

A SURVEY OF INDUSTRIAL ARTS-TEACHER  
COMBINATIONS IN OKLAHOMA SCHOOLS IN 1947-48

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COMBINATIONS IN OKLAHOMA SCHOOLS IN 1947-48

By

DORMAN B. YOUNG

Bachelor of Science

Northeastern State College

Tablequah, Oklahoma

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D.B.Y.

343550

APPROVED BY:

*Dewitt Hunt*  
 Advisor and Head, Department  
 of Industrial Arts Education  
 and Engineering Shopwork  
 or Advisor and \_\_\_\_\_

---

*C. R. Hill*  
 Member of the Thesis  
 Committee or Report

*Mark S. Kirk*  
 Member of the Thesis  
 Committee or Report

*Edward R. Stapley*  
 Dean of the Division of  
 Engineering

*D. C. M. Intosh*  
 Dean of the Graduate School

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## SECTION I

### INTRODUCTION

Industrial Arts Education, like all phases of education, has been undergoing rapid changes. However, Industrial Arts Education in its various phases has been more subject to change and reorganization than other fields of education, because it is one of the newest fields introduced into education and has been bound the least by precedent and past practices. Today the number of course activities and combinations are many, and the number is growing every year. In the present study course activities and combinations have been reported, such as, coaching, classroom subjects, and administrators, with the teaching of Industrial Arts. This represents the rapid growth and change in the field.

#### The Development of the Problem

Nearly all Industrial Arts teachers enjoy their work in shop classes. When a person selects Industrial Arts as his major field, he does so because he enjoys working with material things. If he desires to be classed as a good teacher, he is required to become a craftsman in whatever phase of Industrial Arts he chooses. The preparation of the Industrial Arts teacher includes instruction in special methods of teaching, testing, evaluating and the fundamental principles of education. The men who are teaching shop subjects are divided on the question of just how much other work in other fields should

be taught by the shop teacher.

### Definitions of Selected Terms

It is well in the study of any subject that a careful definition of the terms be sought out. In the study of a subject such as Industrial Arts Education, where the terms are so new and have been so rapidly changing, it is especially necessary that many of the terms be carefully defined. The definitions proposed here seem to be the most accepted meaning in the field of Industrial Arts Education.

Industrial Arts is the study of the changes made by man in the form of materials to increase their value, and of the problem of life related to these changes. (1, page 5)

This definition brings in a study of all the problems which arise in the converting of raw materials into finished products.

Industrial Education is a more inclusive term which has been used to include all types of manual, industrial and trade education. It is used to include courses offered under the Smith-Hughes Act as well as courses in Industrial Arts. (9, page 6)

An Industrial Arts Teacher is a person who teaches one or more non-subsidized shop or drawing classes offered primarily for general education purposes.

Industrial Training is a narrow form of vocational education for the industrial worker, training only in the manipulative skills of a mechanical vocation or a specialized industrial pursuit. (7, page 29)

Practical Arts education is a form of general or non-vocational education which aids or enriches every day living principally through purposive activity. Its method is typically doing things; that is, taking part in activity directed toward some present useful purpose. (7, page 30)

The term "Laboratory" is more appropriate when the offering is provided upon an experimental or developmental basis, as is commonly done in the junior high



school; and the term shop may be more appropriate where the work is carried on rather upon the production or economic basis, as may be done in the senior high school. (7, page 27)

### The Need For This Study

Status surveys are needed in all fields to show trends, statistical summaries and to furnish information on which future surveys may be based. For the purpose of informing the undergraduates and those who are to become Industrial Arts teachers, about the various combinations that Industrial Arts teachers will be required to teach, it was decided to make a study which would be entitled, A Survey of Industrial Arts-Teacher Combinations In the Public Schools of Oklahoma for the School Year 1947-1948.

### Studies of a Similar Nature

Franklin, in his Survey of Industrial Arts In the State of Oklahoma As A Basis For Teacher Training Program (3, page 24) made a study of two hundred and eighteen Industrial Arts teachers showing the different combinations taught by Industrial Arts teachers, school enrollment, number of Industrial Arts teachers, number of schools offering Industrial Arts courses, and many other items of information.

Kezer, in his study, Subject Combinations In High School Teachers Programs in Oklahoma (5, page 25) found mathematics was the leading subject in the combination with "Manual Arts." However the writer's study shows physical education and coaching to be the leading combinations.

Jeffrey, in his study, Analysis of In-School and Out-Of-School Activities of Industrial Arts Teachers in Oklahoma Schools (4, page 31,32,33) indicated the teaching combinations of two hundred and forty Industrial Arts teachers, showing the increase of principals and superintendents teaching Industrial Arts. His study showed eleven principals and seven superintendents in 1937, compared with thirty-two principals and twenty-four superintendents who are teaching Industrial Arts at the present.

#### Purposes and Uses of the Study

This study is undertaken with the purpose of answering three questions: (1) What is expected of shop teachers other than the teaching of Industrial Arts? (2) How does the Industrial Arts teacher participate in extra-curricula activities? (3) What are the classroom activities that prospective Industrial Arts teachers should expect to meet? 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 combinations prospective teachers and teachers-in-service should be prepared to administer.

## SECTION II

## TECHNIQUES OF RESEARCH USED IN SECURING THIS INFORMATION

The beginning worker in educational research is confronted with the question of what methods and techniques he shall use to secure the information needed. Crawford in his textbook on educational research, lists (1) Experimental, (2) Historical, (3) Physiological, (4) Case Study, (5) Survey, (6) Curriculum Making, (7) Job Analysis, (8) Interview, (9) Questionnaire, (10) Observation, (11) Statistical, (12) Tabular and Graphic, (13) Library, and (14) Documentary. Here we find fourteen concepts of methods of educational research. Of these possible tools of research the statistical analysis and the library have been chosen as the primary techniques for this study.

Statistical Research

The sources of these data may be found in the official reports located in the offices of the State Department of Education and may be used to find tabulated forms that requires a great amount of effort to assemble. The statistical analysis is fairly authentic because the information is usually accurate and will be more valuable in a study of this sort. The information that is gathered from this source is more factual than other methods of research.

Documentary Information

Officials in the State Department of Education permitted

the writer with the aid of his wife, to copy from their files of "Application for Accrediting Forms" all relevant data needed for this problem. This information was gathered from the files during the Christmas Holidays and during the first week in June of 1948.

The following information was obtained about each of three hundred and sixty-four Industrial Arts teachers, name of the county, city, school, degree, enrollment of schools, and classes, and the teaching combinations.

This section has presented the techniques used in securing this information. The next section includes a tabulation of the information obtained from the statistical analysis of research.

## SECTION III

## THE STATUS OF INDUSTRIAL ARTS TEACHERS AND INSTRUCTION

This section deals with various teaching combinations and qualifications of Industrial Arts teachers. The information was gathered from the files of "Application for Accrediting Forms" in the offices of the State Department of Education. This section will deal with information about 364 Industrial Arts teachers whose records were included in these files.

Teaching Combinations

Table IV on page 13 shows the teaching combinations of 364 Industrial Arts teachers. Of this group one hundred and sixty-seven teach shop alone, forty-seven are coaches, or physical education directors, ninety-four are teachers of such classroom subjects as mathematics, science, social studies, and music, thirty-two are principals, and twenty-four are superintendents. This information is quite in contrast with the findings of C.L. Kezer in his study, Subject Combinations In High School Teachers Programs In Oklahoma. (5, page 25) His study indicates mathematics to be the leading combination with "Manual Arts". M.E. Franklin's study, Survey of Industrial Arts In The State of Oklahoma As A Basis For A Teacher Training Program which was made in 1930-1931, shows that social studies rated first choice, with science second. His study found four principals and only one superintendent teaching Industrial Arts. This information is quite in contrast with the

writer's findings which shows there are twenty-four superintendents and thirty-two principals teaching Industrial Arts. The reasons for the increase of superintendents and principals teaching shop is probably that in the small schools only one or possibly two men teachers work in the system and are expected to teach shop if it is to be included in their curriculum. Added remuneration if the teacher of shop becomes a principal or superintendent is another reason for the desire to teach in a small school. Still another reason for the superintendent and principal teaching shop might be the financial status of the school district.

#### Industrial Arts Classes

The average number of pupils enrolled in the classes of the 364 teachers, whose records were studied is 74.4. (See Appendix A) The range of enrollment is from seven to two hundred and twenty-one. The shop teacher in West High Junior High School in Muskogee has two hundred and twenty-one pupils enrolled. His teaching load is the largest of any found by this study. The largest classes were found to be in the junior high schools. The school having the smallest enrollment in shop is Manchester, with seven pupils. There is a total of 27,056 students enrolled in the Industrial Arts classes of the 364 teachers whose records were studied.

#### Location of Industrial Arts Schools

Table V page 14 shows the location of 364 Industrial Arts teachers in 74 of the 77 counties in the state listing the

different combinations as they existed during the school year 1947-48 with the enrollment by counties.

Column one lists counties, column two; the number of white high schools, column three; the number of superintendents that teach shop, column four; the number of principals and shop teachers, column five; the number of coaches that teach shop, column six; the number of classroom teachers that teach shop, column seven; number of teachers who teach shop alone, and column eight; the number of pupils enrolled. This table reveals the fact that seventy-four counties reported at least one of their schools as having Industrial Arts. Twenty-four superintendents teach shop work. Thirty-two principals are shop teachers. Forty-seven teachers of Industrial Arts also are coaches or physical education directors. Ninety-four classroom teachers teach shop also. One hundred and sixty-seven teachers teach shop alone. A total of 27,056 pupils are enrolled in Industrial Arts in Oklahoma.

Based on the information used in this study there are only three counties in the state that do not have school shops. The counties are: Major, Marshall, and Haskell. The probable reason these counties have no shop is the financial status of the school district, or the inability to find a shop teacher.

Enrollment of Schools In Which The Superintendent Teaches Industrial Arts.

In Table I page 10 the names of twenty-four schools are listed with their school enrollment; number enrolled in Industrial Arts; number of teachers employed in the school system

and the qualifications of the superintendent who taught these classes. This table shows there are 5,403 pupils enrolled in these twenty-four schools. Six hundred and twenty-five pupils take shop. There are two hundred and fifty-one teachers employed. Five superintendents of this group have Master of Science degrees; three have Master of Education degrees; twelve have Bachelor of Science degrees; and four have Bachelor of Arts degrees.

TABLE I

ENROLLMENT OF SCHOOLS IN WHICH THE SUPERINTENDENT  
TEACHES INDUSTRIAL ARTS

City	School Enrollment	No. Pupils in shop classes	No. teachers in system	Qualification of Supt.
Westville	374	46	21	MS
Sayre	110	36	7	BS
Piedmont	140	11	8	BS
Dundee	290	42	12	MS
Welch	154	17	12	AB
Butler	367	49	15	BS
Wakita	103	27	9	BS
Manchester	75	7	7	BS
Medford	251	16	13	MS
Pond Creek	229	15	11	BS
Reed	238	33	10	M Ed.
Centralvue	217	25	11	AB
Gould	222	23	13	M Ed.
Irving (Ryan)	145	10	7	AB
Okarche	172	21	6	M Ed.
Panola	228	16	11	BS
Monroe	211	17	8	AB
Oktaha	267	40	10	BS
Braggs	272	27	8	BS
Wynona	330	20	10	MS
Karamac	136	21	7	BS
Catoosa	264	32	14 $\frac{1}{2}$	BS
Excelsior	251	14	9	MS
Texhoma	237	62	11 $\frac{1}{2}$	BS
Totals	5,403	625	251	

In Table I the school with the largest enrollment is West-



ville with three hundred and seventy-four, while the school with the smallest enrollment is Manchester with seventy-five pupils. There are three schools in this list that have an enrollment of over three hundred, thirteen have over two hundred enrolled, seven have over one hundred, and only one whose enrollment is less than one hundred pupils. Sayre (New Liberty) school has one-third of its school enrollment taking shop.

TABLE II

POPULATION OF CITIES IN WHICH THE  
SUPERINTENDENT IS THE SHOP TEACHER

City	Population	County
Westville	712	Adair
Sayre (New Liberty)	812	Beckham
Piedmont	151	Canadian
Dundee (McMann)	635	Carter
Walch	498	Craig
Butler	428	Custer
Wakita	444	Grant
Manchester	269	Grant
Medford	1171	Grant
Pond Creek	1019	Grant
Reed	243	Greer
Centralvue	454	Greer
Gould	391	Harmon
Irving (Ryan)	1115	Jefferson
Okarche	453	Kingfisher
Panola	327	Latimer
Source	1251	LeFlore
Oktaha	233	Muskogee
Braggs	392	Muskogee
Wynona	810	Osage
Naramac	271	Pawnee
Catoosa	405	Rogers
Excelsior		Seminole
Toxhoma	577	Texas

Table II shows the population of the twenty-four cities in which Industrial Arts is taught by the superintendent. The

reason for the superintendents teaching Industrial Arts is probably because the schools are small, shop work is being introduced for the first time, and the school is not financially able to employ an Industrial Arts teacher. The demand is not great enough or the enrollment large enough for this extra teacher.

Qualifications of Teachers of Industrial Arts in the Public Schools of Oklahoma.

Well qualified teachers are required in the Oklahoma schools. However, during the war some poorly prepared teachers secured positions, but it is becoming necessary that Industrial Arts teachers, as well as all others, secure better qualifications in order to reach a higher standard of education. Table III shows the qualifications of these teachers.

TABLE III

QUALIFICATION OF INDUSTRIAL ARTS  
TEACHERS IN THE PUBLIC SCHOOLS OF OKLAHOMA 1947-48

No. of College Hours or Degree	No. of Teachers
Below 60 hours	1
61-90	2
90-123	20
AB	20
BS	232
MA	22
MS	55
M Ed.	5
BE	1

Table III lists fifty-five Industrial Arts teachers that have Master of Science degrees, twenty-two have Master of Arts

degrees, five have Master of Education degrees, two hundred and thirty-eight have Bachelor of Science degrees, twenty have Bachelor of Arts degrees, and one has a Bachelor of Music degree. The last named degree is held by a lady who teaches mechanical drawing and music in one of the junior high schools in Tulsa. The table also shows that twenty-three per cent of the total number of teachers studied have Master's degrees.

TABLE IV  
TEACHING COMBINATIONS OF INDUSTRIAL  
ARTS TEACHERS

Subjects	No. Teachers	Percent of Total
Industrial Arts	167	46%
Industrial Arts-Teacher of other subjects	94	25.5%
Industrial Arts-Coach	47	13%
Industrial Arts-Principal	32	9%
Industrial Arts-Superintendent	24	6.5%

Teaching Combinations of Industrial Arts Teachers.

Table IV shows the teaching combinations of three hundred and sixty-four teachers. Of this group one hundred and sixty-seven teach shop alone, forty-seven are coaches or physical education directors, ninety-four are teachers of various subjects, thirty-two are principals and twenty-four are superintendents. Only forty-six per cent of the Industrial Arts teachers in Oklahoma teach shop alone, twenty-five and five tenths per cent are Industrial Arts teachers who teach one or more other classroom subjects. Social studies

were found to be the leading subjects taught, with science and mathematics second. Thirteen per cent of this total teach Industrial Arts and coach athletics. Nine per cent teach Industrial Arts and serve as the principal of the high school, and six and five tenths per cent of the three hundred and sixty-four teachers studied are superintendents who teach Industrial Arts.

TABLE V

LOCATIONS OF WHITE HIGH SCHOOLS AND THE COMBINATIONS  
 TAUGHT IN SCHOOL YEAR 1947-48

County	High Schools	Shop & Prin. Supt. Shop	Prin. & Shop	Shop & Coach	Shop & Teacher	Shop	Pupils Enrolled
Adair	4	1		1			120
Alfalfa	11		1	1	3		116
Atoka	5				1		46
Beaver	8		1	1	1		91
Beckham	11	1			2		122
Blaine	10			1		2	179
Bryan	17			1	1	1	152
Caddo	19			1	2	4	470
Canadian	7	1		1		1	129
Carter	13	1		2	3	1	341
Cherokee	2					1	69
Choctaw	7				2	2	226
Cimarron	5				1		30
Cleveland	4				1	2	389
Coal	7				1		30
Comanche	9			1	2	2	414
Cotton	6		1	1			60
Craig	7	1		1	1		99
Creek	13			1	1	7	570
Custer	9	1		1	2	2	454
Delaware	6				2		67
Dewey	8		1	1	1		87
Ellis	5				2		77
Garfield	14		1	1		2	496
Garvin	11				1	2	293
Grady	16				1	2	186
Grant	9	4	1				82
Greer	9	2	1		2		254

TABLE V (Continued)

County	High Schools	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Pupils Enrolled
Haskell	4						0
Harmon	7	1			1		38
Harper	5		1	1		1	108
Hughes	11				1	1	172
Jackson	12			1	2		135
Jefferson	11	1			1		50
Johnston	11		1		1		54
Key	6		1	1	1	6	814
Kingfisher	9	1			1	1	171
Kiowa	10				1	1	217
Latimer	4	1				2	222
LeFlore	14	1	1		5	2	458
Lincoln	12			1	1		129
Logan	6			1	3	1	198
Love	8				1		22
Major	5						0
Marshall	2						0
Mayes	6				1		55
McClain	8		2		1		236
McCurtain	9				3		119
McIntosh	3					1	117
Murray	5		1	1	1		100
Muskogee	12	2		1		9	1232
Noble	7		1	1			121
Nowata	7					1	95
Okfuskee	7					1	166
Oklahoma	26			3	1	31	4146
Okmulgee	13		1	2	2	3	457
Ossage	12	1	3	1		5	550
Ottawa	7			1	2	2	353
Pawnee	9	1		2		1	198
Payne	9		2	1	2	3	432
Pittsburg	14				1	3	472
Pontotoc	11			1	4	4	573
Pottawatomie	15			2	1	4	599
Pushmataha	7						0
Roger Mill	7		1				13
Rogers	9	1				2	276
Seminole	15	1	3	2	1	7	849
Sequoyah	7		1	1	1		150
Stephens	8				4	1	311
Texas	6	1	2	1	1		147
Tillman	12			2			80
Tulsa	19		1	1	3	23	4901
Wagoner	4			2	1		173
Washington	6				3	6	432
Washita	13		1	1	3		106
Woods	7		2			1	127
Woodward	3				1	1	126
Totals	709	24	32	47	94	167	27,056

### Location of Industrial Arts.

Table V shows the location of three hundred and sixty-four shop teachers in seventy-four of the seventy-seven counties in the state, showing the different combinations as they existed during the school year 1947-48 with the enrollment by counties.

Based on the information used in this study there are only three counties in the state that do not have school shops. These counties are: Major, Marshall, and Haskell. The reason why there are no shops is probably the financial status of the school districts, or inability to find a shop teacher. Oklahoma and Tulsa Counties have thirty-five and thirty-eight Industrial Arts teachers respectively. Seminole County ranks next with fourteen Industrial Arts teachers. There are two hundred and eighteen school systems in the state that have Industrial Arts with one teacher handling all the shop work in each system. There are thirty-three other systems that employ one hundred and forty-six Industrial Arts teachers.

## SECTION IV

## SUMMARY AND CONCLUSION

The preceding sections have contained a statement of the problems, a discussion of the methods used in obtaining the information, and an explanation of these data which were compiled. The summary contains the exact facts as they were listed in the application for accrediting of three hundred and sixty-four shop teachers, concerning their location, the number of white junior and senior high schools, qualifications, teaching combinations, grades taught, and size of classes.

Summary

1. The three hundred and sixty-four Industrial Arts teachers studied were from seventy-four counties of Oklahoma.
2. There is a total of 27,056 pupils enrolled in Industrial Arts classes in Oklahoma.
3. Out of the three hundred and sixty-four Industrial Arts teachers studied, eighty-two have Master's Degrees; two hundred and fifty-eight have Bachelor's Degrees; twenty have one-year certificates and three have less than seventy-five college hours.
4. There are one hundred and sixty-seven teachers in this study who teach Industrial Arts alone.
5. Twenty-four superintendents are shop teachers.
6. There are thirty-two principals that teach Industrial Arts.

7. Forty-seven Industrial Arts teachers reported they coached athletics.
8. Of the three hundred and sixty-four Industrial Arts teachers studied, ninety-four teach various other subjects as science, music, mathematics, social studies, and English.
9. Fifty-three Industrial Arts teachers teach full time in junior high schools. Three hundred and eleven teach in four year high schools or in both junior and senior high schools.
10. The average number of pupils enrolled in the classes of the three hundred and sixty-four teachers, whose records were studied, is 74.4. (See Appendix A)

### Conclusion

This study indicates that most shop teachers teach in four year high schools or in both junior and senior high schools, and the fact that only one hundred and sixty-seven Industrial Arts teachers out of the three hundred and sixty-four 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 teaching position when he graduates if he is also qualified to teach in some other field.

### Recommendations

Some of the problems that might be suggested for further study are listed:

1. A study similar to this one might be appropriate after



a period of five years, to determine what changes have been made.

2. A study of the building of a health and safety program.
3. The development of an audio-visual program.

## APPENDIX A

## A SUMMARY OF INDUSTRIAL ARTS-TEACHER COMBINATIONS BY SCHOOLS

From the study of seventy-four of the seventy-seven counties in Oklahoma the following information was gathered. A total of seven hundred and nine schools reported three hundred and sixty-four teachers of Industrial Arts and 27,056 pupils enrolled in Industrial Arts classes. Of the three hundred and sixty-four Industrial Arts teachers listed, one hundred and sixty-seven taught only Industrial Arts; ninety-four taught Industrial Arts and other subjects also. Forty-seven teachers coached athletics or directed physical education. Thirty-two were principals and Industrial Arts teachers and twenty-four superintendents taught Industrial Arts. The average number of pupils enrolled in the classes of the three hundred and sixty-four teachers, whose records were studied, is 74.4. The range of enrollment is from seven to two hundred and twenty-one. Of the three hundred and sixty-four teachers studied, only three had less than seventy-five college hours. Twenty had one-year certificates; two hundred and fifty-eight had bachelor degrees and eighty-two had masters degrees.

APPENDIX A

SUMMARY OF INDUSTRIAL ARTS-TEACHER COMBINATIONS BY SCHOOLS

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
Adair	Westville	x					MS	24
	Stilwell			x			BS	96
	Burlington		x				BS	30
	Driftwood				x		62 hr. Life	29
	Helena				x		BS	19
	Lambert			x			BS	16
	Cherokee				x		MS	22
Alfalfa	Cherokee				x		MS	22
	Atoka				x		62 hr. Life	48
Atoka	Beaver				x		AB	36
	Fargan		x				AB	14
	Turpin			x			1 yr.	41
Beaver	Merritt: Elk City				x		BS	18
	Sayre: New Liberty							
		x					BS	36
Beckham	Carter				x		BS	68
	Geary			x			BS	72
	Watonga					x	BS	43
Blaine	Watonga					x	BS	64
	Matoy			x			BS	38
Bryan	Russell				x		MA	27
	Durant					x	MS	93
	Apache				x		BS	34
	Carnegie					x	MS	73
	Carnegie				x		BS	75
	Ft. Cobb			x			BS	24
	Ft. Cobb				x		MA	37
	Anadarko					x	None	27
Anadarko					x	BS	93	
Caddo	Riverside					x	BS	84
	El Reno			x			AB	52

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
Canadian	El Reno					x	MA	126
	Piedmont	x					BS	11
	Lone Grove			x			BS	26
	Ardmore				x		BS	40
	Ardmore					x	MS	99
	Fox				x		BS	75
	McMann	x					MS	42
Carter	Tatums				x		BS	13
	Wilson			x			BS	46
	Tahlequah Bagley					x		69
Cherokee	Tahlequah Seq. Ind.					x		69
	Goodland				x		BS	8
Choctaw	Hugo					x	MS	105
	Boswell				x		BS	33
Cimarron	Keys				x		BS	30
	Moore				x		MA	74
	Norman					x	BS	121
Cleveland	Norman					x	BS	203
	Coal				x		BS	30
Coal	Tupelo				x		BS	49
	Fletcher				x		BS	21
	Elgin				x		BS (voc)	173
	Lawton					x	BS	149
	Lawton					x	BS	17
Comanche	Cache			x			BS	36
	Temple		x				BS	24
Cotton	Walters			x			AB	51
	Ketchum				x		BS	17
Craig	Welch	x					AB	31
	Vanita			x			BS	55
	Kelleyville				x		BS	15
	Shamrock			x			BS	52
	Bristow					x	BS	74
	Drumright					x	BS	

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
Creek	Sapulpa					x	MA	39
	Sapulpa					x	115 hrs.	69
	Bristow					x	BS	55
	Custer				x		BS	39
	Butler	x					BS	49
	Thomas			x			BS	62
	Weatherford					x	BS	96
Custer	Clinton					x	BS	124
	Clinton				x		BS	84
	Kansas				x		BS	18
Delaware	Colecord					x	BS	49
	Leedy				x		M. Ed.	39
Dewey	Oakwood		x				BS	51
	Vici			x			BS	17
	Arnett				x		AB	32
Ellis	Shattuck					x	MS	45
	Hillsdale			x			BS	18
	Waukomis		x				AB	23
	Enid					x	AB	53
	Enid					x	MS	66
	Enid					x	BS	55
	Enid					x	BS	71
	Enid					x	MA	27
	Enid					x	BS	68
	Enid					x	BS	56
Garfield	Garber					x	BS	59
	Elmore City					x	MS	70
	Wynnewood				x		1 yr.	61
Garvin	Pauls Valley					x	BS	182
	Tuttle				x		BS	45
Grady	Chickasha					x	BS	51
	Chickasha					x	MS	90
	Wakita	x					BS	27
	Deer Creek		x				BS	17

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
	Manchester	x					BS	7
Grant	Medford	x					MS	16
	Pond Creek	x					BS	15
	Mangum		x				MS	125
	Granite				x		BS	64
	Reed	x					M Ed.	33
Greer	Ocina				x		1 yr.	9
	Centralove	x					AB	23
Harmon	Gould	x					MA	15
	Hollis				x		M. Ed.	23
Harper	Buffalo					x	1 yr.	67
	Laverne			x			BS	23
	Selman		x				1 yr.	8
	Holdenville					x	BS	125
Hughes	Holdenville				x		BS	47
	Elgarado				x		BS	20
Jackson	Altus				x		BS	51
	Altha			x			110 hrs.	64
	Ryan				x		BS	40
Jefferson	Ryan (Irving)	x					AB	10
Johnson	Tishomingo		x				BS	19
	Wapanucka				x		AB	35
	Newkirk		x				BS	88
	Blackwell					x	BS	115
	Ponca City					x	1 yr.	74
	Ponca City					x	MS	76
	Ponca City					x	BS	116
	Ponca City					x	MS	104
Ponca City					x	MS	123	
Key	Tonkawa				x		BS	80
	Cashion				x		BS	15
	Okarche	x					M Ed.	21
Kingfisher	Kingfisher					x	MA	135

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
Kiowa	Hobart					x	BS	130
	Mountainview				x		BS	37
	Wilburton					x	BS	104
Latimer	Panola	x					BS	16
	Red Oak					x	BS	102
	Cameron				x		1 yr.	51
	Bokoshe		x				BS	16
	Panama				x		BS	47
	Spiro				x		1 yr.	67
	Talihina				x		1 yr.	20
	Le Flore				x		BS	57
	Monroe	x					AB	17
	Heavener					x	BS	35
Le Flore	Poteau					x	BS	103
Lincoln	Davenport			x			BS	37
	Stroud				x		BS	42
	Coyle				x		H.S. Life	33
Logan	Crescent			x			BS	16
	Guthrie					x	BS	39
	Guthrie				x		BS	33
	Guthrie				x		BS	40
Love	Marietta				x	BS	22	
Mayes	Pryor				x		BS	55
	Blanchard					x	1 yr.	113
	Blanchard				x		BS	15
McClain	Washington		x				MS	53
	New Castle		x				BS	45
	Eagleton				x		BS	26
McCurtain	Battiest				x		Life	46
	Broken Bow				x		61 hrs.	47
McIntosh	Checotah					x	BS	117
	Davis		x				BS	34
	Davis				x		BS	20

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
Murray	Sulphur			x			BS	46
	Oktaha	x					BS	25
	Ft. Gipson			x			BS	45
	Warner					x	MS	32
	Braggs	x					BS	27
	Muskogee					x	BS	125
	Muskogee					x	1 yr.	107
	Muskogee					x	AB	69
	Muskogee					x	BS	135
	Muskogee					x	BS	69
	Muskogee					x	BS	166
	Muskogee					x	BS	221
Muskogee	Muskogee					x	BS	191
	Ferry			x			BS	108
Noble	Orlando		x				AB	13
Nowata	Nowata				x		BS	95
Okfuskee	Okemah					x	BS	166
	Arcadia			x			Temp. El.	11
	Harrah				x		Life	52
	Washington					x	BS	33
	Britton			x			BS	20
	Capitol Hill Sr.					x	MS	167
	Capitol Hill Sr.					x	MA	147
	Capitol Hill Sr.					x	BS	144
	Capitol Hill Sr.					x	MS	146
	Capitol Hill Sr.					x	MA	124
	Capitol Hill Jr. Hi.					x	BS	122
	Capitol Hill Jr. Hi.					x	MS	111
	Capitol Hill Jr. Hi.					x	MS	143
	Capitol Hill Jr. Hi.					x	Life	149
	Capitol Hill Jr. Hi.					x	1 yr.	234
	Capitol Hill Jr. Hi.					x	BS	84
	Capitol Hill Jr. Hi.					x	MS	145



APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
	Capitol Hill Jr. Hi.					X	BS	177
	Capitol Hill Jr. Hi.					X	BS	128
	Capitol Hill Jr. Hi.					X	BS	102
	Central Sr.					X	MA	120
	Central Sr.					X	Life	138
	Central Sr.					X	BS	167
	Central Sr.					X	BS	130
	Central Sr.					X	AB	133
	Classen Sr.					X	M Ed.	109
	Classen Sr.					X	BS	96
	Classen Sr.					X	BS	16
	Classen Sr.					X	BS	236
	Northeast Jr. Hi.					X	MA	194
	Northeast Jr. Hi.					X	BS	164
	Mid-West City			X			BS	54
	Putnam City					X	M Ed.	69
	Putnam City					X	BS	84
Oklahoma	Britton					X	BS	84
	Beggs				X		BS	29
	Morris			X			BS	23
	Morris Liberty				X		BS	50
	Grayson		X				BS	13
	Henryetta			X			BS	143
	Okmulgee					X	1 yr.	107
Okmulgee	Okmulgee					X	BS	109
	Nelagoney		X				BS	5
	Osage		X				AB	26
	Hominy Mound Valley			X			BS	9
	Avant		X				BS	36
	Barnsdall					X	BS	64
	Fairfax					X	BS	52
	Hominy					X	BS	132
	Pawhuska					X	BS	104
	Shidler					X	BS	82
Osage	Wynona	X					MS	20

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
	Picher					x	MS	113
	Afton				x		BS	40
	Wyandotte			x			BS	64
	Miami				x		1 yr.	40
Ottawa	Miami					x	MC	96
	Karamec	x					BS	21
	Pawnee					x	BS	124
	Lincoln			x			BS	12
Pawnee	Cleveland			x			BS	41
	Perkins		x				MS	24
	Ripley		x				AS	45
	Cushing Norfolk			x			1 yr.	7
	Cushing				x		BS	17
	Cushing					x	BS	105
	Cushing					x	BS	103
Payne	Stillwater					x	BS	113
	McAlester					x	AS	121
	McAlester					x	BS	108
	McAlester					x	BS	170
Pittsburg	McAlester				x		BS	73
	Ada Byng					x	BS	128
	Stonewall			x			BS	68
	Napier				x		BS	11
	Ada					x	BS	92
	Ada					x	BS	67
	Ada					x	AS	67
	Horace Mann (Ada)				x		MS	22
Pontotoc	Horace Mann (Ada)				x		MA	22
	St. Louis			x			BS	36
	Wanetta			x			BS	25
	Maud				x		MS	63
	Shattuck					x	BS	38
	Shawnee					x	AS	107
	Shawnee					x	MA	173

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
Pottawatomie	Shawnee					x	AB	140
Pushmataha	Tuskahoma				x		Voc. Agri.	8
Roger Mills	Durham		x				BS	13
	Catoosa	x					BS	32
	Claremore					x	MS	121
Rogers	Chelsea					x	90 hrs.	123
	Cromwell		x				BS	30
	Wewoka Butler			x			BS	17
	Konawa					x	AB	89
	Vamoosa			x			BS	37
	New Lima		x				BS	42
	Strother				x		BS	17
	Wewoka					x	MS	103
	Bowlegs					x	K Ed.	104
	Excelsior	x					MS	14
	Pleasant Grove		x				BS	44
	Seminole					x	BS	82
	Seminole					x	MS	147
Seminole	Seminole					x	BS	89
	Sallisaw		x				BS	48
	Sallisaw			x			BS	34
Saquoyah	Vian				x		BS	68
	Velma-Alma				x		BS	18
	Duncan					x	BS	83
	Comanche				x		90 hrs.	77
Stephens	Duncan				x		BS	91
	Tyrone				x		1 yr.	9
	Goodwell		x				BS	9
	Eureka		x				BS	20
	Guyman			x			BS	47
Texas	Texhoma	x					BS	62
	Wilson			x			BS	50
Tillman	Frederick			x			BS	30
	Berryhill Tulsa			x			BS	24

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
	East Central Tulsa				x		BS	22
	Broken Arrow					x	BS	124
	Jenks					x	BS	179
	Mounds				x		BS	72
	Keystone		x				BS	19
	Sand Springs					x	BS	133
	Sand Springs					x	MA	137
	Tulsa Central					x	MS	97
	Tulsa Central					x	BS	112
	Tulsa Central					x	MS	97
	Tulsa Central					x	MA	72
	Tulsa Central					x	MA	126
	Tulsa Central					x	BS	108
	Tulsa Central					x	MS	103
	Tulsa Central					x	MA	108
	Daniel Webster					x	MS	189
	Daniel Webster					x	Life	150
	Daniel Webster					x	Life	170
	Will Rogers					x	BS	171
	Will Rogers					x	MS	169
	Will Rogers					x	MS	186
	Will Rogers					x	MS	172
	Cleveland Jr. Hi.					x	MS	231
	Cleveland Jr. Hi.					x	BS	226
	Clinton Jr. Hi.					x	BM	160
	Clinton Jr. Hi.					x	BS	124
	Horace Mann Jr. Hi.					x	BS	124
	Horace Mann Jr. Hi.				x		MA	34
	Horace Mann Jr. Hi.				x		MS	22
	Horace Mann Jr. Hi.					x	MS	158
	Horace Mann Jr. Hi.				x		MS	50
	Lowell Jr. High				x		BS	60
	Lowell Jr. High				x		BS	72
	Lowell Jr. High				x		Life	18

APPENDIX A (Continued)

County	School	Shop & Supt.	Shop & Prin.	Shop & Coach	Shop & Teacher	Shop	Degree	Pupils Enrolled
	Roosevelt Jr. Hi.					x	MS	176
	Roosevelt Jr. Hi.					x	MS	210
	Wilson Jr. Hi.					x	MS	192
	Wilson Jr. Hi.					x	MS	183
	Wilson Jr. Hi.					x	MS	152
Tulsa	Cherokee					x	BS	64
	Coweta				x		BS	51
	Wagoner			x			BS	63
Wagoner	Wagoner			x			BS	59
	Ochelata				x		BS	23
	Copan				x		MS	23
	Ramona					x	BS	31
	Dewey					x	BS T&I	11
	Dewey					x	BS T&I	23
	Bartlesville College Hi.					x	MA	56
	Bartlesville					x	BA	126
Washington	Bartlesville					x	MA	116
	Corn			x			AB	23
	Dill				x		1 yr.	23
	Sentinel Part				x		BS	29
	Cowden		x				BS	16
Washita	Foss				x		1 yr.	15
	Capron		x				BS	14
	Alva		x				MA	24
Woods	Alva					x	MA	89
	Tangier				x		BS	20
	Woodward					x	BS	106
Totals	74	256	24	32	47	94		27,056

## APPENDIX B

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