

AN ANALYSIS OF THE IN-SCHOOL AND
OUT-OF-SCHOOL ACTIVITIES OF INDUSTRIAL ARTS
TEACHERS IN OKLAHOMA SCHOOLS

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AN ANALYSIS OF THE IN-SCHOOL AND
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TEACHERS IN OKLAHOMA SCHOOLS

By

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CHAPTER I
THE STUDY PRESENTED

Development of the Problem. Nearly all industrial arts teachers enjoy teaching their shop classes. Time after time, this expression has been heard, "I would not mind the job at all if it were just the teaching I had to do." On his extra-curricular activities, his community activities, and to some extent his summer activities, rests to a large degree the success of the average teacher. The men who are teaching shop subjects are divided on the question of the maximum number of activities in which they should participate, outside of the teaching of their classes.

Need for the Study. The time came for the writer to look for a topic for his study. Some one suggested an investigation in the field of extra-curricular, community, or summer activities of industrial arts teachers. The writer, having taken an active part in the extra-curricular activities of his school, was interested in this subject, and after having read numerous articles on these activities in magazines and books, considered the several following problems: (1) A Comparison of Extra-Curricular Activities Carried on by the History Teacher and Industrial Arts Teacher, (2) The Correlation Between Extra-Curricular Activities and Teacher Tenure of Industrial Arts Teachers in Oklahoma, (3) The Correlation Between the Amount of Time Spent on Extra-Curricular Activities and the Industrial Arts Teacher's Salary. The title finally

selected was, "An Analysis of the In-School and Out-of-School Activities of Industrial Arts Teachers in Oklahoma Schools." There are no records available that show this study has been made in Oklahoma. There have been similar studies that border upon this subject, but the writer felt there was need for a specific study. Crawford defends the practise of writing on a similar subject, (1 page 17)*:

The mere fact that someone else has undertaken a given study does not eliminate it from the list of possible thesis subjects. It simply indicates that someone has opened up the field for others who are to come later and cultivate it more thoroughly.

Similar Studies. There are four places in the library to look for similar studies. A person may look through the cards that are listed under the title of his subject. All theses that have been written in the Department of Industrial Arts Education are filed under that title. These were examined. The Office of Education of the Department of the Interior publishes a volume entitled A Bibliography of Research Studies in Education every two years. These publications were examined for similar studies in the field. The Readers Guide to Periodical Literature contains all the articles that are written in magazines. All of these are not to be found in the local library, but those that are there were read. Several theses were read and some are reviewed here.

*All bibliographical references in this thesis are given in this form. The first number refers to the writer, and the second to the page in the book quoted.

Kezer worked on an investigation of teaching combinations of high school teachers, (4 page 25). His thesis dealt primarily with subject matter and classroom responsibilities of high school teachers. However, he included the schedules of 114 shop teachers in the state. Eighty-three taught nothing but shop, twenty-five taught one other subject and six taught two subjects besides shop. Five shop teachers were coaches. He made no inquiry as to the extra-curricular or summer activities of these teachers.

Franklin made a survey of shop teachers in Oklahoma, (2 pages 50-54). His thesis dealt with teacher training and not with activities outside of the classroom. In his tables he lists tenure, salaries, and where each teacher received his training.

Singleterry, in his study Industrial Arts in Oklahoma High Schools, (10 pages 1-22), made a study of one hundred and twenty-eight teachers showing what subjects each taught, their qualifications, and the extent to which industrial arts was taught in both junior or senior high school.

Text and Reference Books. One of the most detailed studies of the various kinds of extra-curricular activities was written by Fretwell, (3 page 541). This deals with home room, class organization, etc., and he breaks each of these up and discusses each part. This book contains information on how to organize extra-curricular activities. It is based on a survey of schools from all parts of the United States.

McKown, (7 page 606), presents in brief form the purposes, principles, and values of extra-curricular activities and suggests many possible programs. The average teacher needs a list of practical plans of procedure.

Periodical Articles. To warn the young teacher about accepting too many extra responsibilities, E. D. Lake, in an editorial in the Industrial Arts and Vocational Education Magazine (6 page 64), quotes the following:

Too many irons in the fire; some will be burned; some will cool before welding; warns the village blacksmith. The point is reached in our school activities where the instructor who follows the regular program together with the extra-curricular interest finds his time too much occupied to do so much of anything well.

Fretwell in School Review, (3 pages 9-11), suggests that the reason teachers are not in accord with extra-curricular activities is because of the lack of training along these lines.

Delimitations. This study is based on a study of the activities of teachers in 103 high schools in Oklahoma and deals particularly with class room, extra-curricular, community, and summer activities of shop teachers. The subject is somewhat limited. An effort was made to secure a representation of all schools rather than all teachers from all school systems. There are approximately 300 shop teachers in the state and approximately 185 school systems offering shop courses. A further delimitation was that only gainful summer activities were tabulated. A person must have

been employed at least ten days in his summer activities. Attending college was considered in the tabulation as a summer activity.

Definition of Terms. In this study four terms are used quite often in such a way that definitions of them should prove helpful to the reader.

1. An Industrial Arts teacher is a person who teaches one or more shop classes.
2. The phrase Summer Activities is defined as any gainful work that the teacher might have done for a period of ten days or more during the vacation period.
3. Community Activities is defined by the writer as any part the individual takes in the community, outside of regular school work.
4. Extra-Curricular Activities are those legitimate activities of the school not otherwise provided for.

Purposes and Uses of the Study. This study is undertaken with the purpose of answering the following questions: (1) What are the class room activities of the teachers? (2) What is expected of shop teachers other than the teaching of Industrial Arts? (3) How much time is spent on extra-curricular activities? (4) How does the shop teacher participate in community activities? (5) How does the shop teacher spend his summers? It must be admitted that these activities are of vital interest and importance to shop teachers; therefore, it is hoped that this study will be of value to undergraduates, shop teachers,

and administrators in determining what activities and combinations prospective shop teachers and teachers-in-service should be prepared to administer.

In this chapter there have been presented the development of the problem, the need for the study, summary of similar studies, and purposes and uses of this study. The following chapter will deal with the techniques used in this investigation.

CHAPTER II
TECHNIQUES USED IN THIS INVESTIGATION

The purpose of this chapter is to give a little more than a statement of the techniques used; the aims are to tell where the information was secured and how. A defense is offered for the type of research tools used.

Techniques. The beginning worker in educational research is confronted with the question of what methods and techniques he shall employ. Many techniques are listed by writers. Whitney in his textbook on educational research, (14 page 72-73), lists: (1) Experimental, (2) Survey (description), (3) Historical, (4) Philosophical analysis, (5) Prediction, (6) Questionnaire, (7) Case method, (8) Interview, (9) Activity analysis, (10) Documentary analysis, (11) Casual, (12) Statistical, (13) Measurement, (14) Observation, (15) Curriculum, (16) Library, (17) Psychological, (18) Tabulation and graphs, (19) Legislative, (20) Regulatory, (21) Rating, (22) Test. Here we find twenty-two concepts of methods of educational research. Of these possible tools of investigation the documentary analysis and the questionnaire have been chosen as primary techniques for this study.

Documentary Research. The sources of data to be used in a survey will vary according to the specific problem to be solved. The official reports to be found in the office of the State Superintendent of Schools may be used in many cases

to find in nicely tabulated forms that which would require much labor to assemble. This type of study consists of the cataloging of existent facts and descriptions of things that have been and are being done. The documentary survey is very good because the information secured is usually accurate and will result in a more valuable study. This method allows the individual to assume the responsibility for securing factual information, and he is not compelled to impose upon his friends for help with his investigation.

Documentary Information. The State Department of Education allowed this information to be copied from the files of applications in the office of the high school inspectors. The state directory of Industrial Arts Teachers was made up from this information. The writer personally went through the files and copied information about each teacher. The following information was obtained about each of two hundred and forty Industrial Arts teachers: The name of the school, city, street address, degree, date received, age, salary, grades taught, college attended, certificates, experience, number of periods taught per day, number in each class, description of work taught, and the number of periods per week. The tabulation sheet used in the survey is reproduced on page 9 of this thesis.

The Questionnaire Technique. The use of the questionnaire has evoked much criticism, some for and much against this method of securing information. This method has gained much

School _____ City _____ Street _____

Teacher _____ Degree _____ Date _____ Age _____ Salary _____

Grades _____ College _____ Certificates _____ Experience _____

Period Number in Class Description of Work Taught Periods per Week

Period	Number in Class	Description of Work Taught	Periods per Week
First			
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			

copy

of its disfavor due to the fact that untrained workers have used it when other methods would have secured the desired results. A good questionnaire should carry with it a personal appeal which will secure a better per cent of returns. This may be obtained by means of a questionnaire that acts as a challenge, or the writer may offer a reward for answering, by promising a summary of returns, or enclosing a copy of questionnaire for his files, by using official stationery and having the adviser who is directing the study sign the personal letter with the student. If printed or mimeographed forms are used, one should type in the name and address to give a personal effect. This should be done with type and ribbon which matches the printed or mimeographed form. The arrangement and construction of the questions are very important. A question should be so stated that only one interpretation will be placed upon it. Questions that require definite and short answers tend to improve the questionnaire. The space should be in keeping with the length of the answers desired. This will eliminate the adding of long qualifying statements. Questions calling for judgment or opinion of the individual should be avoided.

According to Kees, (5 page 164), a questionnaire is not to be recommended unless there is a definite need for the study, and unless it is submitted to those persons who are in a position to give reliable answers. It is true that the questionnaire has its limitations, but there are some

problems which cannot be solved except by the use of the questionnaire. Such was the case in a large part of the information that was necessary for the solution of this problem. This problem having met all of the requirements, and after due consideration was given to the approved technique, the writer proceeded to construct the questionnaire.

The Preliminary Questionnaire Used in This Study. The questionnaire proper contained three pages of question and answer spaces. It was accompanied by an introductory letter addressed to the teacher. A self-addressed stamped envelope was enclosed with each questionnaire. A casual examination of the questionnaire might show it to be extremely lengthy. However, all activities listed do not apply to each respondent. The questionnaire was constructed so that it would contain as nearly as possible all of the activities in which the teacher would be engaged. It is self-evident that no one teacher could possibly engage in all of the activities listed. Each teacher was asked to indicate only the activities that applied to him. The questionnaire was developed by first dividing the activities up into three separate groups. The major groups were community activities, summer activities, and extra-curricular activities; then each of these groups were broken up and listed in alphabetical order. The preliminary lists are found on pages 12 and 13 of this thesis.

I. Community Activities.

Baseball Team	Bridge Club
Basketball Team	Church
Chamber of Commerce	Rotary Club
Chorus	Scouts
Golf Club	Sunday School
Gun Club	Town Band
Kiwanis Club	Young Democrats
Lion Club	Young Republicans

II. Summer Activities.

A. Agriculture	Flumber
Dairying	Rock Mason
General Farm Work	Roofer
Stockman	Repair Shop
Truck Farmer	
Wheat Harvest	
B. Automotive	D. College Work
Mechanic	Work on teaching
Painter	certificate
Salesman	Worked on Degree
Tireman	Advanced Degree
	What College
C. Building Industry	E. Oil Industry
Brick Mason	Driller
Cabinet Maker	Machinist
Carpenter	Pumper
Cement Worker	Roustabout
Electrician	Tool Dresser
Lather	Truck Driver
Plaster	F. Miscellaneous
Painter	Playground Supervisor
	Ice Man

III. Extra-Curricular Activities.

A. Athletics	C. Literary
Baseball	Debating
Basketball	Dramatics
Football	Honor Society
Gymnastics	
Playground	D. Music
Tennis	Band
Track	Chorus
Wrestling	Glee Club
	Orchestra
B. Art Clubs	Quartet
Applied Arts	
Fine Arts	

E. Publications
 Advertisement
 Annuals
 Handbook
 Newspaper

F. Miscellaneous
 Assembly Programs
 Class Activities
 Financial Secretary
 F. F. A.

Gate Keeper
 4-H Club
 Hi Y Club
 Home Room
 Librarian
 N. Y. A.
 Pep Club
 Plays
 Scouts
 Stage Manager
 Student Government
 Lettermen Club

Letter of Transmittal. This letter which is reproduced on page 14 was typed on school stationery. The date was typed and the salutation was Dear Sir: with space left to type the name and address of the person who was to receive the letter. The letter carried the approval of the adviser of this investigation. These letters were reproduced by photolithograph.

The name and address of each person was typed in before the letters were mailed. This gave the effect of a personal letter.

The Questionnaire Finally Used. The questionnaire proper contained three pages, made up of three parts: (1) Community Activities, (2) Summer Activities, and (3) Extra-Curricular Activities. It was to cover a period of the last five years. Part One deals with community activities, the number of activities, and the amount of time spent on each. Part Two deals with gainful summer activities where teachers work for as much as ten days. The kind of work, the number of summers, approximate number of days each summer, wages per day, or worked

Sperry Public Schools

G. C. FRIEDEMANN, SUPERINTENDENT

Sperry, Oklahoma

D. B. JEFFREY,
HIGH SCHOOL PRINCIPAL
J. E. ONEY,
GRADE PRINCIPAL

DEPARTMENT OF EDUCATION

MCGILL, PRESIDENT
J. H. HUMPHREY, CLERK
SANDERSON, MEMBER
HARSHBARGER, SECRETARY

April 26, 1937

Dear Sir:

This letter is addressed to you to enlist your support in studying a problem of deep interest and importance. This problem is "Extra-Curricular and Summer Activities of Industrial Arts Teachers."

Your outside activities in the school and community, as well as your activities during the summer vacation, probably have as much effect on your tenure as your class work.

In making a study of these activities, I find it necessary to have specific information from shop teachers over the state. This questionnaire serves a dual purpose: (1) supplying material for my thesis and (2) data to be used by the departments of Trade and Industrial Education and Industrial Arts Education at the Oklahoma A. and M. College in problems pertaining to curricula relating to preparation of shop teachers.

Will you check the activities listed on the enclosed questionnaire with which you have had experience during the past five years, while employed as a shop teacher? No doubt, you have participated in activities which are not listed. If so, will you please write those in?

Your immediate response to this survey will be appreciated, and a self-addressed envelope is enclosed for your convenience, with a duplicate copy of the survey for your files.

Yours sincerely,

Dorse B. Jeffrey
Dorse B. Jeffrey

Approved: *D. W. [Signature]*
Head, Department of Industrial Arts
Education and Engineering Shopwork,
Oklahoma A. and M. College

for self, is the information that is asked in this part. Part Three deals with the extra-curricular activities of the shop teacher. The teacher is asked the number of activities that he coaches or helps direct and the amount of time spent on each. Blank spaces were left for teachers to fill in where their activities were not listed. Copies of this questionnaire are found on pages 16, 17 and 18.

The questionnaire was mailed to teachers in seventy high schools and sixty-one replies were received. Seventy questionnaires were personally handed to teachers, all of which were returned. This made a total of 131 replies out of 140 that were sent or handed out. In making this survey, a questionnaire was sent to every North Central Association high school for white people in Oklahoma and to all accredited high schools for whites listed in the State Directory, where it was indicated that industrial arts was taught. Returns were obtained from 104 school systems in the state.

This chapter has presented the techniques used in this investigation. The next chapter will be the tabulation of the information obtained from the documentary analysis.

NAME _____ SCHOOL _____ CITY _____

TENURE IN PRESENT SCHOOL SYSTEM _____

COMMUNITY ACTIVITIES

PLEASE CHECK THE ACTIVITIES THAT YOU HAVE BEEN A MEMBER OF DURING THE PAST FIVE YEARS.

	TIME USED PER MONTH		TIME USED PER MONTH
BASEBALL TEAM		KIWANIS CLUB	
BASKETBALL TEAM		LIONS CLUB	
BRIDGE CLUB		ROTARY CLUB	
CHURCH		SCOUTS	
CHAMBER OF COMMERCE		SUNDAY SCHOOL	
CHORUS		TOWN BAND	
GOLF CLUB		YOUNG DEMOCRATS	
GUN CLUB		YOUNG REPUBLICANS	

SUMMER ACTIVITIES

WORKED ON DEGREE _____ ADVANCED DEGREE _____

WORKED ON TEACHING COMBINATIONS _____

WHAT COLLEGE _____

CHECK ANY ACTIVITY THAT YOU HAVE BEEN CONNECTED WITH FOR AS MUCH AS TEN DAYS.

AGRICULTURE	WORKED AT THIS	NO. OF SUMMERS	APPROX. NO. OF DAYS EACH SUMMER	WAGE PER DAY	WORKED FOR SELF
DAIRYING					
GENERAL FARMWORK					
STOCKMAN					
TRUCK FARMING					
WHEAT HARVEST.					

EXTRA-CURRICULAR ACTIVITIES

PLEASE FILL IN THE INFORMATION ON ACTIVITIES THAT YOU
HAVE DIRECTED OR HELPED DIRECT.

	COACHED OR DIRECTED	NUMBER OF SEMESTERS	NO. OF HRS. PER WEEK		COACHED OR DIRECTED	NUMBER OF SEMESTERS	NO. OF HRS. PER WEEK
ATHLETICS				PUBLICATIONS			
BASEBALL				ADVERTISEMENT			
BASKETBALL				ANNUALS			
FOOTBALL				HANDBOOK			
GYMNASTICS				NEWSPAPER			
PLAYGROUND				MISCELLANEOUS			
TENNIS				ASSEMBLY PROGRAM			
TRACK				CLASS ACTIVITIES			
WRESTLING				FINANCIAL SECT.			
ART CLUBS				F. F. A.			
APPLIED ARTS				GATE KEEPER			
FINE ARTS				4 H. CLUB			
LITERARY				H. Y. CLUB			
DEBATING				HOME ROOM			
DRAMATICS				LIBRARIAN			
HONOR SOCIETY				N. Y. A.			
MUSIC				PEP CLUB			
BAND				PLAYS			
CHORUS				SCOUTS			
GLEE CLUB				STAGE MANAGER			
ORCHESTRA				STUDENT GOVERN'T			
QUARTET				LETTERMEN CLUB			

CHAPTER III
THE STATUS OF INDUSTRIAL ARTS
TEACHERS AND INSTRUCTION

This chapter will deal with the class room activities and qualifications of shop teachers. The information was obtained from the records in the offices of the State Department of Education. It was copied from the "Application for Accrediting Forms" which are sent in by each school. This information was secured by personally copying a part of it from the records during the third week in November and the rest of it the last week in December of 1936. All applications for accrediting are supposed to be in the office of the State Superintendent of Public Instruction by the first of November, but several applications had not been received the last week of December, and for this reason alone, the list of all shop teachers in the state is not complete. This chapter will deal with status information about 240 teachers whose names were in the files. It is estimated that there are 300 shop teachers in the state counting both high school and college teachers, and both white and colored teachers.

Location of Industrial Arts. On page 20 of this thesis will be found a distribution map of 240 shop teachers in the state. One hundred and twenty-seven school systems are shown. The school that has one shop teacher is indicated by a blue dot; the school with two or more shop teachers is indicated by a

red dot which has accompanying it a number indicating the teachers in that system.

Based on the information used in this study, there are twenty-three counties in the state that do not have any high school shops. These counties are: Adair, Alfalfa, Atoka, Beaver, Blaine, Bryan, Choctaw, Cimarron, Coal, Haskell, Harper, Johnson, Latimer, Love, Marshall, McClain, McCurtain, McIntosh, Pushmataha, Roger Mills, Sequoyah, Washita, and Woods. The southeastern section of the state alone has twelve counties without shops. It is this section of the state that produces most of our lumber. The reason offered as to why there are no shops in this portion of the state is the financial status of the school districts in this section.

Oklahoma and Tulsa Counties have forty-one and thirty-nine shop teachers respectively. Osage County ranks next with ten shop teachers. There are one hundred and three school systems in the state that have industrial arts with one teacher handling all of the shop work in each system. There are twenty-four other systems that employ one hundred and seventeen teachers, but these twenty-four systems contain forty-eight separate schools. Table I page 22 shows the number of high schools in each county, the number of high school shops, and the number of shop teachers. With the exception of the extreme northwestern and southeastern

TABLE I
LOCATIONS OF HIGH SCHOOLS AND SHOPS

County	No. of H. S.	No. of H. S. Shops	No. of H. S. Shop Teachers
Adair	4	0	0
Alfalfa	11	0	0
Atoka	5	0	0
Beaver	7	0	0
Beckham	12	2	2
Blaine	10	0	0
Bryan	17	0	0
Caddo	21	3	3
Canadian	7	2	5
Carter	17	2	3
Cherokee	2	2	2
Choctaw	7	0	0
Cimarron	4	0	0
Cleveland	4	2	3
Coal	7	0	0
Comanche	8	1	2
Cotton	5	1	1
Craig	7	1	1
Creek	16	5	7
Custer	9	5	5
Delaware	6	1	2
Dewey	6	1	1
Ellis	4	4	4
Garfield	10	2	7
Garvin	8	3	3
Grady	16	4	6
Grant	9	2	2
Greer	11	1	1
Haskell	4	0	0
Harmon	7	1	1
Harper	4	0	0
Hughes	12	2	2
Jackson	16	2	2
Jefferson	10	1	1
Johnson	10	0	0
Key	7	4	10
Kingfisher	9	1	1
Kiowa	10	1	2
Latimer	3	0	0
LeFlore	14	1	1
Lincoln	12	2	2
Logan	5	3	4
Love	6	0	0
Major	5	1	1
Marshall	4	0	0
Mayes	6	1	1

TABLE I (CONTINUED)

County	No. of H. S.	No. of H.S. Shops	No. of H. S. Shop Teachers
McClain	8	0	0
McCurtain	8	0	0
McIntosh	11	0	0
Murray	6	1	1
Muskogee	19	1	6
Noble	6	2	2
Nowata	7	1	1
Okfuskee	8	2	2
Oklahoma	13	6	41
Osage	18	10	10
Ottawa	7	4	4
Pawnee	9	1	1
Payne	9	3	6
Pittsburg	13	1	1
Pontotac	11	1	1
Pottawatomie	15	2	5
Pushmataha	6	0	0
Rogers	11	1	1
Roger Mills	8	0	0
Seminole	19	6	7
Sequoyah	7	0	0
Stephens	10	2	3
Texas	9	4	4
Tillman	12	2	2
Tulsa	15	4	39
Wagoner	4	1	1
Washington	6	4	6
Washita	14	0	0
Woods	5	0	0
Woodward	8	2	2
Total	77	127	240

parts of the state, industrial arts is distributed uniformly over the state.

It would seem that there has been a steady growth in the number of schools offering industrial arts for the last twenty-five years with the exceptions of the years 1929-34. This growth has been very noticeable the last two years. The

The information does not show how many schools have dropped the work, but during the past two or three years those adding the work have probably exceeded those dropping the work, and with the finances for the common schools assured for the next two years the growth will probably continued.

College Training. A study of Table II will show that the 240 teachers studied received their last college training in thirty-two different institutions. This does not reveal the whole situation. Many of these teachers received their undergraduate work in some one institution and later received their graduate work in another of these institutions, or they may have only done additional work in one of these institutions. One hundred and sixty-seven industrial arts teachers have Bachelor's Degrees, fifty-seven have Master's Degrees, and sixteen have less than a standard degree. The least amount of college work for any shop teacher disclosed in this study was found to be sixty-six hours. This study would indicate that industrial arts teachers are very well trained for their jobs. The Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, (13 page 135), reveals there were 3,373 high school teachers in the state; of this number 2,421 had Bachelor's Degrees, 315 had Master's Degrees, and 637 did not have a degree. Only three had one year or less of college work, and only thirty-one had less than two years of college work.

This study indicates that most of the Oklahoma shop teachers have received their training in Oklahoma. One hundred and ninety-nine of the group studied have received college

training in the state. This is 80% of the group. More than 37% of the shop teachers in the state have received college training at Oklahoma A. and M. College. Kansas State Teachers College ranks first in the out-of-state colleges in the training of shop teachers for Oklahoma. Six per cent of the shop teachers have received training at that institution. Seven state universities are represented by the shop teachers in this study. There are fifteen states in which the shop men of this study have received college training.

Age of Industrial Arts Teachers. Table III indicates that industrial arts teachers are mature men. Only ten teachers are shown whose ages are below twenty-four years. The median is 33.9. The age range is from twenty-two to sixty-one. The Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, (13 page 154), gave the median of 12,441 elementary teachers as 25.8.

Salaries. The salaries of Industrial Arts teachers are indicated in Table IV. This table deals with the 240 junior and senior high school shop teachers reported in this study, showing the difference in salaries of those who have Masters Degrees, Bachelors Degrees, and teachers without a degree. The range is from \$701.00 to \$2,675.00. The average for all teachers is \$1,496.11. The average for the Masters Degrees group is \$1,824.56, for the Bachelors Degrees

TABLE II
WHERE INDUSTRIAL ARTS TEACHER TRAINING WAS RECEIVED

Institution	Where Last College Work Was Done
Oklahoma A. and M.	90
Central State Teachers College	27
Oklahoma University	16
Northeastern State Teachers College	16
Southwestern State Teachers College	13
Southeastern State Teachers College	8
East Central State Teachers College	7
Northwestern State Teachers College	7
Oklahoma City University	5
Panhandle A. and M.	4
Phillips	3
Tulsa	2
Oklahoma Baptist University	1
Kansas State Teachers College	16
Stout Institute	5
Colorado A. and M.	4
Cape Girardeau	1
North Dakota State Teachers College	1
Colorado State Teachers College	1
Kansas A. and M.	1
Arkansas State Teachers College	1
East Illinois State Teachers College	1
Perdue	1
Bradley	1
Iowa State	1
Peabody	1
New York University	1
Iowa University	1
Michigan University	1
Colorado University	1
Wisconsin University	1
Indiana University	1
Total	240

group is \$1,359.88, and for those with work below a degree is \$1,331.25. The averages would indicate that industrial arts teachers are paid quite well compared with other teachers, as is seen by the figures quoted in the next paragraph.

TABLE III
AGE OF INDUSTRIAL ARTS TEACHERS

Age	Number of Teachers
Over 49	5
49-48	5
47-46	6
45-44	9
43-42	9
41-40	12
39-38	11
37-36	17
35-34	27
33-32	28
31-30	27
29-28	29
27-26	24
25-24	21
23-22	10
	Total 240

Statistical Summary:
Range 22-61; Mean 33; Median 32.6; Mode 28.5.

The last available reports taken from the Fifteenth Biennial Report of the State Superintendent of Public Instruction of Oklahoma for the years 1932-34 (13 page 26) gave the following statistics on salaries: Dependent School Teachers--Men--Average Annual Salaries \$818.00; Independent High School Teachers--Men--Average Annual Salaries \$1,340.00.

Grades in which Industrial Arts Is Taught. The high schools of Oklahoma may be divided readily into three classes:

- (1) The junior high school which is composed of the seventh, eighth, and ninth grades;
- (2) The four year high school which is composed of the ninth, tenth, eleventh, and twelfth grades;
- (3) The senior high school which is composed of the tenth, eleventh, and twelfth grades. The 240 teachers in this study

TABLE IV

SALARIES OF INDUSTRIAL ARTS TEACHERS IN JUNIOR
AND SENIOR HIGH SCHOOLS OF OKLAHOMA 1936-1937

Salary	Number Receiving Salary			Total
	M. S.	B. S.	No Degree	
Above 2,600	2			2
2,501-2600	1			1
2,401-2,500	1	5		4
2,301-2,400	14			14
2,201-2,300	1	1		2
2,101-2,200		2	1	3
2,001-2,100	4	3		7
1,901-2,000	1	3		4
1,801-1,900	2	9		11
1,701-1,800	6	6	1	13
1,601-1,700	2	10	2	14
1,501-1,600	4	11		15
1,401-1,500	3	11		14
1,301-1,400	1	9	4	14
1,201-1,300	2	26	1	29
1,101-1,200	5	16	1	22
1,001-1,100	4	14	1	19
901-1,000	3	28	2	33
801-900	1	6	3	10
701-800		9		9
Total	57	167	16	240

Statistical Summary:

Range 701-2,675; Average: Masters 1,824.56; Bachelors 1,359.88; Below a Degree 1,331.25. The Grand Total is 1,496.11.

are teaching industrial arts in the following types of high schools. Thirty-two teach in the regular junior high school. Forty-eight teach in the senior high school. There are one hundred and sixty teachers teaching in four year high schools or in both junior and senior high schools.

Certificates. A special certificate is required of all industrial arts teachers. There are six kinds of certificates

held by industrial arts teachers in this study. These certificates consist of six specials, twelve temporary, sixteen one-year, nine two-years, twenty five-years, and one hundred and seventy-seven life certificates.

Experience and Tenure. Table V deals with the experience and tenure of shop teachers studied in this survey.

Under experience it is seen that the range is from one to thirty-seven, the mean is 10.55, the median is 9.34, and the mode is one. This table shows that twenty-nine teachers started teaching shop in 1936-37. On the other hand there are twelve teachers who have been teaching shop classes over twenty years. One teacher has taught shop work for thirty-seven years. The Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, (13 page 154), shows that the median of the experience of 11,811 elementary teachers is 5.2 years. A comparison of these two groups would show that teachers of industrial arts stay in their teaching field longer than do elementary teachers.

Tenure is the term used to indicate the number of years of experience in the present location. Table V shows that the range of tenure of industrial arts teachers is from one to twenty-four, the mean is 8.19, the median 6.97, and the mode is one year. This table indicates that forty teachers are teaching their first year in a new system. This study for the year 1936-37 discovered twenty-nine beginning teachers.

TABLE V
EXPERIENCE AND TENURE OF INDUSTRIAL ARTS TEACHERS

Number of Years	Experience	Tenure
Over twenty years	12	4
Twenty years	3	4
Nineteen years	5	3
Eighteen years	12	9
Seventeen years	3	8
Sixteen years	9	7
Fifteen years	9	14
Fourteen years	8	9
Thirteen years	7	6
Twelve years	14	6
Eleven years	13	11
Ten years	15	11
Nine years	16	8
Eight years	13	19
Seven years	11	5
Six years	12	7
Five years	12	22
Four years	11	9
Three years	10	13
Two years	16	25
One year	29	40
Total	240	240
Statistical Summary:		
Experience:	Range 1-37; Mean 10.55; Median 9.34; Mode one	
Tenure:	Range 1-24; Mean 8.19; Median 6.97; Mode one	

This would indicate that only eleven shop teachers changed jobs since forty are in their first year of tenure. This does not show how many changed their teaching field. Even so, the tenure of the shop teacher is much better than that of the average teacher. The Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, (13 page 154), gives the following data: The tenure of the men teachers in grades 1-8 is 3.8. The tenure

for women in the grades is 1.8. The tenure for men in high schools is 3.2 and for women it is 2.9.

Industrial Arts Classes. The average size of shop classes in this study is 22.36. The size of classes range from four to seventy. Donald Ellis in the Shawnee Junior High School has a class in general shop composed of seventy pupils. His teaching load was the largest of any found in this study. He has 298 pupils per day. The average teaching load and average number of periods for the eighty-seven teachers who taught only industrial arts is as follows: Teaching load 120.03, and 5.43 periods per day. The largest classes are found in the junior high schools. The class periods range from forty-five to ninety minutes in length; 84% of the classes are one hour in length. No attempt was made in this study to show how the time was distributed between recitation and work. Vaughn, (13 page 155), in the Fifteenth Biennial Report records the following: The median of all English classes is 23.4, and the median of science classes is 22.1. The median of all classes in the state is 22.1. Vocational agriculture classes are the smallest with a median of 15.6.

Teaching Combinations. Table VI indicates the teaching combinations of 240 teachers. The numbers found under "First" tell how many teach that subject and industrial arts. The number under "Second" indicates how many teach a third subject. Only one teacher in this study taught four subjects.

The table shows that only eighty-seven teach industrial arts work alone. Of the remaining one hundred and fifty-three, forty-nine teach physical education or coach some type of athletics. In the classroom studies the teaching of mathematics ranks first with social studies second and science a close third. English, agriculture, music, and commercial studies rank in the order named. This is quite a contrast with the findings of Kezer in his study Subject Combinations in High School Teachers Programs in Oklahoma (4 page 25) which was made in 1925-26. In his study, mathematics was the leading combination with "Manual Arts" and eighty-three taught manual arts alone. The number of principals and superintendents teaching now is larger than that indicated in his study. This is not quite in keeping with Franklin's study, (2 page 25), Survey of Industrial Arts in the State of Oklahoma as a Basis for a Teacher Training Program which was made in 1930-31. Social studies was the first choice with science second and mathematics third. There were forty-eight physical education teachers but only four principals and one superintendent who taught industrial arts in 1930 as compared with eleven principals and seven superintendents teaching industrial arts now. One of the reasons for this increase of superintendents and principals teaching shop is that they are found in small high schools, where they are introducing shop work for the first time and are handling the shop work until it is started.

TABLE VI

TEACHING COMBINATIONS OF INDUSTRIAL ARTS TEACHERS

Subjects	First	Second
Industrial Arts work alone	87	
Physical Education and Coaching	49	
Mathematics	25	11
Social Studies	19	20
Science	16	21
Principal	11	
English	8	3
Agriculture	7	
Superintendent	7	
Supervision	7	
Commercial	2	
Music	2	
Study Hall		64
Total	240	119

Type of Instruction. A study of Table VII will show that twenty-seven activities are offered under the title of Industrial Arts. The term manual training heads the list. Under this title is taught bench woodwork, mechanical drawing, and some machine woodwork. The term "Trade and Industrial Classes" includes trade courses and related subject matter; trade courses are taught in woodwork, auto mechanics, printing, and several of the other trades that are found in Oklahoma. There are eight titles of shop courses used that cannot be recognized as unit shop titles. They are industrial arts, shop, general shop, farm mechanics, home making, home mechanics, arts and crafts, and handicrafts. These are all of a general nature and do not give a description of what

TABLE VII
COURSE ACTIVITIES OFFERED IN INDUSTRIAL ARTS

Activity	No. of Teachers Teaching These Courses
Manual Training	48
Trade and Industrial Classes	44
Industrial Arts	42
Mechanical Drawing	42
Shop	36
Machine Woodwork	18
Printing	14
Foundry	10
Sheet Metal	9
General Shop	9
Bench Woodwork	7
Leatherwork	7
Acetylene Welding	7
Electric Wiring	7
Cabinet Making	7
Woodturning	6
Auto Mechanics	6
Farm Mechanics	6
Machine Drawing	4
Home Making	4
Home Mechanics	4
Handicraft	3
Arts and Crafts	3
Forging	3
Machine Shop	2
Engineering Drawing	2
Architectural Drawing	2

is being taught. Specific subjects listed are mechanical drawing, machine woodwork, printing, foundry, sheet metal, bench woodwork, leatherwork, acetylene welding, electric wiring, cabinet making, woodturning, auto mechanics, machine drawing, forging, machine shop, engineering drawing, and architectural drawing. This is the order in which they occur.

A study of the activities, their names, and the subject

matter taught under the various names would be most enlightening.

From the study of this chapter, "The Status of Industrial Arts Teachers and Instruction", a person would expect the average shop teacher to be around thirty-three years of age, to have had ten years of teaching experience, the past eight years in his present location, his classes in the shop would contain approximately twenty-two pupils; he would have done some work on an advanced degree and would be receiving \$1,496.11. Because of Oklahoma City and Tulsa the curves representing tenure and salaries of these teachers would be somewhat skewed. See Table VIII.

TABLE VIII

A CONSOLIDATION OF TABLES ON AGE, SALARY, COLLEGE TRAINING, TEACHING EXPERIENCE IN INDUSTRIAL ARTS EDUCATION, AND TENURE

	Age	Annual Salary	College Training	Teaching Ex. in I.A. Edu.	Tenure
Range	22-61	701- 2,675	2-5	1-37	1-24
Mean	33.00	1,496.11	4.04	10.55	8.19
Median	32.64	1,450.50	4.02	9.34	6.97
Mode	28.50	950.00	4.00	1.00	1.00

The next chapter will be a continuation of the study of the in-school activities of industrial arts teachers. The extra-curricular activities will be discussed, the amount of time given to extra-curricular activities, the number of

activities, and the length of time the individual teacher has directed the activity.

CHAPTER IV
EXTRA-CURRICULAR ACTIVITIES OF
INDUSTRIAL ARTS TEACHERS

For more than a century one of the major aims of our high schools has been the training for citizenship. A host of activities, other than the curricular program, are finding prominence in our high school circles. It is not a question of whether or not we are in favor of them. They are the products of spontaneous expressions of every-day interests. Recognizing the characteristics of adolescence, there comes a challenge to direct the conflicting forces within the boy and girl concerned into wholesome and constructive channels. Such tendencies as emulation, rivalry, mastery, and many others that are brought into prominence during the adolescent age are found clamoring for expression. These forces and tendencies find an opportunity for expression in extra-curricular activities.

The values of extra-curricular activities are discussed by Meyer, (8 page 3) in his study, "A Handbook of Extra-Curricular Activities in the High School."

All activities, whether they be expressed in Clubs, Assemblies, Self-Government, Athletics, and Publications are functioning to satisfy fundamental desires. It is perhaps true that the school in its desire to train in knowledge failed to take into account these interests and a natural field of education developed outside of the class room to satisfy them.

They have developed in close contact with the school and now authorities and teacher-leaders are grasping their significance and are endeavoring to mold them into organized, directed, and supervised values. There

should be no attempt to destroy the activities but every attempt to aid in a complete satisfaction of these adolescent urges for the reaping of the richest rewards.

Activity is one of the chief characteristics of adolescence. Regardless of contrary effort there will be activity. Of what type is a different matter. There is a direct challenge to leadership. How may these activities be utilized for the best results where the good is brought forth into further activity and the bad is eliminated to the minimum or entirely?

The idea of including extra-curricular activities in schools is not new. For years the schools have experimented with some forms of them. The spelling match, the Friday afternoon exercise, and many forms of school athletics illustrate the kinds of activity that have been the fore-runners of our extra-curricular activity.

Writers on educational administration do not agree on the term "Extra" as used with curricular. Some prefer to call them "intra" or "semi" curricular activities. A study of the several terms will find them meaning almost the same thing. Regardless of the name of these activities, school men are using them to work toward the same ideals and goals in education, such as "character building", "citizen training", "leadership", "self-realization", and many others. Extra-curricular activities have appeared as a renewed effort to more nearly achieve the goals which are known as the "Cardinal Principles of Secondary Education". School administrators are attempting to set up a way for the student to do things that they are going to do in a desirable and effective method through extra-curricular activities.

There are many other values that may be discussed, such as the extra-curricular activity developing the curricular activity and vice versa; the opportunities to lead individuals into possible avenues of life work; the sublimating undesirable tendencies; creating social atmosphere or thinking social problems; fair play; unselfish service; and self-directed effort. These and many others could be listed as values.

The following quotation is taken from Myers, (8 page 5) and reiterates the favorable statements:

Extra-curricular activities aid in promoting school morale. During and since the war the idea of morale has increasingly developed. We speak of armies, nations, communities, and the individual as possessing morale. There is no finer expression of citizenship than team work. The abilities to work together, play together, keep together with common interests are worthy attainment. The club, the team, the council, the staff, and so on, all call for and demand togetherness.

The so-called extra-curricular activity movement is not devoid of faults. There are many administrators and teachers who are attacking the activities today. Some of the main criticisms are discussed here.

The first objection of the teacher is that the curriculum is already overcrowded, and the present demands are too urgent. From a curriculum of the three R's our present program has developed. Through departmental channels greater opportunities are given for a larger participation.

The second objection is that these activities are but "fads", "frills", and "luxuries" in the educational field.

Anything that is supposedly new when organized finds many conservative thinkers attacking it on the ground of fads, frills, or luxuries. These activities have always been a part of the educational scheme for years. They have lacked planning and organization. It is hardly fair to criticize them as useless now just because they are being effectively organized.

The third objection is that they call for too much time, both the teachers' and the pupils'. Under the proper direction and guidance the time element can hardly be classified as a problem.

It is only fair to concede certain weaknesses in the appeal of extra-curricular activities. The principal is held responsible for the activities of his school; therefore, he must have complete cooperation, and the activities must be controlled, or they may be carried to excess. Temperance is needed here as well as in other things. Extra-curricular activities require careful planning and organization, and we should not for a minute suppose that extra-curricular activities are the cure for all school ills. In the small high schools, group interest is questionable; often we find athletics overbalancing other activities. Perhaps a good slogan to follow would be--"Go slowly".

Part three of the questionnaire used in this study was concerned with the extra-curricular activities of industrial arts teachers. The list of activities for this part of the questionnaire was made up by asking shop men what activities

they had directed. Then studying Fretwell, (3), Meyers (8), Terry, (12), and McKown, (7), the list was extended. Blank spaces were left for the shop teacher to fill in, if the activities he directed were not listed. One hundred and thirty-one teachers returned questionnaires. Only three teachers indicated that they did not have any extra-curricular activities to direct.

In Table IX all Extra-Curricular Activities are tabulated in alphabetical order under six different divisions. They are athletics, art clubs, literary, music, publications, and miscellaneous. On the questionnaire blank spaces were left for the teacher to write in any activity that he directed which had been omitted. Seven activities were written in by the various shop teachers. They were softball, programs, craftsmen, financial secretary for the shop material, future craftsmen of America, junior police, and stagecraft. These activities along with the activities that were found in the questionnaire are all included in Table IX. The first column lists types of activities, the next column shows the number of teachers who have directed the activity, the next column to the right shows the number of semesters that teachers have directed the activity. The last column shows the amount of time spent each week on each activity. Some interpretations of the data given in this table will be attempted in the following paragraphs.

TABLE IX
EXTRA-CURRICULAR ACTIVITIES

Type of Activity	No. of Teachers	Average No. of Semesters	Average No. of Hours per Week
ATHLETICS			
Baseball	45	3.35	9.35
Basket Ball	47	8.08	10.92
Football	40	5.80	11.11
Softball	3	2.71	5.00
Gymnastics	3	2.00	5.00
Playground	14	5.33	3.83
Tennis	18	4.03	5.86
Track	21	3.23	7.50
Wrestling	4	3.00	10.00
ART CLUBS			
Applied Arts	10	7.00	1.29
Fine Arts	--	--	--
LITERARY			
Debating	2	1.50	1.00
Dramatics	--	--	--
Honor Society	--	--	--
MUSIC			
Band	1	2.00	3.00
Chorus	1	4.00	1.00
Glee Club	1	8.00	5.00
Orchestra	2	4.00	1.00
Quartet	1	4.00	3.00
PUBLICATIONS			
Advertisement	6	2.74	.83
Annuals	2	4.00	1.00
Handbook	2	2.50	.25
Newspaper	14	5.83	4.02
Programs	2	3.00	.25
MISCELLANEOUS			
Assembly Programs	36	6.36	.41
Class Activities	22	6.03	.53
Craftman	3	2.19	1.27
Financial Secretary	8	4.00	1.08
Financial Secretary			
For Shop Material	3	6.91	1.00
F.C.A.	10	1.11	1.13
F.F.A.	2	2.00	.50
Gatekeeper	23	4.12	1.81
4-H Club	2	2.00	1.50
Hi Y Club	4	5.00	3.75
Home Room	48	3.57	.43
Junior Police	11	3.17	1.00
Librarian	2	4.50	2.00

TABLE IX
EXTRA-CURRICULAR ACTIVITIES

Type of Activity	No. of Teachers	Average No. of Semesters	Average No. of Hours per Week
Lettermen Club	27	3.17	.87
N.Y.A.	26	3.78	2.66
Pep Club	6	4.00	1.57
Plays	8	1.13	2.25
Puzzle Club	1	3.00	1.00
Scouts	49	5.55	1.89
Stagecraft	1	10.00	1.00
Stagemanager	21	5.57	1.83

Athletics. The extent of variations and the significance of the same can be easily appreciated by examining in detail the programs of activities directed by the several industrial arts teachers. There are only forty-six out of the one hundred and thirty-one studied who have not coached or helped coach some athletic team within the last five years. Twenty-eight have been connected with one sport. Ten have been connected with two sports. Twenty-six have helped with three sports. Eighteen have been in schools where they were connected with four sports. There are two shop teachers in the state who coach or help with five sports. This study shows that more shop teachers were asked to help with basket ball than any other sport. Only four men were asked to help with wrestling, and three with gymnastics. Football requires more time per week than any other sport. Basket ball is a close second. The athletic teams are organized ordinarily for short seasons only. A teacher may help coach football

in the fall and basket ball during the winter and then work with baseball or track during the spring. In this case three or four activities are reported, but the teacher may not have put in any more time on his athletic work than the teacher who has the newspaper work during the entire year. In the latter case, however, the teacher would be responsible for only one organization and only one organization would be reported.

This study did not determine the per cent of these athletic activities that were intra-mural, but it is probably less than fifteen per cent. Table IX gives a composite report on all athletic activities as to the number of teachers, average number of semesters, and the average number of hours per week.

Art Clubs. Ten industrial arts teachers in this study have clubs in applied arts. These clubs meet for about fifteen minutes each week for their club activities. The teachers in answering the questionnaire did not indicate what branches of applied art they direct. These clubs should be a very fertile field for the shop teacher to create and guide interest in certain fields. Clubs should be in harmony with the purpose of education according to H. D. Myers, (8 page 35).

The first duty of the school is to teach pupils to do better those desirable things that they will do anyway; second, to reveal higher types of activity and to make these both desired and to any extent possible.

The studies show that none of the industrial arts teachers directs fine art clubs.

Literary Clubs. This study will tend to show that the industrial arts teachers do not fit into literary clubs so well as do some of the other teachers. Only two teachers have literary clubs. They are debate clubs in which parliamentary law is studied.

Music. There are two industrial arts teachers in Oklahoma directing all of the musical organizations in their schools. The organizations are band, orchestra, glee club, chorus, and quartet.

Since the sponsors for music must have had some subject matter training, this combination does not often occur. The College training of both shop and music teachers requires many courses in laboratory, and for this reason few teachers qualify for this combination.

Publication. There are twenty industrial arts teachers who help with some one of five different kinds of publications. The five types of publications are advertisement, annuals, handbooks, newspapers, and programs. The largest number help with the school newspaper. The type of work done was not determined in this study. Fourteen teachers have worked at this activity for over five semesters, averaging 4.02 hours per week.

Miscellaneous. There are twenty-one activities that are classified under this title. Ten of these activities could be classed as clubs. Fretwell, (3 page 269) found that clubs are fast becoming a part of the regular school schedule.

This wide variety of clubs, each devoted to a particular activity, is in sharp contrast to the other, omnibus type of literary society. Likewise, the school is tending to abandon its laissez-faire policy and develop a constructive club program. Current practice in a majority of the larger junior high schools, and to a somewhat less extent in the senior high schools, is demonstrating a way, not necessarily the way, of providing for clubs wholly or in part in the regular school day or week. Clubs as a phase of the school's extra-curricular activities are coming to be recognized as an integral part of the program of studies and of the schedule of classes.

Clubs found in this study are Craftman, Future Craftmen of America, Future Farmers of America, 4-H, Hi Y, Junior Police, Lettermen Club, Pep Club, and Scouts Club. A study of Table IX will show the average length of time these clubs have been sponsored is 3.20 semesters, and the average amount of time spent on each is 1.44 hours per week.

The other eleven activities are assembly programs, class activities, financial secretary, financial secretary for shop material, gate keeper, home room, librarian, N. Y. A., plays, stagecraft, and stage manager. These activities have been sponsored for 5.09 semesters and require an average of 1.32 hours per week. This study shows that a high per cent of industrial arts teachers sponsor scout work.

The reader who studies Table IX carefully can scarcely escape the inference that extra-curricular activities must be accepted by the industrial arts teacher as a part of his work in the high school.

The teaching of subject-matter and the directing of extra-curricular activities make up the activities which

in this study will be called "in-school-activities". The community activities and the gainful summer activities will be called "out-of-school activities". Chapters III and IV have dealt with the "in-school activities" of shop teachers. Chapters V and VI will present some information about their "out-of-school activities".

CHAPTER V

COMMUNITY ACTIVITIES OF INDUSTRIAL ARTS TEACHERS

This chapter consists principally of the listing of twenty-one community activities in which 131 industrial arts teachers participated. The kinds of activities, the number of shop teachers who took part in these activities, and the amount of time spent on each will be shown.

The community activities in this study are intended to cover social, civic, and church activities in which industrial arts teachers take part outside of the school, for which no pay is received. These community activities are grouped and discussed under three headings: athletics, church, and social activities.

The part that teachers take in community activities is usually the result of civic pride or individual satisfaction derived from the activity. Some communities demand that their teachers take part in certain activities. Attending church services is often demanded. The participation in athletics and social activities is usually governed by the judgment of the individual teacher.

Athletic Activities. In this study shop teachers took part that is, participated personally, in five athletic sports. The sports were basketball, baseball, softball, tennis, and golf. Basketball and baseball are seasonal sports, which last approximately four and one-half months. On the other hand, golf, tennis, and softball are not winter sports in

Oklahoma, but they are usually in season longer than baseball or basketball. This study shows that more shop teachers took part in basketball than in any other sport. Thirty-six teachers played basketball and averaged spending twelve hours per month on the sport. Twenty-two shop teachers in this survey played baseball and spent an average of eleven hours per month on the sport. Ten men played golf and averaged spending seven hours per month. More time was used by the teacher who played softball than any other sport listed. The twelve teachers listed spent an average of twenty-one hours per month. Seven men played tennis and used an average of ten hours per month. The reader may presume from the previous statements that eighty-seven teachers have taken part in these sports, but this was not the case. Only forty-nine men reported any athletic activities; they participated in more than one sport.

Church Activities. Four types of church activities were listed. Attending church services, church band, chorus, and Sunday School made up the list. Among the 131 shop teachers who answered the questionnaire, 119 indicated that they attended church and averaged spending five hours per month in church. One hundred and four attended Sunday School and spent an average of four hours per month in this community activity. Two shop teachers took a part in chorus; this required four hours per month in the church choir or chorus. Only one shop man indicated that he took part in a church band; he

TABLE X
COMMUNITY ACTIVITIES OF 151
INDUSTRIAL ARTS TEACHERS

Kind	No. Who Take Part	Average Time Used per Month
Baseball	22	11
Basketball	36	12
Bridge Club	35	5
Civic Club	2	1.5
Church	119	5
Church Band	1	8
Chamber of Commerce	17	4
Chorus	2	4
Golf Club	10	7
Gun Club	6	8
Kiwanis Club	8	2.5
Lodge Work	7	5
Lion Club	-	-
Recreational Council	2	3
Rotary Club	2	2
Scouts	43	6
Softball	12	21
Sunday School	104	4
Tennis Club	7	10
Town Band	-	-
Young Democrats	4	-
Young Republicans	-	-

Average time spent on community activities per month is 17.23 hours.

spent eight hours per month. A larger per cent of the shop teachers in this study took part in church than any of the other community activities. The second largest group took part in Sunday School.

Social Activities. There were ten activities in this study of community activities that could not be classified as either church or athletic activities. For convenience they were classed as social activities. These activities were

Scout work, Bridge Clubs, Civic Clubs, Kiwanis Clubs, Rotary Clubs, Young Democratic Club, Recreational Council, Lodge work, and Chamber of Commerce. More shop teachers took part in scout work than any of the other social activities. Forty-three teachers each spent six hours per month on scout work. This study indicates that shop teachers like to play bridge. Thirty-five were members of bridge clubs and averaged attending five hours per month. Two shop teachers indicated that they belonged to civic clubs and spent one and one-half hours per month. There were eight shop men in this study who were members of the Kiwanis Club; each spent two and one-half hours per month. Four shop teachers indicated that they took part in the Young Democratic organization of the state but did not show how much time they spent on the organization. Two shop teachers were members of Recreational Councils; this required three hours for each teacher per month. Seven shop teachers indicated that they took part in lodge work; the average time each used was five hours per month. The various Chambers of Commerce had seventeen members who are shop teachers studied in this survey; these members spent four hours each per week.

Only five shop teachers of those who returned their questionnaires indicated that they took no part in community activities of any kind. A study of all questionnaires shows that the average shop teacher spends more than seventeen hours per month on community or out-of-school activities. This seems

to be a moderate amount of time to spend on community activities.

The out-of-school activities differ from the in-school activities in that the school has direct control over the in-school activities and has no direct control over the out-of-school activities. The out-of-school activities are in a different size community than that of the school. It is desirable to mention here that there is some overlapping between community and extra-curricular activities.

This chapter has shown the amount of time spent by shop teachers in community activities for which no pay is received. The next chapter will deal with summer activities of the shop teacher. The chapter will be limited to a study of gainful summer activities.

CHAPTER VI

SUMMER ACTIVITIES OF INDUSTRIAL ARTS TEACHERS

The last chapter dealt with community activities, the number of activities, and the amount of time spent on each. This chapter will deal with summer activities. A careful study of Table XI will show the number of gainful occupations that these shop teachers pursued, the average number of summers worked, the approximate number of days per summer, the average wage paid per day, and the number of teachers who worked for themselves.

The second part of the questionnaire consists of five main divisions. The activities are listed alphabetically under each division. The divisions are Agriculture, Automotive, Building Industry, Oil Industry, and Miscellaneous. Under each of these divisions were listed certain occupations. Under "Agriculture" the following are found: Dairyman, general farmer, stockman, truck farmer, and wheat harvester. Three additional jobs were written by teachers when they answered the questionnaire. They were wheat trucking, wheat farming, and Agricultural Adjustment Program. Under the heading "Automotive" are found: Mechanic, painter, salesman, and tireman. No additional jobs were written in by the men answering the questionnaires. "Building Industry" was broken up into more parts than any of the other divisions. The divisions were brick mason, cabinet maker, carpenter, cement worker, electrician, lather, plasterer, painter, plumber, rock mason, roofer, and repair man. Building contractor was the only

tern written in by the men who answered questionnaires. Seven divisions were listed under "Oil Industry". They are: Driller, machinist, pumper, roustabout, tool dresser, truck driver, and welder. No additions were made by the shop men answering the questionnaires. Two activities were listed under the heading "Miscellaneous". They were the following: Playground supervisor and iceman. Twelve additional jobs were added to this list of activities by shop teachers when the questionnaires were returned. The jobs were the following: Aeroplane mechanic, printer, service station manager, gate keeper, caretaker for athletic field, refrigerator salesman, state highway employee, clerk in grocery store, reserve officer, swimming teacher, assistant college instructor, and member of national guards.

There are forty-three different types of jobs that shop teachers in this study have worked on during the past five years. The questionnaire that was sent out listed twenty-nine different types of work, or jobs. Of these, six types or jobs were not followed by Industrial Arts teachers within the last five years. These jobs are stockman, brick mason, rock mason, driller, machinist, and tool dresser. Nineteen additional jobs were written in by shop men who answered the questionnaire. These jobs have already been mentioned.

Agriculture. There are eight different kinds of employment that come under the division of agriculture. Agricultural adjustment gave employment for two shop teachers for an

TABLE XI
SUMMER ACTIVITIES

Kind of Activity	No. Who Worked at This	Av. No. of Summers	Av. No. Days Each Summer	Av. Wages Per Day	Worked for Self
AGRICULTURE					
Agricultural Adjustment Program	2	1.00	20.00	4.00	--
Dairyman	4	3.20	121.60	--	4
General Farmer	36	2.22	69.44	1.80	12
Stockman	--	--	--	--	--
Truck Farmer	2	2.00	100.00	--	2
Wheat Harvester	32	2.25	23.81	3.67	4
Wheat Trucker	3	1.00	15.00	12.33	--
Wheat Farmer	4	2.25	45.00	--	4
AUTOMOTIVE					
Mechanic	3	2.13	61.75	2.67	1
Painter	3	1.66	12.66	3.33	--
Salesman	4	1.50	75.00	Commission	--
Tireman	1	3.00	30.00	2.00	--
BUILDING INDUSTRY					
Brick Mason	--	--	--	--	--
Cabinet Maker	47	2.76	76.81	3.35	5
Carpenter	17	2.13	41.37	4.33	3
Cement Worker	3	2.00	16.63	3.66	1
Electrician	3	1.66	13.16	4.00	1
Lather	1	1.00	12.00	--	1
Plasterer	1	1.00	10.00	--	1
Painter	15	2.00	17.08	3.75	2
Plumber	2	3.00	47.01	3.67	--
Rock Mason	--	--	--	--	--
Rofer	5	1.00	12.27	3.17	--
Repair Shop Building	13	1.63	41.29	4.68	--
Contractor	1	1.00	120.00	--	--
Blacksmith	1	2.00	30.00	3.20	--
OIL INDUSTRY					
Driller	--	--	--	--	--
Machinist	--	--	--	--	--
Pumper	1	2.00	14.00	6.00	--
Roustabout	1	1.00	45.00	6.50	--
Tool Dresser	--	--	--	--	--
Truck Driver	4	1.50	18.00	7.50	--
Welder	1	1.00	10.00	6.00	--
MISCELLANEOUS					
Playground Supervisor	9	1.75	71.25	3.00	--
Ice man	5	2.33	95.50	2.50	--

TABLE XI (CONTINUED)

Kind of Activity	No. Who Worked at This Summer	Av. No. of Summers	Av. No. Days Each Summer	Av. Wages Per Day	Worked for Self
Aeroplane Mechanic	1	1.00	90.00	3.00	--
Printer	2	2.00	30.00	4.00	--
Service Station Manager	7	1.50	98.75	2.25	1
Gate Keeper for Softball Games	1	1.00	40.00	1.00	--
Caretaker of Athletic Field	1	1.00	30.00	2.00	--
Insurance Salesman	2	1.00	63.00	Commission	--
State Highway Clerk	2	1.00	100.00	4.00	--
Assistant Instructor	2	3.00	75.00	2.00	--
Swimming Teacher	1	1.00	40.00	4.00	--
Reserve Officer	2	1.00	60.00	2.50	--
Okla. National Guardsman	2	2.00	30.00	6.00	--
	3	3.68	15.00	2.40	--

interval of twenty days each. For one summer this paid four dollars per day. Four shop teachers worked on a dairy for an average of 3.20 summers averaging 121.60 days each summer. All of these men worked for themselves. This study shows that more shop men worked at general farm work than any other form of agriculture. Thirty-six men indicated that they worked at general farm work for an average of 2.22 summers, for a length of 121.60 days, the average pay was \$1.80 per day, and twelve men worked for themselves. Two shop teachers tried truck farming for two summers, spending one hundred days each summer; they worked

for themselves. Thirty-two shop teachers worked in wheat harvest for an average of 2.25 summers and 23.81 days per summer. The average pay was \$3.67 per day; four men worked for themselves. Three men worked one summer each for fifteen days at wheat trucking and received an average of \$12.33 per day. Four shop teachers were wheat farmers for 2.25 summers and for forty-five days each summer; they worked for themselves. No teacher indicated that he had been a stockman.

Automotive. The industrial arts teachers in this study did not spend very much time in the automobile industry. Only seven men worked in the four divisions. Three teachers were employed as mechanics for a period of 2.13 summers, which averaged 61.73 days each summer. The average wage for this work was \$2.87 per day. One of these three worked for himself. Three were painters for 1.66 summers including 12.66 days per summer at an average wage of \$3.33. Four men were salesman for a period of seventy-five days each summer for 1.50 summers. These salesmen received a commission on their sales, the amount earned was not stated in the questionnaire. One teacher was engaged as a tireman for three summers, thirty days each summer at two dollars per day.

Building Industry. Woodwork and drawing were the two courses most commonly taught by shop teachers in this study. It is only natural then to expect shop teachers to seek employment

in the fields where they have had the most experience. There were no shop teachers in this study who worked as a brick mason. Forty-seven shop teachers worked an average of 2.76 summers and approximately 76.61 days each summer at cabinet making for an average wage of \$3.35 per day. Five teachers worked for themselves. Seventeen shop teachers worked as carpenters for 2.13 summers; they worked approximately 41.37 days each summer for an average wage of \$4.33 per day. Three teachers worked for themselves. Three shop teachers worked with cement for two summers and spent approximately 16.63 days each summer; the average salary was \$3.66 per day. One teacher worked for himself. Three shop teachers worked as electricians during 1.66 summers spending approximately 13.16 days each summer; the average wage was four dollars. One shop man worked for himself. One shop teacher worked for himself one summer for twelve days as a lather. Another shop man worked as a plasterer for ten days working for himself. Fifteen shop men worked as painters for an average of two summers for approximately 17.08 days each summer. The average wage was \$3.75 per day. Two men worked for themselves. Two shop men worked as plumbers for an average of three summers for approximately 47.01 days each summer. The average wage was \$3.67 per day. There was no shop teacher who indicated he was a rock mason. Five shop men worked as roofers for an average of one summer, spending approximately 12.27 days that summer. The average wage was \$3.17 per day. Thirteen shop teachers spent an average of 1.63 summers working in repair

shops; the average summer consisted of approximately 41.29 days, and the wage was \$4.68 per day. One shop teacher indicated that he had been a building contractor for one summer, for one hundred and twenty days. The wage received was not indicated. One shop teacher had been a blacksmith one summer for thirty days at a wage of \$3.20 per day.

Oil Industry. Only six men in this study indicated that they had worked in the oil industry during the summer. The study revealed that no one had worked as a driller, machinist, or tool dresser. The following divisions were not checked by anyone: Driller, machinist and tool dresser. One teacher worked as a pumper, fourteen days each summer for two summers at \$6.00 per day. One teacher worked as a roustabout for forty-five days one summer for a wage of \$6.50 per day. Four men received seven dollars and fifty cents per day for eighteen days per summer for one and one half summers while engaged as truck drivers. One welder received six dollars per day for a period of ten days during one summer.

Miscellaneous Activities. Fourteen activities were listed under the division of Miscellaneous Activities. Nine shop men were employed as playground supervisors for an average of 1.75 summers for approximately 71.25 days each summer. The average wage was \$3.00 per day. Five shop men worked for ice companies for an average of 2.33 summers spending approximately 95.50 days each summer. The average wage was \$2.50 per day. One shop teacher worked as an aeroplane

mechanic ninety days one summer for \$3.00 per day. Two shop teachers were employed as printers for two summers each. They worked approximately thirty days each summer for \$4.00 per day. Seven shop teachers were managers of service stations for an average of one and five-tenths summers. The average number of days worked each summer was approximately 98.75. The average salary was \$2.25 per day. One man worked for himself. One shop man worked as a gate keeper at softball games for forty days and received one dollar per day. Another shop man acted as a caretaker of an athletic field one summer for forty days and received two dollars per day. Two shop teachers were insurance salesmen for one summer and averaged working sixty-three days. They worked for a commission and the amount earned was not indicated. Two shop teachers worked for the state highway department for one summer for one hundred days and received four dollars per day. Two shop teachers clerked in grocery stores for an average of three summers for approximately seventy-five days each summer. The average wage was two dollars per day. One shop teacher was an assistant college instructor for forty days one summer; he received four dollars per day. Two shop teachers each taught swimming one summer for an average of sixty days. They received two dollars and fifty cents per day. Two shop men were reserve officers and reported for duty two summers each. Camp duty lasted for thirty days and they received six dollars per day. Three shop men were members of the national guard for an average

of 3.66 summers; the time spent in camp each summer was fifteen days. The average pay these men received was two dollars and forty cents.

Summer College Work. Under summer activities shop teachers were asked if they had attended summer school at some college. If so, had they worked on degree, advanced degree, or on teaching combinations. Teachers were asked what college summer school they had attended. Ninety-four teachers indicated that they had attended summer school at ten different colleges. Seventy of these teachers had attended A. and M.; six had attended Kansas State Teachers College; two had attended Colorado State; two had attended the University of Colorado; three had attended Central State Teachers College at Edmond; four had attended Northeastern State Teachers College at Tahlequah; one had attended the University of Michigan. Two teachers had attended each of the following colleges: Southwestern State Teachers College at Weatherford, University of Oklahoma, and East Central State Teachers College at Ada. Thirty-seven shop teachers indicated that they had not attended college during the past five years. Sixteen teachers attended college to work on the Bachelor's Degree. Sixty-two attended school to work on advanced degrees. Sixteen attended to work on teaching combinations.

This chapter has presented the various activities at which shop teachers work during the summer months and also the number who attend college summer schools. The shop men

in this study indicate that they are employed or else are in school most of the time when they are not teaching school. These shop men indicated that they have averaged spending eight weeks and two days in school or working during the summer months.

CHAPTER VII
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

The preceding chapters have contained a statement of the problem, a discussion of the method used in obtaining the information, and an explanation of the data which was compiled. In this chapter a complete summary shall be given. The summary shall contain the exact facts as they were listed in the application for accrediting of 240 shop teachers, concerning their location, college training, age, salaries, grades taught, certificates, experience, tenure, teaching combinations, and the size of classes. The extra-curricular activities, community activities and summer activities are based on the returns of 131 questionnaires that were answered and returned by shop teachers in the state.

Summary

1. The 240 shop teachers studied were from fifty-four counties of Oklahoma.
2. Out of the 240 shop teachers studied, more than 37% had received their college training at Oklahoma A. and M. College. Out of this group 80% were found to have done their last college work in Oklahoma.
3. The average age of shop teachers studied was thirty-three.
4. In this study a shop teacher with a Master's degree was paid \$1,824.56, with a Bachelor's degree \$1,359.88 and with less than a standard degree \$1,331.25.

5. Thirty-two shop teachers teach full time in junior high schools. One hundred and sixty teach in four year high schools or in both junior and senior high school.
6. The average shop teacher in this study has been teaching over ten years.
7. The average tenure for shop teachers in this study was found to be over eight years.
8. There were only eighty-seven shop teachers in this study who taught only industrial arts.
9. The class median of all the classes taught by these 240 teachers was 22.1.
10. Out of 131 teachers, eighty-five reported that they had coached or helped coach athletics during the last five years.
11. The 131 teachers answering questionnaires spent an average of 35.93 hours per month on extra-curricular activities.
12. Out of the 131 teachers answering questionnaires the average time spent on community activities per month was 17.23 hours.
13. The 131 shop men who returned questionnaires indicated that they spent eight weeks and two days in school or working during the summer months.

Conclusions

1. The fact that the tenure of shop teachers in this study is over eight years would indicate that these

- shop teachers have not used the profession for a stepping stone.
2. The fact that the average shop teacher in this study with a Master's Degree received \$464.68 per year more for his services than does the average shop teacher with a Bachelor's Degree indicates that an advanced degree is valuable in dollars and cents.
 3. This study indicates that most shop teachers teach in four year high schools or in both junior and senior high schools.
 4. The fact that only eighty-seven shop teachers out of the 240 studied, teach full time industrial arts shows that the undergraduate who plans to teach industrial arts will have a much better chance to secure a job when he graduates if he can also teach in some other field, such as mathematics, history, or science.
 5. The fact that the 131 shop teachers in this study spent over thirty-five hours per month on extra-curricular activities would indicate that shop teachers take an active part in extra-curricular activities and should receive or secure special training for this work.
 6. The fact that 131 shop teachers in this study spent only 17.23 hours each month in community activities indicates that shop teachers did not take a very active part in community activities.
 7. According to the reports sent in, it is concluded that shop teachers spent most of their summer

months at gainful pursuits. They spent more than eight weeks in school or working.

Recommendations for Further Study

In making this study several new problems have revealed themselves, the solution of which would be beneficial to individuals interested in Industrial Arts Education. Several of these problems are as follows: A statistical study of tenure and salaries of the shop teachers of Oklahoma; a study of the subject matter that is taught under the title of Manual Arts, Industrial Arts, Shop, General Shop, Farm Mechanics, Home Making, Arts and Crafts, and Handicrafts; the list of industrial arts teachers which has been compiled from time to time by the industrial arts division of the Oklahoma Education Association is incomplete, a need is felt for an accurate and complete list; a comparison of the extra-curricular activities carried on by the shop teachers in North Central Association as compared with those in the State Accredited districts.

FRANCOIS PARCOURMENT

100 1/2 RACELLE, S.A.

APPENDIX A - BIBLIOGRAPHY

STRAVINSKY

APPENDIX A

A BIBLIOGRAPHY

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ATLANTIC COAST
MONROE, LA.

APPENDIX B

1952
1953

APPENDIX B

Questionnaires were sent to each school system in the state that appears in the following table. This list contains the names of a number of high school shop teachers in addition to those given in the State Directory of Industrial Arts Teachers for 1936-37. The asterisk indicates the Trade and Industrial Teachers in this list.

DIRECTORY OF INDUSTRIAL ARTS
TEACHERS IN OKLAHOMA

Location of School	Name of Teacher
Ada	Harold Strohm
Adam	Lon Gadley
Altus	John Cermak
Alva	Orville Korn
Amber	Robert L. Stricklin
Anadarko	Robert Phelps
Apache	Ben W. Ballard
Ardmore	R. H. London
Ardmore	Harry H. Brown
Ardmore	S. Mason
Arnett	W. F. Funk
Bartlesville	Paul J. Van Horn
Bartlesville	Paul S. Wheeler
Bartlesville	Earl W. Clark
Blackwell	Frank Harvey
Bowlegs	W. Loyd Nash
Blair (Con. No. 4, R.R. 2)	E. L. Whitten
Bristow	L. J. Burris
Britton	Archie Courtney
Butler	O. H. Weibe
Carnegie	Cyrus P. Cates
Cashion	C. M. Wilday
Chandler	Leroy Burris
Chickasha	*Carl Richison
Chickasha	*H. A. Beach
Chickasha	*Floyd E. Alexander
Chickasha	L. L. Fritz
Claremore	Harland Jones
Clinton	G. L. Orgain
Comanche	Lonnie Gilliland
Copan	Earl Mann
Coyle	Louis Cornforth
Crooked Oak	Robert Sutton
Cushing	R. Z. Simmons
Cushing	Oneal Cook
Custer City	Charles J. Ross
Davenport	R. L. Wenkstam
Davidson C. D. No. 2	Leroy Swartz
DeNoya	P. L. Martin
Dewey	C. R. Clodfelter
Drumright	V. A. Pleasant
Duncan	Edgar Williams
Duncan	*J. W. Taylor
Duncan	*V. M. Adkins
Earlsboro	Cliff Trinkle
Edmond	Ralph Payne
Elk City	Guy A. Fisher
Enid	M. S. Kirk

Location of School

Name of Teacher

Location of School	Name of Teacher
Enid	Herbert A. Deem
Enid	Lewis Field
Enid	Ray E. Brown
Enid	Robert Payne
Enid	Joe M. Ash
El Reno	C. B. McGill
El Reno	C. R. Horton
El Reno	A. B. Van Horn
El Reno	J. O. Mason
Enick	H. E. Wright
Fairfax	Gene Pope
Forker	C. H. Johnson
Fargo	P. F. Gruber
Frederick	William A. Muller
Gage	H. V. Bright
Glencool	Estes Smith
Goodwell	Floyd Wood
Guthrie	A. M. McGuire
Guthrie	Maurice Ponton
Guthrie	L. E. Bonham
Guymon	H. W. Vasney
Harrah	A. G. Richards
Henryetta	A. C. Shinn
Henryetta	J. M. Yates
Henryetta	Jimmie Lohue
Hobart	Howard Shirk
Hobart	Alfred Crowell
Holdenville	Frank Welch
Holdenville	J. A. Fox
Hollis	J. P. Spann
Hominy (Wild Horse)	Hugh Wolfe
Hominy (Round Valley)	Edson Wagner
Jay	Louis G. Journey
Jay	Kenneth Wells
Jenas	*Clair Bailey
Jenks	*L. Brent
Kiefer	J. W. Loper
Kingfisher	Gene Wilmore
Lambert	Ralph Andree
Lawton	Ray A. Horton
Lawton	Paul Wilson
Lawton	*Bryan Griffin
Lindsay	Harriet Fuller
Luther	Howard Musselman
McAlester	Kenneth Briggs
Manchester	L. F. Laughlin
Mangan	A. G. Christian
Marble City	Biley Stornant
Marble City	Joe Roster

Location Of School	Name of Teacher
McMann (Dundee)	A. D. Smith
Maud	Tearl Singleterry
Medford	C. T. Collins
Miami	Karrest F. Gorton
Mingo	Delbert King
Moore	Lawrence Kelley
Muskogee	*C. E. Paul
Muskogee	*M. A. Roberts
Muskogee	*H. T. Huck-Step
Muskogee	*Kenneth Burchard
Muskogee	G. L. Smith
Muskogee	Adolph Bell
Muskogee	*J. H. Downen
Newkirk	Delbert Dyke
Neloganey	Cheryl Pruet
Ninnekah	Byron F. Jolley
Norman	W. L. Connor
Norman	Nelson Haley
New Lima	L. H. Reynolds
Nowata	G. O. Hendricks
Oilton	John Swefford
Okemah	J. R. Green
Oklahoma City	
Britton Junior-Senior	A. E. Courtney
Capitol Hill Junior-Senior	L. H. Bengston
Capitol Hill Junior-Senior	D. F. Cooley
Capitol Hill Junior-Senior	E. A. Hardy
Capitol Hill Junior-Senior	A. E. Phillips
Capitol Hill Junior-Senior	Jack Whitman
Capitol Hill Junior-Senior	R. C. Browe
Capitol Hill Junior-Senior	J. F. Corbett
Capitol Hill Junior-Senior	F. G. Madrak
Capitol Hill Junior-Senior	L. S. Sayre
Central Senior	Paul B. Bell
Central Senior	N. A. Lago
Central Senior	*H. W. McKimney
Central Senior	*B. H. Thomas
Central Senior	*H. F. Rusch
Central Senior	F. A. Leabo
Central Senior	Claude Keenan
Central Senior	*Paul V. Selders
Central Senior	*Lenna Lawson
Classen Senior	G. W. Brucher
Classen Senior	Frank E. McKee
Harding Junior	H. J. Sharp
Harding Junior	E. R. Sutterfield
Harding Junior	E. Clay Venable
Harding Junior	G. L. Waltrip
Jackson Seniors	E. W. Taylor

Location of School	Name of Teacher
Roosevelt Junior	A. W. Mohr
Roosevelt Junior	A. B. Shogren
Roosevelt Junior	E. A. West
Taft Junior	A. E. Gatterley
Taft Junior	A. H. Prag
University Heights	A. W. Gornaley
Webster Junior	Harold Hiseback
Webster Junior	Alonso Herwood
Webster Junior	Erma Snyder
Okmulgee	*J. Perry Morris
Okmulgee	*Lee A. Sauerer
Okmulgee	*H. A. Bright
Okmulgee	Raymond Sells
Okmulgee	*E. E. Steele
Pauls Valley	J. E. Sealock
Pawhuska	C. E. Hoffman
Parsons	Clara Neot
Perry	Quiley Walters
Perry	E. D. Satree
Picher	A. D. Todd
Ponca City	*H. L. Powers
Ponca City	*C. A. Pickett
Ponca City	*Hallie O. Campbell
Ponca City	*R. H. Farley
Ponca City	L. E. Parsons
Ponca City	Edwin M. Burnee
Ponca City	J. S. Gahl
Ponca City	C. C. Keller
Poteau	Jesse Townsend
Pryor (State Bond)	I. C. Seymour
Putnam City	Bess Mesley
Putnam City	Harold Kasher
Quapaw	Floyd Caldwell
Ripley	H. E. Bowman
Rumana	C. F. Cloudwater
Seebeck	F. E. Bruner
Ringwood	*O. C. Husted
Sand Springs	*Charles Halcomb
Sand Springs	*C. C. Jelis
Sand Springs	*Hanson Lingley
Sand Springs	*C. H. Thompson
Sapulpa	*E. L. Southard
Sapulpa	Heinrich Schmidt
Sapulpa	*H. B. Lewis
Seminole	E. Fred Lewis
Seminole (Varnum)	G. F. Nichols
Shattuck	J. V. McBoy
Shawnee	*G. A. Strong
Shawnee	Bernice Hillis
Shawnee	*J. E. Yancey

Location of School	Name of Teacher
Shawnee	*K. V. Bengtson
Stillwater	*Berrest Hamble
Stillwater	A. C. Miller
Stillwater	*E. J. Brinker
Shidler	Herbert Gullic
Sulphur	Leslie Savage
Tahlequah (City)	Joe L. Reed
Texhoma	L. B. Field
Thomas	Anderson Greene
Tonkawa	Leon Ames
Tulsa	
Central High	A. B. McHenry
Central High	*O. B. Sadger
Central High	Pat Bowman
Central High	*E. P. Chandler
Central High	*Bina Clover
Central High	C. E. Wynn
Central High	W. W. Adams
Central High	C. A. Franklin
Central High	John Howard
Central High	*H. E. Keys
Central High	F. V. Hulce
Central High	F. C. McCullough
Central High	T. B. Miller
Central High	Rugh Miller
Central High	A. S. Orman
Central High	V. L. Ringle
Clinton High	W. E. Phillips
Cleveland Junior	A. S. Willett
Cleveland Junior	Morris Wiley
Hilison Junior	J. J. Wisch
Hilison Junior	Earl Woodson
Regene Field Junior	C. L. Hill
Scrace Mann Junior	E. M. Hale
Scrace Mann Junior	Ernest Boyd
Lovell Junior	A. E. Beeby
Lovell Junior	H. A. Harris
Roosevelt Junior	E. McGinnis
Roosevelt Junior	J. A. Bollinger
Hurley	Raymond Johnson
Andrew Wilson Junior	A. L. Henderson
Viel	A. C. Jones
Vinita	Floyd Lenox
Wagoner	George C. Bennett
Walters	Dozier Covert
Waskonia	A. C. Schwieger
Webb City	Carl Leach
Weatherford	Orville England
Wesley	Charles A. Clark
Wendell	H. H. Japp

Location of School

Name of Teacher

Wynnewood (Joy)
Wewoka
Wewoka
Woodward
Wynona
Yukon
Auant
Cloud chief
McLoud
Okarehe
Ryen
Union City

J. L. Parker
Guy L. Cross
F. H. Harris
Chris H. Guneman
B. W. Shockley
Merle Brattin
Hazel Light
M. M. Lewis
G. E. Evans
V. C. Walker
Freeman Hamilton
C. A. Helms

APPENDIX C

APPENDIX C

APPLICATION FOR ACCREDITING

The State Department of Education requires that all high schools in the state make application for accrediting. This includes high schools in the North Central Association. Many of the large high schools in the state did not fill in high school daily schedule. The forms of "Application for High School Accrediting, 1936-37" are found on the following pages. It was from these forms, found in the files of the State Department of Education, that much data used in this thesis, was obtained.

County _____ Dist. No. _____ School _____ Post Office _____

APPLICATION FOR HIGH SCHOOL ACCREDITING, 1936-1937

This Copy for State
Department of Education

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION
PART I. GENERAL INFORMATION
DIVISION OF HIGH SCHOOL INSPECTION

White _____
Colored _____

This application is to be filed with the State High School Inspectors, State Capitol, Oklahoma City, Oklahoma, prior to November 1. A copy is to be kept on file in the office of the local superintendent. **Please Use Typewriter.**

CERTIFICATE OF ACCURACY

I hereby certify that the information contained in the following report is complete and correct.

P. O. _____
R. F. D. or St. _____ Date _____ (Please sign here) Superintendent-Principal.

Superintendent _____ Principal _____

Clerk of Board _____ Scholastic Enumeration, 1936 _____ Date School opened _____

No. Students received by transfer: Grades _____ H. S. _____ Are pupils transported to your school? _____

1. Do all teachers, principals, and superintendent now hold proper Okla. State certificates valid during school year _____
2. Are official transcripts showing H. S. and College work of all teachers on file in office of Prin. or Supt. _____
3. Is a complete record of the certificates of all teachers now on file in the office of the local superintendent _____
4. No. Librarians: Full-time _____ Part-time _____ Pupil _____ Teacher _____ Other adults _____
5. Is library catalogued according to Dewey Decimal System _____ Are library books recorded in accession book _____
6. Does library have regular charging system showing by whom and when books are withdrawn _____ returned _____
7. Do you keep a system of permanent records which shows, on one page, by years, all units completed by each pupil, together with teachers' marks, for extra time pupil has been in attendance in your school _____
8. Are official transcripts of advanced standing credit allowed pupils from other H. S. on file in Prin's. office _____
9. Are credits transferred from other schools properly entered on pupils' permanent records _____
10. Are permanent H. S. records kept in fire-proof safe _____. Where are duplicate records kept? _____
1. Was a "High School Summer Term" (Not a split term) held during June or July _____
2. Was it authorized by the local superintendent and board of education _____
3. Was an application for accrediting the Summer High School made to this Department _____
4. Did you have a split term _____. Length of vacation between split term and fall term _____
5. No. Ele. teachers: Full-time _____ Part-time _____ Full-time equivalency of part-time Ele. teachers _____

6. PUPIL ENROLLMENT							19. HIGH SCHOOL PUPIL-TEACHER RATIO
Grade	At close of first month this year	Total last year	Number promoted last year	Number retained last year	Number dropped last year	Average daily attendance last year	
	1	2	3	4	5	6	
1							a. Full-time high school teachers.....
2							b. Part-time high school teachers.....
3							(Account here and also in d for a member who both teaches and supervises, but for only the proper fraction in d.)
4							c. Full-time equivalency of part-time high school teachers
5							(Divide number of periods taught daily by all part-time teachers by the average number of periods taught by all full-time teachers.)
6							d. Full-time supervisors (principals, superintendents, special supervisors and librarians) or equivalent (if any devote part-time to the high school).....
7							e. Full-time clerks or equivalent (if any devote part-time to the high school).....
8							f. Sum of a, c, d, and 1/2e (above).....
Total							g. What is your pupil-teacher ratio?.....
ids.							(Divide pupil enrollment, table 16, col. 1, by 19f. In computing item 19g be sure that your teaching staff and pupil enrollments are computed for the same grades, e. g., 9-10-11-12 or 10-11-12.) State which is used
9							
10							
11							
12							
Total							
I. S.							

Graduates (last year) High School: Boys _____ Girls _____ Total _____
Post Graduates (last year): Boys _____ Girls _____ Total _____ Eighth Grade Graduates (last year) _____

20. No. H. S. pupils carrying for graduation credit
- a. Fewer than four units.....
 - b. Four units
 - c. More than 4 but less than 5 units.....
 - d. Five units
 - e. More than five units.....
 - f. Total H. S. enrollment.....
21. No. Units required for graduation
- a. By local school.....
 - b. In college entrance units only.....
 - c. In English
 - d. In Mathematics
 - e. In American history.....
 - f. In laboratory science.....
 - g. In
 - h. In
 - i. In
22. No. H. S. teachers teaching daily
- a. Fewer than four classes.....
 - b. Four classes
 - c. Five classes
 - d. Six classes
 - e. More than six classes.....
 - f. Total No. H. S. teachers.....

24. No. H. S. teachers teaching daily
- a. Fewer than 141 pupils.....
 - b. 141-150 pupils
 - c. 151-160 pupils
 - d. More than 160 pupils.....
 - e. Total No. H. S. teachers.....
25. No. Ele. teachers having an A. D. A. of
- a. Fewer than 30 pupils.....
 - b. 30-39 pupils
 - c. More than 39 pupils.....
 - d. Total No. Ele. teachers
26. Check activities sponsored by school.....
- a. Homeroom
 - b. Assembly
 - c. Clubs
 - d. Newspaper
 - e. Annual
 - f. Handbook
 - g. Magazine
 - h. Student participation in Gov't.....
27. Does school provide for
- a. Guidance
 - b. Library instruction
 - c. Phy. and health Educ. for all.....

23. LIBRARY (Use invoices and inventories)

Department	No. volumes added since last report	Cost of volumes added	Total number usable volumes
English fiction			
English non-fiction			
European History			
American History			
Other social studies			
Science			
Vocational Agriculture			
Home Economics			
Dictionaries			
Encyclopedias			
Other general books			
Total books in high school			
No. library books for grades			

28. LABORATORIES (Use invoices)

Subject and department	Cost of Equip. added since last report	Cost of equipment now available
General Agriculture		
Biology		
Botany		
Zoology		
Chemistry		
General Science		
Physics		
Physiology		
Geography		
Voc. Agri.		
Home Econ.		
Ind. Arts		
Drawing		
Commerce		
Music		

29. Readers for elementary grades

Grade	No. sets
One	
Two	
Three	
Four	
Five	
Six	
Grade	No. copies
One	
Two	
Three	
Four	
Five	
Six	
Total Grades 1-6	

County _____ Dist. No. _____ School _____ Post Office _____

APPLICATION FOR HIGH SCHOOL ACCREDITING, 1936-1937

(Also used for County Superintendent's personnel report)

This copy for County _____ STATE OF OKLAHOMA _____ Colored _____

Superintendent's Files _____ DEPARTMENT OF PUBLIC INSTRUCTION _____ White _____

PART II. PERSONNEL REPORT

FOR TEACHERS, PRINCIPALS, SUPERINTENDENTS, LIBRARIANS AND SUPERVISORS

This report should be returned to this department not later than **November 1st**. This report should be made by the County Superintendent for all school districts which do not apply for high school accrediting.

This report is a part of and must be sent in with the annual application for high school accrediting in districts maintaining accredited high schools. It should include information for all senior high, junior high and elementary teachers.

SUMMARY OF TEACHING POSITIONS

	In Entire School System	In Each Division of School System ^a			
		Elementary Grades 1 to.....	Junior H. S. Grades..... to.....	High School Grades..... to 12	Kindergarten, Part-time School, etc.
1. ^b Teachers—					
Men.....					
Women.....					
2. ^c Principals—					
Men.....					
Women.....					
3. ^c Supervisors—					
Men.....					
Women.....					
4. ^c Paid Librarians—					
Men.....					
Women.....					
5. ^d Total instruction Personnel—					
(No name counted twice).....					
6. How many teachers named in Item 1 devote less than full-time to school work in your system?					
Men.....					
Women.....					
7. Full-time equivalent of teachers referred to in Item 6.					
Men.....					
Women.....					

- a. Prorate time of teachers who work in more than one division of the school organization.
- b. **Include** all principals, supervisors and paid librarians who teach **more** than half time.
- c. Do **not** include principals, supervisors and paid librarians who teach more than half time.
- d. Sum of Items 1 to 4, inclusive, should be the total number of different individuals performing instruction service in your school system.

CERTIFICATE

I hereby certify that this report is accurate and complete.

Date....., 193.....

Signed.....

H. S. Principal-City Supt.,-County Supt.

PERSONNEL REPORT FOR SUPERINTENDENT, PRINCIPAL, TEACHER, LIBRARIAN AND SUPERVISOR.

(Please number all pages consecutively)

List superintenden and principal first, H. S. teachers second, junior high school teachers third, elementary teachers fourth, librarians fifth and supervisors last.

Name and Present Address	Insert college training completed on first day of school and indicate certificate issued on examination in columns 7 and 8. Give date degree was received in columns 2 and 3.								Sex	Age (Last Birthday)	*Marital Status (See Code)	Annual Salary	Monthly Salary	Colleges Attended Most
	2	3	4	5	6	7	8	Name of Each College and Dates of Attendance and Degree Received						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Example: Susie Mae Smith 100 East 20th St. Oklahoma City, Okla.	MS 1936	AB 1930	90 Sem. Hrs.	60-89 Sem. Hrs.	40-59 Sem. Hrs.	First Trade Cert.	Lower Than First Grade Cert.		F	31	S	1125	125	Kans. U. 1917-18 Central 1920-23 Okla. U. 1925-26
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														

* Use Code: S. Single; M. Married; D. Divorced; W. Widow or Widower.

Subject	No. units of credit	Number enrolled		Grades in which subject is offered	Number finishing course last year	Number retained in course last year	Subject	No. units of credit	Number enrolled		Grades in which subject is offered	Number finishing course last year	Number retained in course last year
		This year	Last year						This year	Last year			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
English							Science						
English I							Physics						
English II							Chemistry						
English III							Phy. Geog.						
English IV							Com. Geog.						
Public Spkg.							Botany						
Mathematics							Zoology						
Comp. Math.							Biology						
Algebra I							Physiology						
Algebra II							Gen. Science						
Pl. Geometry							Gen. Agri.						
S. Geometry							Applied science						
H. S. Arith.							Voc. Agri. I						
Social Studies							Voc. Agri. II						
O. H. & Civics							Voc. Agri. III						
Modern Hist.							Voc. Agri. IV						
General Hist.							Home Ec. I						
American Hist.							Home Ec. II						
A. & M. Hist.							Ind. Arts						
English Hist.							Mech. Draw.						
Adv. Civics							Commerce						
Economics							Com. Law						
Sociology							Com. Arith.						
Prob. in Dem.							Bookkeeping						
Foreign Lang.							Shorthand						
Latin I							Typewriting						
Latin II							Business Eng.						
Latin III							Miscellaneous						
Latin IV							Psychology						
French I							F. H. Drawing						
French II							Music (Th'y.)						
Spanish I							Music (Ap'd.)						
Spanish II													

Comment: Do not write in this space.

School accredited for _____ units last year.

School applying for _____ units this year.

Do not write in following spaces

Length of term in days _____

School inspected by _____

Date of inspection _____, 19____

Action taken by Board of High School Inspection

Date _____, 19____

Approved for _____ Units

Typed by Roberta Shirk