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Scope of Study: This report deals with the co-curricular and community activities of industrial arts teachers in Oklahoma, giving the types of activities, the number in participation, and the time spent in participation. The report of the survey is given by the use of tables with explanations of each. Included is a brief history of the development of co-curricular activities and a discussion of the relationships between these activities and the curriculum of the secondary school. Comparisons are made between teachers in different groups and between the results of this survey and an earlier survey in order to determine some of the trends in the participation of industrial arts teachers in co-curricular and community activities.

Findings and Conclusions: The industrial arts teachers of Oklahoma, as a whole, take an active part in the co-curricular activities of the school and in community activities. Athletics comprise the area of greatest participation of teachers sponsoring student activities. Three school duties: class sponsor, gate keeper, and hall duty were performed by more than one-half of the teachers in this study. In comparison with an earlier survey, a decrease was noted in the number of teachers coaching athletics and an increase was noted in the time spent per month in co-curricular activities. The survey indicates that the new industrial arts teacher going into the small high school will be expected to assume a full load of co-curricular activities. Most teachers enjoy the activities which they sponsor but few receive extra pay or released time from the classroom for sponsoring these activities. There was a slight increase over the findings of a previous survey in the number of hours per month spent in community activities. Considering the active part taken in co-curricular activities by industrial arts teachers, better preparation for sponsoring these activities is desirable, especially on the undergraduate level.

Advisor's Approval

John B. Tate

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By

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C. D. L.

<u>Chapter</u>	<u>Page</u>
Part C. Community Activities of Industrial Arts Teachers	28
Civic Activities	28
Church Activities	29
Recreational Activities	29
Social Activities	30
Comparison With a Similar Study	30
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	31
Summary	31
Conclusions	32
Recommendations for Further Study	33
BIBLIOGRAPHY	35
APPENDICES	37
A. Letter of Transmittal	38
B. Questionnaire	39
C. Respondents to Questionnaire	41

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. STUDENT ACTIVITIES	21
II. SCHOOL DUTIES	23
III. COMPARISON OF CO-CURRICULAR ACTIVITIES AND SCHOOL DUTIES	25
IV. COMPARISON WITH A SIMILAR STUDY	27
V. COMMUNITY ACTIVITIES	29

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. LOCATION OF RESPONDENTS TO QUESTIONNAIRE	5

CHAPTER I

THE STUDY

Much of the success of the industrial arts teacher depends not only on his work in the classroom, but also on his ability to accept and perform well his co-curricular and community activities. Almost all industrial arts teachers enjoy teaching their shop classes, but all are not in agreement on the number and types of activities in which they should participate in addition to their shop classes. It is hoped that this study will point out some of the present practices and trends in this area.

Needs for the Study. The main purpose or need for this study is the desire of the writer to collect information in this area and to present it in such a way that it will be helpful to the present industrial arts teachers and, particularly, to those new teachers beginning their work in the field. While taking an active part in the co-curricular activities of his school and in community activities, the writer has encountered several questions in this area which this study will attempt to answer.

Methods Used. Two methods of research were employed in this report. The documentary method was used to study the material already written on the subject, to find information concerning the development of co-curricular activities, and to study the questionnaire method of

research. The questionnaire method was used to gather information from the industrial arts teachers. This information was compiled in the form of tables and explanations for the main body of this report. From these, conclusions were formed by the writer and included in the report.

Definition of Terms. In order to have a common understanding of the terms used in this report, the following definitions are offered.

Industrial Arts Teacher. A person who teaches one or more shop classes.

Curriculum. The curriculum comprises all the experiences of the child under the direction of the school.

Co-Curricular Activities. The less formal parts of the curriculum which are usually student centered and selected for which usually no credit is given and whose attention is more directed to the personal, social, and vocational guidance outcomes.

Community Activities. Any part taken by the individual in the community, outside regular school work, for which no pay is received.

Similar Studies. Previous research studies have covered various areas of the teacher's responsibilities in co-curricular and community activities. A study closely paralleling the present study was made by Jeffrey (4, pages 63-64) in 1937. His study included not only the co-curricular and community activities, but also the summer employment of one hundred and thirty-one industrial arts teachers in Oklahoma. Comparisons of the results of Jeffrey's study and the present study will be made in Chapter III.

Trease (10, page 48) included a section on co-curricular activities in his survey of the industrial arts teachers in the state of Kansas in 1950-1951. He found that more teachers worked as class sponsor and athletic coach than any other activity listed. Only nineteen percent of the teachers in this survey sponsored no outside activity.

A very complete study of the extra-curricular activities in the secondary schools of Oklahoma was made by Peak (9, pages 47-48) in 1939. He found that in the majority of instances the principal was the director of the program. The activity program was found to be on the increase in the schools studied.

Literature on the Subject. Since 1925, numerous books have been published on the subject of co-curricular activities. One of the more recent additions to the field by Gruber (3) contains material covering all the various activities, their importance to the secondary school, their relation to the democratic ideal, administration of these activities, and a chapter on evaluation.

Another recent book by Miller (8) deals with the history, trends, and some of the guiding principles essential to a sound program. Special emphasis is given to the illustration of successful experiences in the field of co-curricular activities.

Shank (15) discusses the problem of granting extra pay to teachers for sponsoring co-curricular activities. A list of standards and principles to be followed is presented.

Rice (14) conducted an opinion poll in The Nation's Schools which disclosed that eighty percent of the superintendents thought that

teachers should receive extra pay for directing co-curricular activities in those cases involving considerable time beyond the regular school day.

Much advice is given the new sponsor of co-curricular activities. A list of tips to the new sponsor is given by Bennett (13). The importance of capability, training, and interest on the part of the faculty sponsor is also stressed. Several reasons why teachers are sometimes reluctant to become sponsors of co-curricular activities are discussed by Benerd (12).

Delimitations. An annual directory (11) is published by the School of Industrial Arts Education, Oklahoma State University, which lists all the industrial arts teachers in Oklahoma. The directory for 1957-58 lists approximately six hundred and seventy-five industrial arts teachers and five hundred and thirty secondary schools offering industrial arts. The questionnaire was mailed to two hundred and fifty teachers who were chosen to permit a wide coverage of the state. One hundred and six usable returns were received for a response of forty-two and four tenths percent. One reason for the lower percentage of returns than expected was the fact that the questionnaires were mailed in late April and early May, which is near the end of school and an especially busy time for industrial arts teachers.

Although the survey covered only sixteen percent of the industrial arts teachers in Oklahoma, fifty-two of the seventy-seven counties of the state were represented. Figure I gives the location of the respondents on the map of Oklahoma. Each dot represents one industrial arts teacher. The numbers near a dot represent schools or cities where more

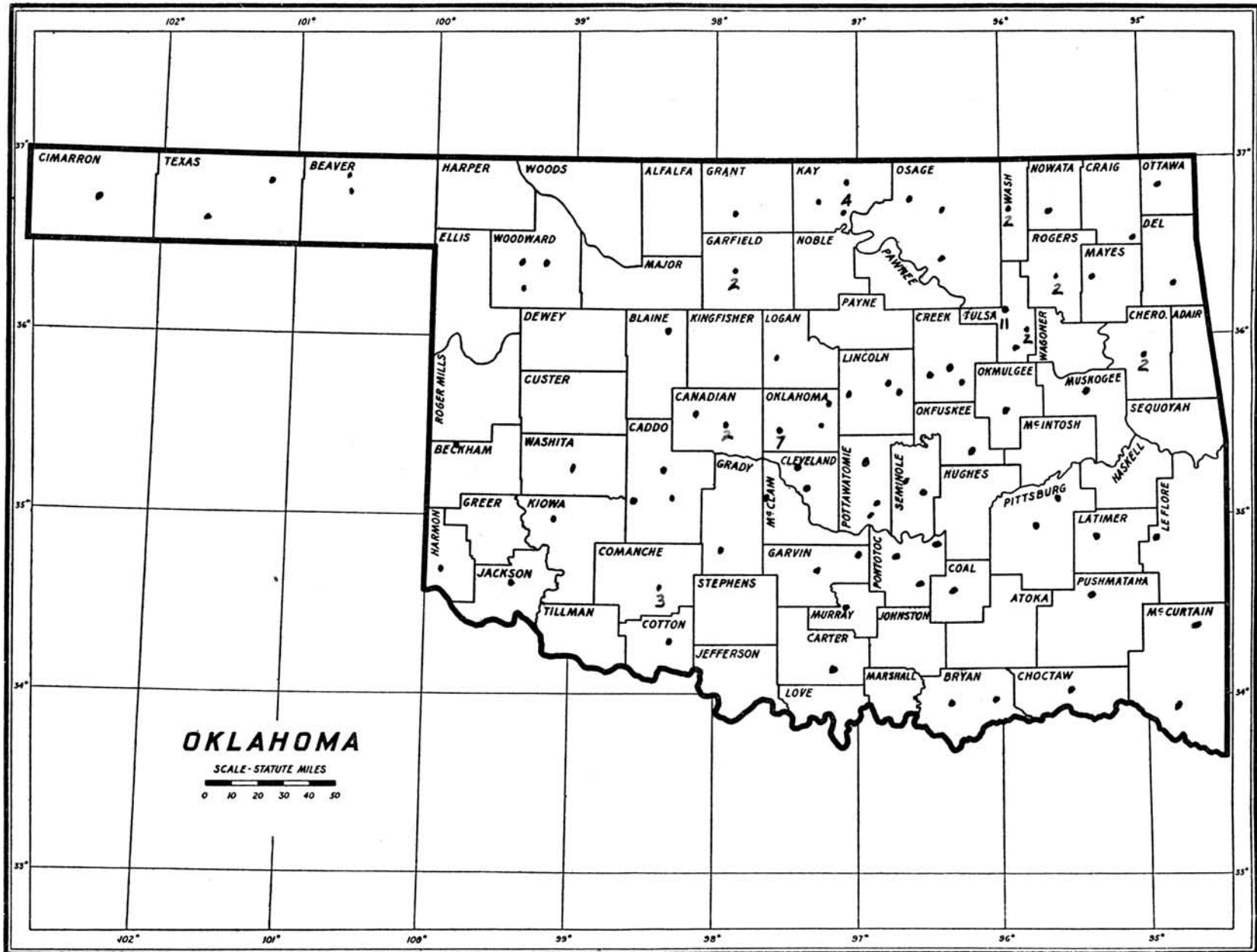


Figure 1.

than one teacher responded.

Predicted Results. The survey was undertaken with several goals in mind. From the data obtained from the questionnaires, the following information concerning industrial arts teachers is desired.

1. The tenure and class size
2. The number of classes per day
3. The number and types of co-curricular activities sponsored
4. The time per month spent on co-curricular activities
5. The number and types of school duties performed
6. Comparison of the student activities and school duties between teachers in small and large schools, between teachers of short and long tenure, and between teachers in junior and senior high schools.
7. The number, type and time spent per month in community activities
8. Comparisons with a previous study to determine present trends.

Plan for Presentation. Following the introduction of the study in the present chapter, the report will be completed under the following plan. Chapter II will contain the history and development of co-curricular activities. The report of the survey in Chapter III is divided into three parts; the first dealing with the techniques of research used, the second covering the co-curricular activities of the industrial arts teachers, and the third reporting the community activities of the teachers. The last chapter will contain the summary,

conclusions, and recommendations for further study.

The preliminary information concerning the survey has been presented. Chapter II will deal with the development of co-curricular activities including their history and contributions to the secondary school.

CHAPTER II

THE DEVELOPMENT OF CO-CURRICULAR ACTIVITIES

Many new activities have been added to the school program due to the rapid changes in modern life. Through a better understanding of the psychology of adolescence, the schools have been better able to direct these activities into a means for teaching citizenship. The co-curricular activities are more before the public than any other area of the school program.

History. Historically, the field of co-curricular activities is not new. Although the term "co-curricular activities" is of recent origin, the activities themselves are almost as old as organized education. Many of them, even in modern form, were found in Greek and Roman times. Examples of these are athletics, clubs, dramatics, debating, music, oratorical competitions, public programs, and student participation in government which were found in Athens and Sparta. The forerunner of our home room was the student "circle" around a favorite teacher.

There existed during the early history of education in the United States, several co-curricular activities such as debating, spelling bees, and the Friday afternoon exercise which involved the development of skills and social relationships. The co-curricular activities in the early secondary schools were usually copies of the college programs, which in turn, were much influenced by European practice.

The attitude of the faculty toward the development of co-curricular activities falls into three periods. No definite dates can be given for these changes because the time of their inception varies from community to community. These changes are discussed by McKown. (7, pages 2-3)

In the beginning these activities were ignored. The teacher considered his job that of classroom instruction, and this usually meant lecturing. He recognized and accepted no responsibility for what the students did outside of his own narrow subject. He simply ignored their social and physical interests. Because these were considered important by the students it was but natural that they themselves should be quick to organize and promote activities that concerned them. As a result, the well known "two colleges on every campus" idea became established in practice. And in many a school the student-conducted overshadowed the faculty-controlled institution.

The second period was that of opposition. In it the faculties bewailed the place and importance given to these outside activities and the decreased reverence for good old-fashioned scholarship. Teachers and administrators began a vigorous campaign of opposition which met, and in some institutions is still meeting, with just as vigorous a campaign of opposition from the students and, particularly, from alumni. This is especially true of interscholastic athletics. . .

The third period began in about 1920, when the more enlightened faculty members, recognizing the "pull" of these activities and also their inherent possibilities for education, made the logical demand that they be capitalized rather than ignored or condemned.

These early faculty attitudes of opposition and the ignoring of co-curricular activities led to many of the abuses which developed in the early athletic programs and in the undemocratic and sometimes questionable activities of high school fraternities and sororities which developed in the first part of this century.

Co-curricular activities have developed rapidly since 1920 when this phase of the educational program was beginning to receive attention. Professor Fretwell of Teachers College offered the first course devoted

to the organization and administration of co-curricular activities in 1917. The first volume on these activities was published in 1925 and today at least a dozen general works and many on specific phases of this field are available.

Terminology. With the favorable change of attitude toward the student activity program, the search began for a more satisfactory name. Although the term "extra" as used with curricular is most commonly used, writers on educational administration do not agree that this term is best.

Some of the terms that are used now or which have been used in the past are as follows: "extra-curriculum", "extra-class", "semi-curricular", "co-curricular", "intra-curricular", "super-curricular", "citizenship training", "allied", "all-campus", "excular", "student activities", "collateral student activities", and "socializing-integrating".

In this report, the term "co-curricular" is used by the writer because it most nearly reflects the true relationship between the in-class and the out-of-class activities of the school. The implication is given that each type of activity is equally important in the development by the school of useful citizens.

The Relationships Between Curricular and Co-curricular. Before we are able to determine the relationships between the curricular and co-curricular activities, a first step is to decide what concept of the curriculum is to be accepted.

In an older concept, the curriculum was the subject matter employed in instruction. Here it would be synonymous with a course of study and

in its simplest form, a list of text books with references to particular sections to be covered in various parts of the course.

With the change of attitude toward co-curricular activities, another concept of the curriculum was advanced. The curriculum was seen as a series of courses which would prepare a pupil along certain lines such as "classical", "college preparatory", "commercial", "industrial", "English", or "general".

A third concept is given by Johnson. (5, pages 6-7)

A concept which finds general acceptance today is that which identifies the curriculum with the experiences of the pupil. . . If we take the point of view that the curriculum comprises all the experiences of the child under the auspices of the school, the distinction between curriculum and extra-curriculum tends to disappear.

Under this concept, an activity may be curricular in one school and co-curricular in another.

The thin line of demarcation between the curricular and the co-curricular makes it even more difficult to define the term "co-curricular activities".

Fretwell (1, page 6), gives an often-quoted definition: "Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for".

Several earlier definitions contained the following points: (1) The activities must take place outside the regular school day; (2) they must originate in the spontaneous interests of the pupils, and (3) they must be carried on without the reward of school credit. At the present time these points cannot be accepted because many of these activities meet during the school day and an activity period is included in the schedule of many schools. Many times an activity will grow out of the

interest of a teacher or the principal. Also, many schools give or require credit in co-curricular activities toward graduation.

Since the presently accepted definition of the curriculum also includes the area of co-curricular activities, one way to partially define the term "co-curricular activities" would be to give the distinction between the "classroom activities" and "extraclass activities". The term "classroom activities" is used to designate the more formal aspects of the curriculum and the term "extraclass activities" is used to designate the more informal group activities.

By combining the newer concepts of co-curricular activities with some of the older ideas which are used in common practice, a definition may be developed which, at best, will be very inadequate. Most writers in the field do not attempt to define the term but only set down certain points as guides to follow. In this report the term "co-curricular activities" refers to the less formal parts of the curriculum which are usually student centered and selected for which usually no credit is given and whose attention is more directed to the personal, social, and vocational guidance outcomes.

As a summary of the relationships between the curricular and co-curricular activities, Gruber (3, page 14) states:

We shall understand, then, that the term extraclass refers to a group of activities whose outcomes are so important that they must be engaged in just as consistently as the assigned or selected credit-bearing subjects. In other words, no student should be considered as having completed his secondary education if he has pursued only the curricular offering, and no student should be considered as having completed his secondary education who has pursued only the extraclass activities.

Contributions. Almost every book on co-curricular activities contains a list of objectives or contributions. Some apply more to certain activities than others. Miller, (8, pages 13-19) in Planning Student Activities, has a particularly good list broken down into the contributions to the student, to curriculum improvement, to more effective school administration, and to the community.

Contributions to Students

1. To provide opportunities for the pursuit of established interests and the development of new interests.
2. To educate for citizenship through experiences and insights that stress leadership, fellowship, cooperation, and independent action.
3. To develop school spirit and morale.
4. To provide opportunities for satisfying the gregarious urge of children and youths.
5. To encourage moral and spiritual development.
6. To strengthen the mental and physical health of students.
7. To provide for a well-rounded social development of students.
8. To widen student contacts.
9. To provide opportunities for students to exercise their creative capacities more fully.

Contributions to Curriculum Improvement

1. To supplement or enrich classroom experiences.
2. To explore new learning experiences which may ultimately be incorporated into the curriculum.
3. To provide additional opportunity for individual and group guidance.
4. To motivate classroom instruction.

Contributions to More Effective School Administration

1. To foster more effective teamwork between students, faculty, and administrative and supervisory personnel.
2. To integrate more closely the several divisions of the school system.
3. To provide less restricted opportunities designed to assist youth in the worth-while utilization of their spare time.
4. To enable teachers to better understand the forces that motivate pupils to react as they do to many of the problematic situations with which they are confronted.

Contributions to the Community

1. To promote better school and community relations.
2. To encourage greater community interest in and support of the school.

Criticisms. No new movement in education is developed without much criticism. One of the first objections advanced by the teachers and administrators was that the curriculum was already overcrowded. Another objection was that these activities were only "fads", "frills", and "luxuries". Many thought these activities took too much time, both from the teacher and the pupil.

At the present time, most of these criticisms have been overcome through better understanding, objectives, leadership, enthusiastic membership, suitable time, and adequate equipment and space.

Present Status. In general, teachers have come to recognize the importance of student activities and consider their supervision as a significant part of the teacher's responsibility. As evidence, Johnson (5, page 5) cites the large enrollment in classes dealing with the philosophy and administration of activities, in the increasing

publications in the co-curricular field, and in the frequent descriptions of successful practices in individual schools.

For some time into the future, most schools will make some distinction between the relatively formal, organized activities under the direction of the teacher and the activities growing out of the interests and planning of the pupils. As a trend for the future, Miller (8, page 11) states that available evidence would seem to indicate that many of the present co-curricular activities will become a part of the curriculum.

This chapter has given an overall view of the development of co-curricular activities. The next chapter will deal with the techniques used in the study and a report of the teacher's co-curricular and community activities derived from the questionnaires.

CHAPTER III

REPORT OF THE SURVEY

The main purpose of this study is to provide accurate and current information on a few of the activities of industrial arts teachers in the state of Oklahoma. The methods of research used to provide this information will be presented in the initial part of this chapter.

Part A

Techniques Used in the Survey

Two research techniques were used in gathering information for this study. The first was the documentary method in which the library was used to study the material already written on the subject, to find information concerning the development of co-curricular activities, and to study the questionnaire method of research. The second and major technique of research involved the use of the questionnaire form which was sent directly to the source of the information needed.

The Questionnaire Technique. Much criticism has developed against the use of the questionnaire as a method of securing information. This technique is characterized as too often being an unreliable source of information which is used far too frequently and is too time-consuming for the respondent. Koos (6, page 4) states that the criticisms and misuse of this method of research has mounted to such proportions that it may sweep away many of the possibilities of what many times is a legitimate source of data procurable in no other way.

In the use of the questionnaire technique, several points of accepted good practice should be observed. This method should be used only when needed and when no other feasible way can be found to obtain the desired results. Great care should be taken in the preparation of the form. It should be submitted only to those persons who are in a position to give reliable answers and the returns must be carefully evaluated to obtain a true picture of the situation studied.

The Questionnaire Form. The careful arrangement and construction of the questionnaire form is of utmost importance. A question should be so stated that only one interpretation will be possible. Questions that require short and specific answers tend to improve the questionnaire. The space for the answer should correspond to the desired response. The form should contain only those questions absolutely necessary, thereby keeping the form as short as possible.

After completion, the form should be submitted to an expert or advisor for criticism. Recommendations should be considered and incorporated into the questionnaire. It should then be given to a few people similar to the group which will receive the final form. Many of the errors and misconceptions can be eliminated through the responses of this small group. After correcting the causes for wrong responses of the small group, the questionnaire is in its final form ready to be sent to the selected respondents.

The Questionnaire Used. Due to the time and expense required to make personal contacts, the information was obtained in this survey through the use of the questionnaire. The questionnaire proper contained two pages divided into three main parts: (1) Student Activities,

(2) School Duties, and (3) Community Activities. It covered the period of the last five years.

Part One deals with the student activities sponsored by the teachers, the number of activities, the number of semesters sponsored, the number of weeks per semester, and the number of hours per week. Thirty-seven student activities are listed under six major headings. These are: Athletics, Course-Related, Music, National Organizations, Publications, and School Service.

Part Two deals with the school duties performed by the teacher, the number of duties, the number of semesters performed, the number of weeks per semester, and the number of hours per week. Eleven duties are listed in this part. Four questions, three requiring a YES or NO answer and one requiring a numerical answer are located between Part Two and Part Three.

Part Three deals with the community activities of the teachers. The teacher was asked to list and give the time spent per month in community activities under the headings of Civic, Church, Recreation, and Social.

Although the questionnaire was constructed to contain as nearly as possible all the activities in which a teacher might be engaged, it is evident that no one teacher could possibly engage in all the activities listed. Only a few activities would apply to any one teacher, therefore, little time is required to answer the questionnaire. Blank spaces were left for teachers to fill in their activities which were not listed. The questionnaire was reproduced by multilith and a copy is found in Appendix B.

The Letter of Transmittal. The letter of transmittal for the questionnaire was reproduced by multilith on stationery bearing the heading of the college and school to which the report is to be submitted. When the letter was reproduced, the date was set ahead two weeks to insure time to complete the addressing of the envelopes to the selected individuals. The salutation was Dear Sir, with space left above to type in the name and address of the person to receive the letter. A copy of this letter is found in Appendix A. The letter of transmittal, the questionnaire, and a stamped self-addressed envelope were mailed to each of the selected individuals.

In the first part of this chapter the techniques used in this investigation have been established. The next part will deal with the teacher's co-curricular activities as interpreted from the information received on the questionnaires returned from the various teachers over the state.

Part B

Co-curricular Activities of Industrial Arts Teachers

The following material will cover the co-curricular activities of the industrial arts teachers in the survey. In addition to the student activities sponsored or directed by the teacher, a summary of the school duties performed will be given.

Student Activities. In Table I all of the student activities are listed and tabulated in alphabetical order under the six major headings of the questionnaire. Three activities were written in by the respondents to the survey. They are the building trade club, camera club, and cub scouts, and are also included in Table I. The first column lists

the types of activities, the second column shows the number of teachers who have sponsored the activity, and the third column shows the average number of semesters that the teachers have sponsored the activity. The next column lists the average number of weeks per semester and the last column shows the average number of hours per week spent by the teachers on each activity. In the following paragraphs some interpretations of the data in the table will be given.

Athletics. Almost one-half, or forty-nine of the one hundred and six industrial arts teachers responding to the survey have coached or helped coach some athletic team within the last five years. Each teacher who coached, worked with an average of three sports during the year. Of the teachers connected with one sport, the predominate activity was playground. Nine have helped with two sports and ten helped with three sports. Nine shop teachers were connected with four sports while six teachers worked with five sports during the year. Only two teachers helped with six sports. More shop teachers coached basketball than any other sport while football required the most time per week. None of the respondents to the questionnaire had helped with wrestling during the past five years.

Course Related. Seventeen industrial arts teachers in this study have worked with plays. The 4-H Club sponsors numbered thirteen and nine teachers worked with stagecraft. Stagecraft required the most time per week of any activity in this group. No teacher listed an activity in applied arts although the building trade club and the camera club, which were written in, could be classified under this heading. The very few industrial arts-English or industrial arts-speech teaching

TABLE I
STUDENT ACTIVITIES

Type of Activity	No. of Teachers	Av. No. of Sem.	Av. No. of Wks. per Sem.	Av. No. of Hrs. per Wk.
Athletics				
Baseball	25	2.8	12.0	8.0
Basketball	34	4.7	14.1	9.1
Football	18	3.4	12.3	11.8
Golf	2	1.5	7.5	7.5
Gymnastics	3	5.7	18.0	6.6
Lettermen Club	3	8.0	15.0	1.0
Pep Club	2	1.5	12.0	6.0
Playground	20	5.8	15.0	4.2
Softball	16	4.1	13.0	4.8
Tennis	1	1.0	6.0	5.0
Track	13	3.8	10.7	8.6
Wrestling	--	--	--	--
Course Related				
Applied Arts	--	--	--	--
Building Trade Club	1	1.0	4.0	1.0
Camera Club	1	8.0	18.0	6.0
Debating	--	--	--	--
Dramatics	--	--	--	--
Fine Arts	--	--	--	--
4-H Club	13	4.7	16.3	2.1
F. F. A.	1	2.0	3.0	2.0
Plays	17	2.9	4.8	6.5
Stagecraft	9	4.4	8.4	6.7
Music				
Band	--	--	--	--
Glee Club	--	--	--	--
Orchestra	--	--	--	--
Special Groups	2	1.0	18.0	1.5
National Organizations				
Boy Scouts	22	4.5	18.0	2.9
Cub Scouts	2	3.5	17.0	1.5
Future Teachers	--	--	--	--
Hi-Y	3	7.3	18.0	2.0
Junior Red Cross	2	2.0	10.0	1.5
Honor Society	--	--	--	--
Publications				
Advertisements	--	--	--	--
Annuals	6	4.0	11.7	4.8
Handbooks	--	--	--	--
Magazines	--	--	--	--
Newspapers	2	2.0	10.0	1.5
Printing School Forms	2	10.0	2.0	3.0
School Service				
Audio-Visual	18	5.0	16.5	3.7
Student Government	6	3.0	15.5	1.8
Junior Patrol	1	1.0	10.0	2.0

combinations found in our schools will help explain the lack of any sponsors for debating or dramatics in this survey.

Music. Only two teachers directed musical groups and in both cases the activity listed was special groups. This can be attributed to the few industrial arts-music teaching combinations such as was found by Trease (10, page 47) in a survey of three hundred and forty-one industrial arts teachers in Kansas in which this combination was not found.

National Organizations. Boy Scouts ranked third of all student activities in the number of teachers in participation. Many of the activities of scouting coincide with activities in the education of the industrial arts teacher. The survey failed to reveal teachers sponsoring future teachers or the honor society.

Publications. Respondents to the survey had helped with three kinds of publications. The largest number helped with the annual and also spent the most time per week. Two teachers had sponsored the school paper and two had helped in printing school forms.

School Service. One of the newer and more significant additions to the activity program is the film club or audio-visual club. Students perform a service for the school by showing films, film strips, slides, and help teachers by operating other types of audio-visual equipment. Eighteen teachers directed this activity. The student government of the school was sponsored by six industrial arts teachers. One respondent worked with the junior patrol.

School Duties. Another phase of the teacher's responsibility, in addition to teaching and directing student activities, involves the school duties performed. These duties are listed and tabulated in alphabetical order in Table II. Eleven duties were listed in the questionnaire and nine additional duties were written in by the teachers. These additions are: cafeteria supervisor, education association board member, parade marshall, parking, school parties, school store, score keeper, selling lunch tickets, and time keeper.

TABLE II
SCHOOL DUTIES

Type of Activity	No. of Teachers	Av. No. of Sem.	Av. No. of Wks. per Sem.	Av. No. of Hrs. per Wk.
Assembly Programs	29	5.0	6.8	2.6
Bus Driver	24	5.5	16.6	10.0
Cafeteria Supervisor	2	6.0	18.0	5.0
Class Sponsor	57	6.7	18.0	1.9
Educ. Assoc. Board	1	4.0	18.0	1.0
Financial Secretary	1	4.0	18.0	1.0
Game Concessions	24	4.3	13.0	3.5
Gate Keeper	53	5.6	10.0	2.8
Hall Duty	62	6.6	11.2	3.8
Homeroom	46	6.0	18.0	2.7
Librarian	1	10.0	16.0	5.0
Parade Marshall	1	10.0	1.0	10.0
Parking	1	2.0	18.0	1.0
Photographer	4	10.0	18.0	3.2
School Parties	2	3.0	3.5	3.0
School Store	2	2.0	18.0	3.0
Score Keeper	2	8.0	15.0	5.0
Selling Lunch Tickets	1	10.0	18.0	5.0
Stage Manager	5	3.3	15.5	1.2
Time Keeper	5	5.4	10.0	5.4

Number of Activities	0	1	2	3	4	5	6	7	8
Number of Teachers	4	13	28	20	17	16	6	0	2

An average of all teachers in the survey reveals that each performed three and one-tenth duties each year. At the bottom of Table II

is found the number of teachers who helped with a particular number of duties.

A study of this table will show that more teachers helped with hall duty than any other activity. Three duties: class sponsor, gate keeper, and hall duty, were performed by more than one-half of the teachers in the study. Twenty-four teachers served as full-time and four as part-time bus drivers. This duty required the most time with an average of ten hours per week.

Student Activities and School Duties Compared. The questionnaires were tabulated three different ways in an effort to gain an insight into the average number of student activities and school duties in which different groups of teachers participated. The three different groupings are: (1) between schools of under and over five hundred students, (2) between junior high schools and senior high schools, and (3) between teachers with less than and more than five years tenure in their present school system. The results are given in Table III.

Both the student activity and the school duty load is heavier for teachers in the smaller schools as compared with the larger schools. More teaching combinations such as industrial arts-physical education are found in the smaller schools which would help account for the increased student activity load, especially in athletics.

In the comparison between the junior high and senior high schools, the main factor to be considered is the fact that the activity program is not fully developed below the senior high school level and, therefore, is lighter on the junior high school level.

The teachers with the shortest tenure tend to participate in more student activities and school duties than do teachers with longer tenure. Of the teachers with over five years tenure, a higher percentage are teaching in the larger schools and in junior high schools which would tend to lower the amount of teacher participation.

TABLE III
COMPARISON OF STUDENT ACTIVITIES AND SCHOOL DUTIES

Groups Compared	Student Activities	School Duties
Schools under 500 students	3.0	3.3
Schools over 500 students	1.9	3.0
Junior high schools	1.6	2.7
Senior high schools	2.7	3.3
Under five years tenure	2.8	3.3
Over five years tenure	2.1	3.0

Additional Questions. Four questions were included in the survey which will help clarify some of the school practices and teacher's feelings toward co-curricular activities. The first question was, "Do you receive extra pay for directing co-curricular activities?" Of the one hundred and one replies, seventy answered No and thirty-one answered Yes with nine of these stating that they were paid extra only for coaching, driving a bus, or keeping the gate during games. When asked if they enjoyed the activities which they directed, only nine teachers of the ninety-four responding answered No. Only twenty of ninety-six industrial arts teachers received any released time from the classroom because they directed co-curricular activities. The last question concerns a matter which is a source of dissatisfaction with

many industrial arts teachers. The amount of time spent each week in the shop, building things or rendering services for the school or other people was requested. Only eleven of one hundred and three teachers stated that they spent no time in this activity. The average for all the teachers was four hours per week. Although many teachers are expected to repair things for the school, this is still a considerable amount of time which in many cases must be spent before or after school hours.

Comparison With a Similar Study. Good (2, page 108) provides a background to this comparison of studies when he states:

The normative-survey type of investigation, which deals with current conditions, needs to be repeated at fairly regular time intervals in order to keep in touch with changes and developments.

Several results of this survey may be compared with a similar survey by Jeffrey (4) made in 1937. The time difference of twenty-one years should be sufficient to observe some of the more recent trends. The comparison is made in Table IV.

An analysis of Table IV shows that Jeffrey had a much higher percentage of returns than did the writer. The fact that over one-half of the questionnaires in Jeffrey's study were handed personally to the teachers and that all these were returned helped raise the percentage of returns considerably. Little difference between the studies is noted in the areas of the average years of tenure, the average number of shop classes per day, and the average class size.

A much larger difference is in evidence between the percentage of teachers directing athletics. Neither study determined the amount of intramurals included in this area, but it would not be large enough

to change the results to any great extent. A definite downward trend is evident in the number of industrial arts-physical education teaching combinations. This combination has been criticized because of the difficulty to work effectively in two areas which require much additional time in preparation and practice.

Comparison of the average number of hours per month spent in directing co-curricular activities provides another contrast between the two studies. The writer found an increase of over ten hours per month in this area. The student activity program in our schools was relatively new at the time of Jeffrey's survey and has increased both in scope and in acceptance since that time.

TABLE IV
COMPARISON WITH A SIMILAR STUDY

Basis of Comparison	Jeffrey	Writer
Year	1937	1958
Number of questionnaires	131	106
Percentage of returns	92.0	42.4
Average number of years tenure	8.2	6.0
Number of shop classes per day	5.4	5.1
Average class size	22.4	20.0
Percentage directing athletics	64.9	45.8
Average hours per month directing Co-curricular activities	35.9	46.2

Results of the survey dealing with the teacher's co-curricular activities have been reported and will be followed in the next part of this chapter by information on the part taken by teachers in community activities.

Part C

Community Activities of Industrial Arts Teachers

The community activities to be studied in this part of the chapter are listed under the headings of civic, church, recreational, and social. The community activities in this survey are considered to be those in which the industrial arts teachers take part outside the school and for which no pay is received. Although in some communities the teachers are requested to take part in certain activities, civic pride and the individual satisfaction of working with these activities is the usual reason for participation.

The following results were tabulated in Table V from a total of seventy-five responses to the questionnaire. This reduced number of responses as compared with the previous section on co-curricular activities is due to some extent to the reluctance on the part of some teachers to report their community activities; especially their social activities. The failure of the writer to adequately explain the directions to this section of the questionnaire also caused some misinterpretations of the information requested.

Civic Activities. The respondents to this survey listed a total of twenty-three different activities which could be classified under this heading. Fourteen of these activities were civic clubs or other organizations with the main purpose of community service. The total participation was twenty-four and the Lions Club led this group with nine reporting membership. Six teachers worked with six different veteran's and armed forces reserve groups. Membership in these reserve groups is one of the few exceptions where teachers are paid for

participation. Lodge membership was reported by five teachers. In summary, thirty-nine of seventy-five respondents were active in civic activities and this group spent an average of seven and seven-tenths hours per month in this area.

TABLE V
COMMUNITY ACTIVITIES

Type of Activity	No. of Teachers*	Average No. of Hours per Month
Civic	39	7.7
Church	69	11.4
Recreation	24	10.0
Summer Baseball	7	25.0
Social	25	7.0

*Based on 75 teachers
Average time per month for 75 teachers was 19.5 hours.

Church Activities. Church activities received by far the largest participation of any other area of community activities. Sixty-nine of the seventy-five teachers attended some church activity regularly and averaged almost eleven and one-half hours per month in attendance. The largest group participated in the worship service with Sunday school attendance second. Fifteen reported that teaching a Sunday school class was among their church activities. The teachers took part in eleven separate church activities that ranged from the worship service to visitation.

Recreational Activities. Under this heading, the most popular year-around activity reported was hunting and fishing and was listed by six teachers. An average of ten hours per month was spent in eight

activities by twenty-four teachers responding to the questionnaire. An additional seven teachers listed summer baseball as their primary recreational activity. This group spent an average of about twenty-five hours per month during the summer.

Social Activities. Nine activities were listed on the questionnaire that can be classified as social. None of the activities were predominate, although dinners and banquets were listed by six teachers. Only twenty-five, or one-third of those responding, listed any social activities and these averaged seven hours per month.

Comparison With a Similar Study. Another comparison is possible with the study made by Jeffrey (4) in 1937. At that time he found that the average time spent on community activities per month was just over seventeen hours. The average time spent on these activities by seventy-five industrial arts teachers in this survey is nineteen and one-half hours. While the two figures compare favorably, the present survey is somewhat wider in scope in the recreational and social activities.

The results of the survey of the co-curricular and community activities have been presented in this chapter. The final chapter will present the summary, conclusions, and the recommendations for further study.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The preceding chapters have contained a statement of the problem, a history of co-curricular activities, a discussion of the methods of research used in gathering the information, and an explanation and tables of the data which was compiled. The summary in this chapter will be based on the returns of one hundred and six questionnaires from the shop teachers in the state. The summary will be followed by statements of conclusions and recommendations for further study.

Summary. The one hundred and six industrial arts teachers in this study were from fifty-two counties in Oklahoma. The average tenure, in the present school system, for the teachers studied was six years. The average daily teaching load was just over five shop classes of twenty students each.

Of the forty-one student activities listed in the survey, eighty-one teachers had sponsored one or more of these activities during the past five years. Forty-nine teachers had coached athletics and reported working with an average of almost three sports each year. The average teacher had sponsored over three student activities and spent over forty-six hours per month in this area. The majority of the industrial arts teachers enjoyed the activities which they sponsored, but few received extra pay or released time from the classroom for working with these activities. In comparison with a similar study, a decrease

was noted in the number of shop teachers coaching athletics and an increase was noted in the time spent per month in co-curricular activities.

The school duties performed by the teacher involves another area of responsibility to the school. A total of twenty duties were listed and an average of all teachers revealed that each performed over three duties each year. Three duties; class sponsor, gate keeper, and hall duty, were performed by more than one-half of the teachers in this study.

Comparisons were made between teachers in different groups concerning participation in student activities and school duties. The results indicate that more participation is found in smaller schools as compared to larger schools, in senior high schools as compared to junior high schools, and among teachers with short tenure as compared with teachers with long tenure.

Community activities required an average of nineteen and one-half hours per month on the part of the respondents. This was a slight increase over the findings of a previous survey.

Conclusions. The average tenure of the industrial arts teachers in this survey was six years and would indicate that the members of the profession are relatively stable in their employment. The average teaching experience would be even higher, but was not determined in this study.

The fact that over forty-six hours per month was spent by the teachers in directing student activities would indicate the active part taken in this field. New teachers should be informed of the responsibilities expected of them in this area and special education in the

direction of student activities should be an important part of the preparation of new teachers in industrial arts. Experienced teachers working on advanced degrees would profit from instruction in this area.

The comparisons of the participation in student activities and school duties between different groups of teachers would indicate that the new teacher going into the small high school will be expected to assume a full load of co-curricular activities. In general, participation in the least number of co-curricular activities will be found among industrial arts teachers with long tenure in the large junior high schools.

Although many writers in the field recommend that extra pay and released time from the classroom should be provided for teachers sponsoring co-curricular activities, this survey indicates that these recommendations are far from being common practice among the industrial arts teachers in Oklahoma. The majority of exceptions seem to be among those directing athletics or driving a school bus. /

In this study, the teachers active in community activities averaged nineteen and one-half hours per month in participation. Although no comparative figure was found for groups other than industrial arts teachers, this would seem to be a moderate amount of participation.

Recommendations for Further Study. During the development of this study, several new problems have been revealed. The solution of these problems would be beneficial to persons interested both in co-curricular activities and in industrial arts. Several of these problems are as follows: A comparison of the co-curricular activities of industrial arts teachers with teachers in another subject matter field;

A comparison of the co-curricular activities of industrial arts teachers of two or more states; The correlation between the subjects taught and the hobbies or avocational activities of industrial arts teachers; and A short, specific orientation of one or two hours on co-curricular activities and the expected responsibilities in this area, to be presented in a required professional industrial arts education course on the undergraduate level. A similar study after several years would be helpful in determining the growth and changes in co-curricular activities and the implications to the industrial arts teachers sponsoring these activities.

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APPENDICES

- A. Letter of Transmittal
- B. Questionnaire
- C. Respondents to Questionnaire

OKLAHOMA STATE UNIVERSITY

COLLEGE OF ENGINEERING

STILLWATER

SCHOOL OF INDUSTRIAL ARTS EDUCATION

April 19, 1958

Dear Sir:

This letter is addressed to you to solicit your aid in studying the problem "The Co-curricular and Community Activities of Industrial Arts Teachers in Oklahoma".

Your activities in the school and community probably have as much effect on the success and enjoyment of your work as your class work.

In making a study of these activities to supply material for my thesis, I find it necessary to have specific information from industrial arts teachers from over the state. Will you please provide the information on the activities listed on the enclosed questionnaire with which you have had experience during your past five years of teaching? No doubt, you have participated in activities which are not listed. If so, please write them in.

Your immediate response to this survey will be appreciated and a self-addressed envelope is enclosed for your convenience.

Sincerely yours,

*Dean Loshbaugh*Dean Loshbaugh
Graduate Student

Approved:

*C. L. Hill*C. L. Hill, Acting Head
School of Ind. Arts Educ.
Oklahoma State University

DL:rc

Please fill in the information on the school duties you perform or have performed during the past five years. Write in any additions at the bottom of the list.

SCHOOL DUTIES						
	Number of Semesters	No. of Weeks Per Semester	No. of Hours Per Week	Number of Semesters	No. of Weeks Per Semester	No. of Hours Per Week
Assembly Programs				Librarian		
Bus Driver				Photographer		
Class Sponsor				Stage Manager		
Financial Secretary						
Game Concessions						
Gate Keeper						
Hall Duty						
Home Room						

Check YES or NO

Do you receive extra pay for directing co-curricular activities?

Do you enjoy the activities which you direct?

Do you receive any released time from the classroom because you direct co-curricular activities?

YES NO

Approximately how much time do you spend each week in your shop, building things or rendering services for the school or other people?

List and give the time spent per month in community activities under the following headings in which you have participated during the past five years.

CIVIC	Time Spent Per Month	CHURCH	Time Spent Per Month

RECREATION

SOCIAL

APPENDIX C

Respondents to Questionnaire

<u>School</u>	<u>Instructor</u>
Ada, Horace Mann, J&S	Lawrence Reynolds
Allen, J&S	A. G. Pipkin
Altus, Lincoln	Jesse D. Johnson
Anadarko, Riverside	Robert Randolph
Ardmore, Douglas	H. L. Taylor
Asher	Bob Ong
Bartlesville	Charles W. Smith
Bartlesville, Central	James W. Toalson
Beaver	Dean Niles
Bennington	Beovia Bullard
Binger	C. W. Rhodes
Bixby, J&S	Harry McGinnis
Blanchard	Michael Dwyer
Blackwell	Charles D. Johnson
Boise City, Jr.	Carroll Smalling
Bristow	T. D. Bolinger
Broken Arrow, Jr.	Billie Snodgrass
Broken Arrow, Union	Elmer Gerth
Calumet	Thomas Willis
Canadian	Darrell James
Carnegie, J&S-	Robert K. Phelps
Choctaw, J&S	Blake Meek
Claremore, J&S	Harland Jones
Claremore, Sequoyah	Talbert Villines
Clayton	George David Sands
Colcord, J&S	O. E. Holderby, Jr.
Cordell, J&S	Paul Vogt
Crescent	Bob G. Williams
Davis, J&S	Robert G. Smith
Depew	Morris Blake
Durant, Jr.	M. E. Dobbins
El Reno, Jr.	Kenneth A. Kamm
El Reno, Jr.	Woodrow Barton
Enid, Emerson Jr.	Thaddeus Slonecki
Enid, Longfellow Jr.	Eugene J. McCoy
Forgan	Lester Janzen
Goodwell	Jack Gilley
Hobart, J&S	Harvey Reimer
Hollis, J&S	Blant McGee
Hominy	Arvie D. Simpler
Hooker	Charles Heusel
Hugo, Goodland	Roy A. Drennan
Idabel, B. T. Washington	Joe Thomas

Jefferson	Wiley Hinton
Kendrick	Charles J. Swofford
Ketchum	Rex R. Rowe
Lawton	Clyde E. Barbee
Lawton, Jr.	Eugene Flippen
Lawton, Jr.	D. A. Givens
LeFlore, J&S	Frank L. Carpenter
Luther, J&S	Elwood Hubbard
McAlester, Jr.	Paul L. Goodner
Miami, Will Rogers, Jr.	James T. Akers
Moore, Jr.	Wilbur C. Jones
Mooreland, J&S	Buford Albright
Muskogee, West, Jr.	Bill Barnes
Newkirk	Andrew Loughridge
Norman	Starlin Powell
Nowata, J&S	William C. Dixon
Okeene, J&S	Robert York
Oklahoma City, Classen, J&S	Troy L. Milburn
Oklahoma City, Classen, J&S	Chester Reeves
Oklahoma City, Northwest Classen	Maurice Gormley
Oklahoma City, Northeast, J&S	Vernon Isom
Oklahoma City, Capitol Hill, Jr.	L. H. Musselman
Oklahoma City, Jackson, Jr.	L. G. Lundy
Oklahoma City, Taft, Jr.	Berle Swagerty
Okmulgee, Jr.	Harold S. Spoon
Pauls Valley, J&S	Dale Hayhurst
Pawhuska, J&S	Robert E. Scott
Ponca City, Jr.	William O. Cook
Ponca City, Jr.	James Suggs
Ponca City, Jr.	J. A. Walker
Ponca City, Jr.	Calvin Young
Pryor, J&S	Curtis Barnett
Rush Springs, J&S	Orin E. Bradley
Saint Louis	Glen Rhoades
Seminole	Dewey Allen
Sharon	Don Woodcock
Shawnee, Central, Jr.	John Killingsworth
Shidler	Frank J. Shriver
Slick	Sylvester Combs
Smithville	E. W. Hamby
Stonewall	Vernon Younts
Stratford	Clyde Knight
Stroud	L. A. Gillham
Tahlequah, Jr.	Homer Jones
Tahlequah, Jr.	Farris Braun
Temple	Calvin Riesen
Tulsa, Bell, Jr.	Vernon Kolb
Tulsa, Carver, Jr.	Edgar A. Guess
Tulsa, Central	Noble Moss
Tulsa, Cleveland, Jr.	R. D. Ranson
Tulsa, Clinton, Jr.	Charles Moore
Tulsa, Horace Mann, Jr.	James Utley
Tulsa, Lowell, Jr.	James R. McFarland

Tulsa, Will Rogers
Tulsa, Roosevelt, Jr.
Tulsa, Webster
Tulsa, Berryhill
Tupelo
Weleetka, J&S
Wellston, J&S
Wewoka, J&S
Wilburton, J&S
Woodward, Jr.

C. A. Franklin
Rudolph Lack
Joe Large
Johnnie Gragg
James D. Caruthers
Charles Thompson
Wayne Meissner
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W. C. Roberts
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Report: THE CO-CURRICULAR AND COMMUNITY ACTIVITIES OF
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REPORT TITLE: THE CO-CURRICULAR AND COMMUNITY ACTIVITIES
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