	Fireman	Banker
Religious Worker	Farmer	Baker
Radio Repairman	Engineer	Aviator
Printer	Agricultural	Auto Mechanic
Plumber	Chemical	Artist
Physician	Civil	Architect
Pharmacist	Electrical	Accountant
Painter	Petroleum	
Optometrist	Mechanical	
Nurse		



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Typed by  
Bessie Jarrell  
Stillwater, Oklahoma