AN ANALYSIS OF THE QUALIFICATIONS AND GENERAL
STATUS OF THE INDUSTRIAL ARTS TEACHERS
EMPLOYED IN THE SECONDARY SCHOOLS
OF ARKANSAS DURING THE 1953-1954
SCHOOL YEAR

APPROVED:

[Signature]
Major Professor

[Signature]
Minor Professor

[Signature]
Director of the Department of Industrial Arts

[Signature]
Dean of the Graduate School
AN ANALYSIS OF THE QUALIFICATIONS AND GENERAL
STATUS OF THE INDUSTRIAL ARTS TEACHERS
EMPLOYED IN THE SECONDARY SCHOOLS
OF ARKANSAS DURING THE 1953-1954
SCHOOL YEAR

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Robert H. Glenn, B. S. E.

Pine Bluff, Arkansas

August, 1954
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>Plan of Procedure</td>
<td></td>
</tr>
<tr>
<td>Recent and Related Studies</td>
<td></td>
</tr>
<tr>
<td>II. THE QUALIFICATIONS OF INDUSTRIAL ARTS</td>
<td>18</td>
</tr>
<tr>
<td>TEACHERS IN ARKANSAS AS PRESCRIBED BY ARKANSAS DEPARTMENT OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td>AND INSTITUTIONS OF HIGHER LEARNING PREPARING INDUSTRIAL ARTS</td>
<td></td>
</tr>
<tr>
<td>TEACHERS, AND LEADERS IN THE FIELD OF INDUSTRIAL ARTS</td>
<td></td>
</tr>
<tr>
<td>III. DATA CONCERNING THE QUALIFICATIONS OF</td>
<td>40</td>
</tr>
<tr>
<td>INDUSTRIAL ARTS TEACHERS EMPLOYED IN ARKANSAS DURING 1953-1954 SCHOOL YEAR</td>
<td></td>
</tr>
<tr>
<td>IV. DATA AND INFORMATION CONCERNING THE GENERAL STATUS OF THE</td>
<td>55</td>
</tr>
<tr>
<td>THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN ARKANSAS</td>
<td></td>
</tr>
<tr>
<td>The In-School Activities</td>
<td></td>
</tr>
<tr>
<td>The Out-of-School Activities</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Data</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>69</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td>80</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>87</td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Seven Leading Colleges or Universities Which the Thirty-Seven Industrial Arts Teachers in Arkansas Have Attended</td>
<td>42</td>
</tr>
<tr>
<td>2.</td>
<td>Information Concerning Academic Degrees Held by the Thirty-Seven Industrial Arts Teachers Employed in the Secondary Schools in Arkansas</td>
<td>43</td>
</tr>
<tr>
<td>3.</td>
<td>The Last Date That the Thirty-Seven Industrial Arts Teachers in Arkansas Had Attended College</td>
<td>44</td>
</tr>
<tr>
<td>4.</td>
<td>Number of Semester Hours of Industrial Arts Completed by the Thirty-Seven Industrial Arts Teachers in Arkansas</td>
<td>45</td>
</tr>
<tr>
<td>5.</td>
<td>The Average Number of Semester Hours of College Preparation Completed in Education Courses and the Various Phases of Industrial Arts by Thirty-Seven Industrial Arts Teachers Teaching in Arkansas in 1953-1954</td>
<td>47</td>
</tr>
<tr>
<td>6.</td>
<td>Ways by Which the Thirty-Seven Industrial Arts Teachers Have Acquired Additional Preparation Since Receiving Their Last Degree</td>
<td>48</td>
</tr>
<tr>
<td>7.</td>
<td>Types of Trade Experience of the Thirty-Seven Industrial Arts Teachers in Arkansas in 1953-1954</td>
<td>49</td>
</tr>
<tr>
<td>8.</td>
<td>The Number of Years of Teaching Experience as Reported by the Thirty-Seven Industrial Arts Teachers in Arkansas in 1953</td>
<td>50</td>
</tr>
<tr>
<td>9.</td>
<td>Professional Organizations to Which the Thirty-Seven Industrial Arts Teachers in Arkansas Belonged in 1953</td>
<td>51</td>
</tr>
</tbody>
</table>
10. Organizations That the Industrial Arts Teachers in Arkansas in 1953 Were Required to Join. ......... 52

11. Data Concerning the Number of Classes Taught Daily by Thirty-Seven Industrial Arts Teachers in the Secondary Schools in Arkansas in 1953. ..... 56

12. Data Concerning the Number of Students Taught Daily by Thirty-Seven Industrial Arts Teachers in the Public Schools in Arkansas for the 1953-1954 School Year. ... 57

13. Classes Other Than Industrial Arts Taught by Eleven Industrial Arts Teachers Employed in the Public Schools in Arkansas During the 1953-1954 School Year. ............. 58

14. The Extra-Curricular Activities Participated in by Thirty-Four Industrial Arts Teachers in Arkansas During the 1953-1954 School Year. ............... 59

15. Civic Organizations the Thirty-Seven Industrial Arts Teachers of This Study Participated in During 1953. ....... 61

16. Organizations of Which the Thirty-Seven Industrial Arts Teachers of This Study Were Members in 1953. ............. 63

17. Salaries Received by the Thirty-Seven Industrial Arts Teachers in Arkansas. ....... 65

18. Data Pertaining to the Ages of the Thirty-Seven Industrial Arts Teachers in the Secondary Schools in Arkansas in 1953-1954. ................. 66

19. Number of Children in Each of the Thirty-Two Families of the Industrial Arts Teachers Employed in the Secondary Schools in Arkansas During the 1953-1954 School Year. ................. 69
CHAPTER I

INTRODUCTION

In 1953, Jack P. Dial completed a study of the qualifications and general status of 190 industrial arts teachers employed in the secondary schools in the State of Texas. The general and specific qualifications of industrial arts teachers as set forth by the various state departments of education in the different states differ; the salary schedules differ also from state to state and in different school communities within a state. Dial's study and these differences gave impetus to this study.

Statement of Problem

This is a study to ascertain the qualifications, the general status, and in-school and out-of-school activities of the industrial arts teachers employed in the secondary schools in Arkansas in order to compare them with the qualifications and general status of the industrial arts teachers employed in the State of Texas in 1953, as reported by Dial.

Purpose of the Study

The study will seek answers to the following questions:

1. How does the professional preparation in the field of industrial arts of the teachers of industrial arts in
Arkansas compare with professional preparation of the industrial arts teachers employed in Texas?

2. How does the professional preparation of the teachers of industrial arts in Arkansas compare with the professional preparation of the industrial arts teachers employed in Texas in the area of professional integration courses?

3. How does the preparation of the industrial arts teachers compare in the various phases of industrial arts such as woodwork, metalwork, auto mechanics, electricity, general crafts, drawing, printing, design, and methods of teaching employed in Arkansas and Texas?

4. How does the amount of trade experience of the industrial arts teachers employed in Arkansas compare with the trade experiences of the industrial arts teachers employed in Texas?

5. How does the teaching experience of industrial arts teachers employed in Arkansas compare with the teaching experience of industrial arts teachers in Texas?

6. How does the number of earned degrees completed by industrial arts teachers employed in Arkansas compare with the number of degrees completed by industrial arts teachers employed in Texas?

7. How does the salary received by industrial arts teachers employed in Arkansas compare with the salary received by industrial arts teachers in Texas?
8. Where did the teachers of industrial arts in Arkansas receive their preparation?

9. How do the qualifications as required by the Texas Education Agency for industrial arts teachers of Texas compare with the requirements for industrial arts teachers set forth by the State Department of Education in Arkansas?

10. How does the teaching load of industrial arts teachers in Arkansas compare with the teaching load of industrial arts teachers in Texas?

Definition of Terms

The term "qualifications" as used in this study includes the education, experience, and physical, social, and mental characteristics of an instructor that determine his fitness for educational position.

Good stated that: the term "in-school activity" refers to programs and events, sponsored and organized by teachers and designed to entertain, instruct, or provide exercise of interests and abilities; and subject to some measure of control by the institution.

The term "out-of-school activity" is defined as an undertaking of a teacher chiefly for pupils, to be conducted

---


2 Ibid., p. 7.
in addition to regular school work such as directing Boy Scout troops, hobby groups, and other clubs.

"Status" in this study pertains to the current condition of the industrial arts teacher in regard to teaching experience, marital status, age, qualifications, and salary.

Limitations of the Study

This study is limited to a comparison of the qualifications and status of thirty-seven industrial arts teachers employed in the secondary schools in Arkansas during the school year of 1953-1954 and to 190 industrial arts teachers employed in the secondary schools in Texas during the school year of 1952-1953.

Plan of Procedure

Chapter I will include the statement of the problem, purpose of the study, definition of terms, plan of procedure, and recent and related studies. Chapter II of the study will contain the qualifications of industrial arts teachers as set forth by the State Department of Education of Arkansas, the requirements as set forth by the two colleges granting degrees with a major in the field of industrial arts, and the qualifications set forth by known leaders in the field of industrial arts. Chapter III will be concerned with the general and specific information secured from the
questionnaires. The names and addresses of the industrial arts teachers employed in the State of Arkansas were taken from a bulletin published under the auspices of the State Department of Education by the Office of the Vocational Supervisor. A questionnaire was designed to gather the data and information and was mailed to the teachers to be filled out and returned. There were forty-four industrial arts teachers employed in Arkansas during the 1953-1954 school year, and thirty-seven of these filled out and returned the questionnaires. Chapter IV will present data concerning the in-school and out-of-school activities of the thirty-seven industrial arts teachers. Chapter V will contain a brief summary of the study, and conclusions and recommendations based upon the results of the study will be presented.

Recent and Related Studies

In a study made by Wayne Matthews concerning the growth of industrial arts in Texas it was found that in 1948, 64 per cent of the teachers who were teaching drawing had completed a baccalaureate degree with a major in industrial arts, 20 per cent had completed a master's degree with a major in industrial arts, 10 per cent held a baccalaureate degree with a major in another field, and 6 per cent had not completed a degree and did not have a major in industrial
arts. Thirty-seven of the teachers had five years or less of teaching experience, twenty-one had taught for a period of time ranging from six to ten years, fourteen had from eleven to fifteen years of experience, and sixty of the teachers had taught sixteen or more years.

Of the teachers who were teaching crafts, electricity, auto mechanics, printing, and laboratory of industries, 43 per cent held a baccalaureate degree with a major in industrial arts, 6 per cent held a master's degree with a major in industrial arts, 18 per cent held a baccalaureate degree with a major in another field, and 28 per cent of this group had not completed a degree and did not major in industrial arts. The teaching experience of this group of industrial arts teachers was as follows: ten of the teachers had five years or less of experience, nine had from eleven to fifteen years of teaching experience, and seventeen had taught sixteen or more years.

In the area of metal work, 43 per cent of the teachers had completed a baccalaureate degree and a major in

---


4 Ibid., p. 49.

5 Ibid., p. 57.
industrial arts, 8 per cent had a master's degree and a major in industrial arts, 2 per cent had a baccalaureate degree and a major in another field, and 46 per cent of the teachers who were teaching metal work had not completed a degree and did not have a major in industrial arts. The teaching experience of these teachers was as follows: fifteen had five years or less of teaching experience, seven had from six to ten years of teaching experience, and three had from eleven to fifteen years of teaching experience, and fourteen had more than sixteen years of teaching experience.

In the area of woodwork Matthews reported that 60 per cent of the teachers had completed some type of baccalaureate degree with a major in industrial arts, 19 per cent had earned a master's degree with a major in another field, and 5 per cent of the teachers had not completed a degree and a major in industrial arts. The teaching experience of the teachers of woodwork varied. There were forty-nine of this group of teachers who had five years or less of teaching experience, twenty-one who had from six to ten years of teaching experience, nineteen who had from eleven to fifteen years of teaching experience, and fifty-one with more than sixteen years of teaching experience.

---

The first yearbook published by the American Council on Industrial Arts Teacher Education contained data concerning the preparation of industrial arts teacher educators and the extent to which the qualifications had improved in the past ten years. It also presented a profile of industrial arts teacher educators. Concerning the preparation of the teacher educator the council reported as follows:

The number of personnel in industrial arts teacher education showed a 44 per cent gain in 1948 over 1941, a 17 per cent gain in 1951 over 1948, and an over-all 69 per cent gain during the decade 1941-1951. The number of individuals possessing only a bachelor's degree decreased from 26 per cent of the total in 1941 to 24 per cent of the total in 1948. The three-year period 1948-1951 reveals a much larger decrease, until in 1951, despite the greatly increased total staff, only 18 per cent hold no degree higher than a bachelor's.

One out of every ten staff members in 1951 holds a doctor's degree; 63 per cent hold master's degrees. Approximately 10 per cent hold no degrees, most of these being in specialized instructors brackets for skilled work.

Between 1948 and 1951, there was a 43 per cent gain in the number of institutions offering one or more degrees, and during the same period, a gain of 35 per cent in the number offering master's degrees. The number of institutions offering doctoral work has decreased from 20 to 14. It is altogether possible that the earlier figure of 20 includes institutions which do not have a specifically designated program for industrial arts at the doctoral level, but rather offer degrees in education or other fields which are open to industrial arts people.11

11 Walter R. Williams and Harvey K. Meyer, Inventory Analysis of Industrial Arts Teacher Education Facilities Personnel and Programs, pp. 3-4.
The profile of an industrial arts teacher educator was described as follows:

He was born in New York State in 1909 and is forty-two years of age. He is married, has two children, and is the holder of a Master of Arts degree. He has taught over seven years in the public schools and approximately ten years in institutions of higher learning. He has contributed very little along the line of published materials. He is twice as likely to be a member of the American Industrial Arts Association and/or the National Education Association as he is to hold membership in the American Vocational Association and/or the National Association of Industrial Teacher Trainers. The chances are about even that he has travelled abroad and that he is a member of Epsilon Pi Tau. His chief avocational interest is that of out-door sports. 12

A study was made in 1940 by A. H. Jefferies concerning the status of industrial arts teachers in the high schools of Kansas. Jefferies' study included 195 industrial arts teachers in the high schools of Kansas. The purpose of the study was to determine and present the exact status of the teacher of industrial arts in various high schools of Kansas as determined by professional experience, by trade experience, and by in-service training. Jefferies' study also showed some of the conditions in the teaching field of industrial arts in Kansas in 1940. He found that there was a definite trend in the qualifications of industrial arts

12 Ibid., p. 4.
teachers away from trade experience to the acquisition of more professional experience.  

In 1927, a study was made by Fred Strickler while attending Columbia University, New York City, concerning the qualifications of industrial arts teachers over the United States. The study made by Strickler included 480 industrial arts teachers throughout the United States. Strickler's study had three main purposes: first, to determine some of the more abstract, non-technical parts and situations which have been a portion of industrial arts teacher preparation; second, to ascertain the professional and trade experience of those teachers in the field; and third, to classify the results and present them in a precise manner to show the accomplishments of the teacher.

Strickler found the amount of professional preparation of the industrial arts teachers in the United States at that time to be as follows:

Sixty-two one hundredths of 1 per cent of the 480 teachers have the Ph. D. Degree, 3.33 per cent have the master's degree, 31.25 per cent have the bachelor's degree, 31.25 per cent have diplomas from institutions


of higher learning, and 35.42 per cent have had one year or less of college work. The training of industrial arts teachers is constantly improving, but for the majority it is still much below that of the best-trained teachers. 15

In this study concerning the qualifications of industrial arts teachers, Strickler stated:

Trade experience is an important element of industrial arts teachers' training. Thirty-eight per cent of the 480 teachers have had a year or more of trade experience.

The amount of trade experience of industrial arts teachers is in inverse ratio to their professional training.

The trade experience of industrial arts teachers represent a sampling of many kinds of work with nationally known firms and may be accepted as work typical of the various important trade fields. 16

In 1953, Jack P. Dial made a study of the qualifications and status of 190 industrial arts teachers employed in the elementary, junior high, and senior high schools in Texas. Dial found that the Texas Education Agency divided industrial arts teachers' qualifications into two groups, general and specific.

Under the heading of general qualifications for industrial arts teachers Dial presented the qualifications as set forth in Bulletin 389, as follows:

1. The ability to work with and serve as a leader of boys.
2. A bachelor degree with sufficient preparation in industrial arts education, including laboratory practice and theory in the activity he is to teach as specified under "B".

15 Ibid., p. 70. 16 Ibid.
3. A wide knowledge of industrial life.
4. A broad educational background adequate for the successful presentation of instructional materials for the various activities, and for successful participation in the general school program.
5. The ability to apply his knowledge to life situations in a practical way, to construct teaching devices and to apply the fundamentals of psychology and pedagogy.
6. Good craftsmanship—the ability to perform well the basic skills required to be developed in the industrial arts he is to teach.
7. A willingness to enter industry for a period of not less than six weeks (twelve weeks is recommended) every summer until he has gained practical experience in each type of activity he is teaching.

The specific qualifications of industrial arts teachers are as follows:

1. An industrial arts teacher shall have at least twenty-four semester hours of college credit in industrial arts. These credits shall include only the practical laboratory and drawing courses. In addition, the teacher must have at least one course in Methods of Teaching Industrial Arts. Such industrial arts courses must be taken in an approved industrial arts teacher-training institution of college rank.

2. A teacher of laboratory of industries shall possess as part of the twenty-four hours of credit a minimum of three semester hours, or approved practical experience, certified by an approved teacher-training institution, in each activity he teaches. For example, a teacher teaching woodwork, electrical work, drawing, and metalwork, four approved divisions of the laboratory of industries, shall have had three semester hours credit in each division.

3. A teacher of any other affiliated Industrial Arts course shall possess a minimum of six semester hours of college credit, or approved practical

17 Texas State Department of Education, Industrial Arts Program in Junior and Senior High Schools of Texas, Bulletin No. 389, 1938, p. 124.
experience, for the first unit of credit affiliated in that course. For each additional unit of credit of affiliation in the same course, the teacher must possess a minimum of three additional semester hours of college credit or approved practical experience. For example, a teacher of general woodworking I and II, first year, accredited for one full unit of credit, shall possess six semester hours of college credit in woodworking. If he teaches general woodworking I, II, III, and IV, first and second years, accredited for a total of two full units of credit, he shall possess a total of nine semester hours of college credit in woodworking—six semester hours of college credit for first year general woodworking I and II, and three additional semester hours of college credit for the second year general woodworking III and IV. 18

The information concerning the qualifications and status of the 190 industrial arts teachers presented in Dial's thesis was obtained by using a questionnaire prepared by Dial. The questionnaire was mailed to 380 industrial arts teachers, however, only 190 of the teachers filled out and returned the questionnaire. Dial reported that the 190 industrial arts teachers represented a cross section of the 19 industrial arts teachers in Texas.

Preparation of the 190 industrial arts teachers was as follows: 41.1 per cent of the industrial arts teachers held a baccalaureate degree; 58.4 per cent have earned a master's

18
Ibid., pp. 124–5.

19
degree; and only .5 per cent, or one teacher, was teaching without a degree of any kind. The industrial arts teachers in the public schools of Texas have completed an average of 53.8 semester hours of work in the field of industrial arts and 34.8 semester hours of professional education. The following is the average number of semester hours the industrial arts teacher in Texas has completed in the different fields of industrial arts: woodwork 13.4, drawing 10.6, metalwork 9.4, methods of teaching 9, general crafts 3.7, electricity 1.8, design 1.6, printing .9, and auto mechanics .8.

The 190 industrial arts teachers in Texas represented in Dial's study had acquired additional preparation in the following ways since the completion of their last degree. The first and most popular way of acquiring additional preparation was by attending summer school as 39.4 per cent attended. In-service training accounted for 29.5 per cent. This type of preparation ranked second to summer school. There were 17.4 per cent who attended night school. Those attending regular college terms constituted 11 per cent and extension courses were taken by 4.3 per cent.

The 190 industrial arts teachers in Texas represented in this study had received their preparation at 69 different

---

20 Ibid., p. 44.  
21 Ibid., p. 45.
colleges and universities, and two of the teachers had attended a college or university outside of the United States. The teaching experience of the 190 industrial arts teachers ranged from one year of experience to forty-seven years. The average number of years of teaching experience was 8.6 years.23

The trade experience of the 190 industrial arts teachers included the following types of work: carpenter, mechanic, draftsman, machinist, welder, sheet-metal worker, painter, salesman, leathercraft worker, printer, blacksmith, concrete worker, and plumber. The largest number had participated in the field of carpentry.24

The number of classes taught each day by the 190 industrial arts teachers in Texas listed in Dial's study ranged from one to eight. The average number of classes taught each day was 4.09. The average industrial arts teacher in Texas teaches one or more classes in some area other than industrial arts. The student load of the industrial arts teachers varied from 10 to 250 students daily. The average number of students taught daily by the industrial arts teachers included in Dial's study ranged from 80 to 89.

22 Ibid., p. 48.  
23 Ibid., p. 49.  
24 Ibid., p. 51.
Other subjects reported as being taught by industrial arts teachers were general mathematics, physical education, algebra, general science, driver education, history, biology, geometry, English, geography, reading, Spanish, physics, art, economics, social studies, and government. The subject taught by the largest number of the teachers was general mathematics.\(^{25}\)

The age level of the students taught by the 190 industrial arts teachers in Texas included in Dial's study varied from those in the elementary school to those in high school. The percentage of teachers teaching at high school level was 52.1; 14.7 per cent were teaching at junior high school level; 1.1 per cent of the industrial arts teachers were teaching at the elementary level. There were 30.5 per cent of the industrial arts teachers who were teaching at both senior and junior high school level. Three industrial arts teachers reported that they taught industrial arts in elementary, junior high, and senior high schools.

The 190 industrial arts teachers participated in the following extra-curricular activities: club sponsors, home room teachers, school class sponsors, playground supervisor, coach, miscellaneous duties, Boy Scouts, and adult classes. Serving as club sponsor and home-room teacher were the two activities in which most teachers participated.\(^{27}\)

\(^{25}\) Ibid., p. 57. \(^{26}\) Ibid. \(^{27}\) Ibid., pp. 58-59.
The age range of the 190 industrial arts teachers included in Dial's survey was from twenty-one to sixty-five years, and the greatest number was included between the ages of thirty-one and thirty-five years, the average being 35.4 years.

According to Dial's study the average teacher of industrial arts in the public schools of Texas could be described as follows:

... He is married, has one child, is thirty-five years of age, has a Master of Science or a Master of Education Degree, attended two different colleges, teaches four classes a day in a senior high school with eighteen students in each class, makes a salary of $3,598.00 per year, and teaches in a school that has a faculty of thirty-five teachers....

It was noted in Dial's study that over 50 per cent of the industrial arts teachers in Texas held a master's degree. In the areas of woodwork, drawing, and metalwork the average industrial arts teacher had completed three or more courses. The average industrial arts teacher in Texas teaches one or more classes in another subject matter area other than industrial arts.

28 Ibid., p. 62.  
29 Ibid., p. 64.
CHAPTER II

THE QUALIFICATIONS OF INDUSTRIAL ARTS TEACHERS IN ARKANSAS AS PRESCRIBED BY ARKANSAS DEPARTMENT OF EDUCATION AND INSTITUTIONS OF HIGHER LEARNING PREPARING INDUSTRIAL ARTS TEACHERS, AND LEADERS IN THE FIELD OF INDUSTRIAL ARTS

This chapter contains information concerning the qualifications and the certification of teachers in the secondary schools in Arkansas. The qualifications will be compared with the information concerning qualifications and certification of industrial arts teachers made available by the two institutions of higher learning granting degrees in the field of industrial arts and with the recommendations of recognized leaders in the field of industrial arts.

Colleges in Arkansas do not issue certificates to teach; these are only issued by the State Board of Education. The colleges only issue transcripts of all college credits earned by students.  

The term "vocational teacher" is inclusive as used by the state department of education. It includes the fields of industrial arts, vocational agriculture, distributive education, vocational home economics, and industrial

---

1. The Arkansas State Teachers College Bulletin, XLI (April, 1953), 23.
education as set forth by Bulletin Number 4, Regulations Concerning the Certification of Teachers in Arkansas. Since the State of Arkansas has no director of industrial arts, certification is under the direction of the director of vocational education.

In order to obtain information concerning the regulations governing the certification of teachers in Arkansas, a letter was sent to the State Department of Education. In reply to the letter a copy of the bulletin entitled Certification Regulations, effective January 1, 1951, was sent.

In studying the bulletin concerning the qualifications of industrial arts teachers, as set forth by the education department, it was found that the information concerning the certification of teachers was divided into four parts as follows: general information and requirements, the high school certificate, special requirements, and vocational subjects. The qualifications for "vocational subjects" such as vocational agriculture, distributive education, vocational home economics, and industrial education which includes industrial arts were further divided into general requirements, professional requirements, a conservation education requirement, and specialization requirements.

2 Arkansas State Department of Education, Regulations Governing the Certification of Teachers in Arkansas, Bulletin No. 4, Effective January 1, 1951.
Any teacher who teaches in Arkansas must first be licensed by the State Board of Education. This board is the only certifying agency for teachers in the state. General information concerning certification is as follows:

Certificate required of all teachers:
All teachers engaged in teaching in a public school of Arkansas must possess a valid license....

....No teacher shall be employed to teach in any public, common school of the state unless licensed by the State Board of Education to do so.3

An applicant must be at least eighteen years old and not over seventy-two years of age to be eligible for a teacher's license in Arkansas. The teacher must have a valid poll tax receipt if he or she is over twenty-one years of age and a health certificate must be presented to the secretary of the board before a contract can be issued.

General qualifications are as follows:

To be eligible to secure a teacher's license an applicant must be at least 18 years of age and not over 72, must be of good moral character and believe in a Supreme Being.

Arkansas law requires as a prerequisite to certification and to payment from public funds that a teacher must present a current and valid poll tax receipt for certification. This applies to applicants 21 years old or over.

All school teachers shall present a certificate of health stating that said individual is free from any

3Ibid., p. 2.
and all forms of contagious or infectious diseases, including tuberculosis. The certificate of health shall be presented to the secretary of the school board before a contract shall be entered into between the school board and said applicant.\textsuperscript{4}

In order to receive public funds a teacher's license must be registered in the office of the county superintendent. The statement concerning the registration of a teacher's certificate reads thus:

A teacher's license is not valid until it has been registered in the office of the County Supervisor in the county in which the applicant is teaching. Immediately upon receipt of the certificate the teacher should forward it to the County Supervisor to be recorded. This enables the officer to furnish the County Treasurer with a list of properly certified teachers in the county who may legally be paid from public funds as required by law.\textsuperscript{5}

Arkansas no longer issues a life certificate to teachers. The certificates issued to teachers at the present, however, are more or less permanent. Satisfactory teaching experience during the life of the certificate is the main requirement for renewal. The renewal of teacher's certificates in Arkansas is dependent upon the following:

While no certificates are issued for life, provision is made for a high degree of permanency. Satisfactory teaching experience is the professional requirement for the reissue of the highest types of state certificates. Specific requirements for renewal are given under the \textsuperscript{6} Description of Requirements for each type of certificate.

\textsuperscript{4} Ibid., p. 3. \textsuperscript{5} Ibid., p. 3. \textsuperscript{6} Ibid., p. 4.
In addition to general and specific requirements for each teaching field there is one requirement that must be met by all teachers in the State of Arkansas. The statement concerning a course in the conservation of natural resources is as follows:

All teachers must include a course in Conservation of Natural Resources or Nature Study as a general requirement. Any teacher who received a bachelor's degree before 1939 does not meet this requirement. 7

The completion of certain courses is necessary to fulfill the requirements for a certificate to teach at the secondary level. In addition to courses required in the selected major field of the applicant, the following requirements for the high school certificate valid for six years must be fulfilled:

Minimum sem. hrs. req.

1. Graduation from an approved four-year college
   2. General requirements
   3. English (This may include 3 hours
      of speech)
      Social Studies (to include con-
      servation)
      Science (This may include 6 hours
      of mathematics)
      Art or Music
      Physical Education, Health and Safety
      General Psychology

   48
   12
   12
   12
   3
   6
   3

The requirements of art or music and general psychology may be waived by the Director of Teacher Education and Certification.

7 Ibid., p. 4. 8 Ibid., p. 11.
The professional requirements for a high school certificate valid for six years requires the following courses:

Professional requirements Minimum sem. hrs. req.

1. Basic Professional courses 9
   a. Introduction and orientation 3
   b. Psychology (Educational and Adolescent) 3
   c. General Methods and Observation 3

2. Techniques of Teaching Courses 9
   a. Curriculum construction and/or evaluative procedures 2
   b. Special methods, including principles of guidance 2
   c. Directed teaching 5

Minimum requirements for Directed Teaching consist of 90 clock hours (50 minutes net) of student teaching or the equivalent. All courses in Directed Teaching shall be offered on the senior college level and only those students who rank in the upper 75% in scholarship should be permitted to enroll for Directed Teaching. Directed Teaching shall be in the student's major or minor field. Students in training who shift from the elementary field to the high school field will be expected to complete at least three semester hours of the required five in Directed Teaching at the high school level. After September 1, 1939, no substitutions for Directed Teaching will be permitted except in the case of in-service teachers who may complete after that date the requirements for a higher certificate. A minimum of three years' successful teaching experience will, in such cases, be accepted in lieu of Directed Teaching.

In addition to the aforementioned requirements an applicant must fulfill the following requirements to qualify to teach in the various vocational fields. The specific requirements for vocational subjects: vocational agriculture, distributive education, vocational home economics, and

---

Ibid., p. 11.
industrial education, including industrial arts, are as follows:

Applicants who desire to teach in the vocational fields of Agricultural, Distributive, Home Economics and Industrial Education, including Industrial Arts, should apply for the High School Certificate.

Requirements for the High School Vocational Certificates:

The High School Certificate for teachers of vocational subjects is issued only upon graduation from a four-year institution approved by the State Board of Vocational Education for training teachers in the vocational field indicated on the certificate. The certificate is valid for a period of six years, and it may be issued to applicants who meet the following qualifications:

General Requirements:

The general courses required of all vocational teachers (industrial arts) who receive the high school certificate are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum sem. hrs. req.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (this may include 6 hours of speech and/or journalism)</td>
<td>12</td>
</tr>
<tr>
<td>Social studies</td>
<td>12</td>
</tr>
<tr>
<td>Science (this may include 6 hours of math.)</td>
<td>12</td>
</tr>
<tr>
<td>Physical education, health and safety</td>
<td>6</td>
</tr>
<tr>
<td>*Art or music</td>
<td>3</td>
</tr>
<tr>
<td>*General psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

*The requirements in Art or Music and in General Psychology may be waived by the Director of Teacher Certification when the request of the applicant is approved by an official of the teacher training agency.

Professional requirements:

A total of 18 semester hours of professional educational courses is required of all applicants for the high school certificate issued to vocational teachers. These professional courses may be in the form of integrated or separate courses. It is expected that these courses, whether integrated or separate, will include courses concerned with professional orientation, principles of learning,
methods of teaching in-school and out-of-school classes, curriculum construction, and directed teaching. Teacher training institutions which desire to provide opportunities for cadet teaching in the field may offer all professional courses in one semester of the senior year either integrated or individual courses, provided the subject matter indicated above is included.

Conservation Education Requirements:

Courses in conservation of natural resources are required of all vocational teachers. Teachers of vocational agriculture who receive the high school certificate are presumed to have met this requirement in their course requirements for the bachelor's degree. Other vocational teachers will be expected to complete a special course in conservation of natural resources. These courses may be included in the general or specialization requirements. 10

There is a slight difference concerning the conservation requirement for the vocational certificate and the standard high school certificate. The difference is that a vocational agriculture teacher who receives the high school certificate is presumed to have met this requirement in the course requirements for the baccalaureate degree.

After fulfilling all the other general, professional, and conservation education requirements, a person planning to teach industrial arts must have twelve semester hours of technical courses in the area of industrial arts, twenty-four semester hours of industrial arts laboratory courses, and twelve semester hours of professional course work in industrial education. The special requirements for a teacher of industrial arts are as follows:

In addition to the general, professional, and conservation education requirements, Industrial arts teachers must meet the following specialized requirements:

Technical courses
Including such courses as Mechanical Drawing, Metallurgy, Blue Print reading, or related science courses.

Shop courses
Including such courses as woodworking, metalworking, printing, home mechanics, crafts

Professional Courses in Industrial Education
Including such courses as Shop Organization, History and Principles of Industrial Education, Methods of Teaching Industrial Education. 11

Qualifications as Set Forth by the Colleges for Graduation

The curriculum for industrial arts majors at Arkansas A. & M., at College Heights, Arkansas, is somewhat different from that of the English, social science, and mathematics majors. A student majoring in industrial arts actually pursues a curriculum designed to prepare one to go into industry. Should a student majoring in industrial arts decide to become a teacher of industrial arts he must take specified education courses as electives. The following are the requirements for a high school certificate in the other major fields:

Many students major in such subjects as English, social science, mathematics, science, etc., and decide

11 Ibid., pp. 16-17.
later to complete the requirements for a high school teaching certificate. The State Department specifies certain subjects and hours that must be included for certification, viz.:

1. The Major, or any other subject the student wishes to teach, must include the courses listed under "High School Teaching Fields." Majors in industrial education and physical education should consult the special curricula in those subjects.

2. At least 12 hours each in English, social studies and science. The latter may include 6 hours in mathematics. These may be included in the major or minor.

3. At least 3 hours in art or music, 6 hours in physical education, including health and safety, 3 hours in general psychology, and a course in conservation.

4. At least 18 hours in education and psychology including 3 hours in introductory education, 3 hours in educational or adolescent psychology, 3 hours in general methods, 2 hours in curriculum construction or tests and measurements, 2 hours in special methods and guidance, and 5 hours in apprentice teaching in the high school. A student should not request permission to do apprentice teaching before meeting the prerequisites for it.

5. Completion of requirements for a Bachelor's Degree. 12

The following are some comments concerning the special curricula for an industrial arts major at Arkansas Agricultural and Mechanical College. They are as follows:

The Industrial Education Curriculum is designed to offer a general industrial background to men and women who desire to enter the industrial field of work or the teaching profession.

Arkansas Agricultural and Mechanical College Bulletin, No. 2, Vol. XLVIII (April 1, 1953), 77-78.
Many graduates of Industrial Education can be found in industry, working in employment, employee-training personnel and safety departments. Other graduates in this field obtain work as supervisors, directors, and teachers in vocational industrial schools and classes, after satisfying requirements as specified in the State plan; or as sponsors of guidance, safety, and personnel programs; or as teachers of occupational courses in the public schools.

Still other graduates teach industrial arts subjects in the junior, senior or technical high schools. (Industrial arts in these schools includes such courses as the general or home mechanics type of shop, or unit courses in woodwork, general metal, machine shop, the various types of drafting, and various handicrafts.)

For those desiring to continue in industrial apprentice training or to establish their own businesses, this curriculum is basic preparation in several trades.\(^{13}\)

A person following the industrial education curriculum at Arkansas A. & M. College is required to take the courses listed below.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Minimum number of sem. hrs. req.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Education:</td>
<td>52</td>
</tr>
<tr>
<td>(woodwork, mechanical drawing,</td>
<td></td>
</tr>
<tr>
<td>metalwork, home mechanics, and</td>
<td></td>
</tr>
<tr>
<td>specialized courses)</td>
<td></td>
</tr>
<tr>
<td>English:</td>
<td>12</td>
</tr>
<tr>
<td>(Freshman composition, speech</td>
<td></td>
</tr>
<tr>
<td>and advanced composition)</td>
<td></td>
</tr>
<tr>
<td>Commercial:</td>
<td>24</td>
</tr>
<tr>
<td>(Typing, business correspondence,</td>
<td></td>
</tr>
<tr>
<td>principles of economics, labor</td>
<td></td>
</tr>
<tr>
<td>problems, and business law)</td>
<td></td>
</tr>
<tr>
<td>Physical Education (including</td>
<td>7</td>
</tr>
<tr>
<td>health and safety)</td>
<td></td>
</tr>
</tbody>
</table>

Physical Sciences: 6
General Psychology: 3
Political Sciences: 6
Basic College Mathematics: 3
Library Science: 1
Electives: 14 25

To complete a degree with a major or minor in industrial arts at Arkansas State Teachers College at Conway, Arkansas, it is necessary to fulfill the following requirements:

Thirty-six semester hours in industrial education approved by the head of the department are required for a major in industrial education. Eighteen semester hours in industrial education approved by the head of the department are required for a minor. 15

The following are requirements for a certificate to teach industrial arts:

For a certificate to teach industrial education in high schools, the State Board of Education requires forty-two semester hours of specified general, sixteen semester hours of professional, and twenty-four hours of specialization courses. The student who expects to teach in this field is advised to confer with the head of the department relative to the requirements of the State Board of Education. 16

A person pursuing a Bachelor of Science Degree in Education with a major in industrial education at Arkansas State Teachers College is required to take the following courses in addition to the above courses in industrial arts:

14 Ibid., pp. 106-107.
16 Ibid., p. 86.
Courses | Minimum no. of sem. hrs.
--- | ---
Industrial education: Woodwork, mechanical drawing, metal work, general shop, material and techniques, and history of industrial education | 21
English: The communication of ideas, great ideas in literature, basic principles of speech, and basic journalism | 12
Physics: (General Physics) | 8
Geography: Conservation of natural resources and introduction to geography for senior college students | 6
Physical Education: This includes health and safety. | 7
Psychology: General psychology and educational psychology | 6
Economics: | 3
Sociology: | 3
Mathematics: Trigonometry | 4
Art: Drawing and design | 3
Education: Techniques of high school teaching, measurements in secondary education, secondary education, and directed teaching | 15
Electives: | 37

Qualifications of industrial arts teachers as set forth by leaders in the fields of education.

After a study of the data concerning the limitations of the secondary school teachers, Douglass stressed the need for professional fitness. The following are Douglass' views on teacher qualifications:

It is becoming evident that more than four years of college or university study are needed for the complete preparation of teachers for secondary schools. As rapidly as possible those having to do with the selection of teachers should come to require at least one year of work beyond the four-year course leading to the bachelor's degree. In addition to bringing about more effective preparation of teachers, such a requirement will operate to reduce materially the large number of men and women who enter teaching only temporarily, are not professionally interested in their calling, and cannot be counted upon to make professional growth. 18

The statement made by Douglass may be the solution to rid the teaching profession of those who are only using it as a stepping stone. However, the requirement of a fifth year of preparation may cause some to stay out of the field who would make excellent teachers.

Ericson's statement regarding the readiness of industrial arts teachers is as follows:

Successful teaching is dependent upon knowledge of fundamental educational principles and methods. Such knowledge comes from professional work in teacher training institutions and from continued study and research. Requirements in this field of work are now specified by state departments of education for certification to teach in public schools....19

18 Harold R. Douglass, Organization and Administration of Secondary Schools, p. 86.

19 Emanuel E. Ericson, Teaching the Industrial Arts, p. 348.
Ericson believes that teachers should be prepared adequately and that this only comes from professional courses taken in a teacher-preparation institution. He leaves the formulation of requirements up to the various state departments of education. This is a feasible solution to the problem, because each state department should know the needs of the locality.

Future teachers of industrial arts were judged by Friese to be in need of a good professional foundation. His statement concerning professional preparedness follows:

Professional training is needed to give the prospective teacher the tools of his trade as a teacher. It is needed for a true understanding and judgment of the adolescent boy. It is needed, in brief, to give the teacher all of the information and training needed to teach both boys and girls his subject....

Friese made it clear in his statement that he considered professional preparedness a tool of the trade for the future teacher. He believes that professional preparation of the future teacher is necessary for him to have a true understanding and judgment of the adolescent boy and to be able to teach effectively.

Reeder, who has done intensive work in the area of preparation of teachers with emphasis on the general education, does not place professional preparation as high on the

list of teacher qualifications as the other authorities. His recommendations are as follows:

The best means of determining the candidate’s fitness to teach is to watch him teach; often this observation may be made either in the practice-teaching classes in the teacher-preparing institution, or in the teacher’s present position if he happens to be already in service. The administrators of many school systems deem such trial teaching so important that they require every candidate who is seriously considered for a position to teach a few days in the community before he may be placed upon the list of available candidates. 21

He believes that practice teaching should be one of the most important requirements, although he does consider professional preparedness as important. Systems which have a tenure law usually do not employ a teacher permanently until he has taught in the system successfully for two or three years.

Schweickhard, an authority on the subject of industrial arts teacher-education, placed professional fitness near the top of his list. He stated:

The professional part of the teacher’s training should include the fundamental courses in educational subjects which are planned and offered for all teachers. ...In addition, a substantial part of his work should consist of professional studies in the special field of industrial arts education....The total amount of professional training taken by the prospective industrial arts teacher should equal the professional training requirements for other teachers of similar rank. The teacher in any field who is decidedly lacking in professional preparation must be considered inadequate for the situation in which he is placed. 22

---


22 Dean M. Schweickhard, Industrial Arts in Education, p. 289.
Effective teaching cannot be accomplished without adequate professional preparedness, stated Schweickhard. He believes this is true with industrial arts teachers or with teachers in any other field of education.

In Theodore Struck's book entitled Foundations of Industrial Education professional preparedness is discussed as follows:

The qualifications are usually stated in terms of: (a) trade experience; (b) general education; and (c) professional training. Professional training is usually stated either in terms of the number of clock hours of such training required or in terms of semester hours of training demanded.

At least three plans are used in determining the qualifications of teachers. One or more of them may be used in any given city or school district. The plans are as follows: (a) on the basis of credentials; (b) on the basis of credentials plus an oral or written examination; (c) on the basis of an oral test, a written test, and a performance test. 23

Professional preparation would be determined on the basis of semester or clock hours, according to Struck.

Arthur B. Mays and Carl H. Casberg in their book entitled School-Shop Administration devoted a few pages to the qualifications needed by teachers of industrial arts. They stated that "the opinion of experienced administrators remains the most dependable means of measuring the probable success of the applicant as a teacher." 25 Mays and Casberg list the

24 Arthur B. Mays and Carl H. Casberg, School-Shop Administration.
25 Ibid., p. 160.
qualifications to determine a teacher’s value and include the following: academic preparation, technical training, professional training, experimental background, and personality traits. They further stated that trade experience is usually very low on the list of qualifications when choosing a teacher of industrial arts. Mays and Casberg admit that, in the last analysis, there is no tried-and-true method of choosing a teacher.

There are many effective methods and programs for preparation of industrial arts teachers. Most of these programs depend upon the effectiveness of the teaching personnel preparing the teacher. Teacher shortage in the field of industrial education has created a problem which will affect the entire teaching profession. It is Groneman’s theory that the biggest problem is the low salary paid to teachers. Although salaries have been increased somewhat, they still will have to be increased further to bring the industrial arts teachers back out of industry and to cause high school graduates to desire to enter the field of industrial education.

Groneman points out that there are too many teachers in education institutions attempting to prepare industrial arts teachers with a staff that is un-trained and shops that are

\[\textit{Ibid.}, \text{ pp. 160-162.}\]
not well equipped. Also, some institutions advocate a five-year education plan for teachers. Theoretically, this is a fine plan, but the question that rises immediately is: Is it practical when the student will have no better opportunities after five years of training than he now has?

Groneman presented the following as some of the objectives that college teachers and students should know and recognize:

... (1) interest in industry, (2) appreciation and use (3) self-discipline and initiative (4) co-operative attitudes, (5) health and safety, (6) interest in achievement, (7) orderly performance, (8) drawing and design, (9) shop skills and knowledge....27

It was suggested by Groneman that all prospective industrial arts teachers should have a review of all course content and skills in their senior year in some theory or practice course. This would give the teachers an opportunity to collect and plan suitable drawings and other instructional material for their first year of teaching. A student should be acquainted with many materials, processes, and their application, so as to be able to include these in a high school offering. Students of industrial arts education should be taught to get along with those of general education. This is sometimes neglected.

Groneman further emphasized that prospective industrial arts teachers should be taught how to analyze shop subjects and how to classify them according to accepted teaching techniques. These students should be made aware that they are expected to exercise resourcefulness and initiative which requires considerable thinking, planning, and the organization of proper teaching material.

Teachers usually teach as they were educated. If the education was of poor quality, they usually are poor teachers. If the training or education was good, they usually are good teachers.

Summary

The minimum hours required by the two colleges granting baccalaureate degrees with a major in the field of industrial education in Arkansas and the State Department of Education requirements for a major in industrial arts vary. The Arkansas Agricultural and Mechanical College curriculum requires a minimum of fifty-four semester hours of specific industrial education courses for a major in the field of industrial arts. Arkansas State Teachers College requires twenty-one semester hours of specified industrial education courses for a major in the field of industrial arts. The curriculum of each college has enough elective hours so that the students who

Ibid., pp. 127-130.
major in industrial arts can take additional courses in that field. The curriculum at Arkansas State Teachers College permits thirty-seven semester hours of electives to be chosen by the student. These electives are to be done in the area of industrial arts and professional education. To fulfill the requirements for a major in industrial arts a student must have forty-two semester hours of industrial arts courses; of this number twenty-one semester hours may be electives at Arkansas State Teachers College. This is six semester hours less than the State Department of Education requires for certification of an industrial arts teacher. The curriculum at Arkansas Agricultural and Mechanical College is organized so that the student of industrial education can choose twenty-five semester hours of electives. If the student is majoring in industrial arts education, eighteen semester hours of the electives will have to be used in the field of professional education courses to fulfill the requirements of the State Department. The State Department of Education specifically states that forty-eight semester hours of industrial arts is the minimum for the certification of industrial arts teachers.

The State Department of Education, the industrial arts teacher-education institutions in Arkansas, and authorities in the field of teacher-education all agree that some professional education should be required, but they do not agree as to the amount. It is agreed that it should be near
the top of the list of requirements for future teachers. They are not in accord as to what the nature of the professional education courses should be. Some think that student-teaching should be the most important, whereas others believe that these professional education courses should be lecture courses with a small amount of student teaching.

All of the authorities believe that a teacher should have some preparation beyond a regular baccalaureate degree. They again disagree as to how much preparation should be required.
CHAPTER III

DATA CONCERNING THE QUALIFICATIONS OF INDUSTRIAL ARTS TEACHERS EMPLOYED IN ARKANSAS DURING 1953-1954 SCHOOL YEAR

In this chapter data and information concerning the qualifications of thirty-seven industrial arts teachers employed in the secondary schools of Arkansas during the 1953-1954 school year will be presented. To obtain the data concerning the qualifications of the industrial arts teachers in the secondary schools in Arkansas a questionnaire was designed and mailed to each of the forty-four industrial arts teachers employed in Arkansas. The questionnaire was filled out and returned by thirty-seven of the teachers. A copy of the questionnaire is included in the Appendix.

Data concerning the following aspects of an industrial arts teacher's qualifications will be presented: (1) Where did the thirty-seven teachers receive their preparation? (2) What are the types of degrees held by the thirty-seven teachers? (3) When did the thirty-seven industrial arts teachers last attend a college or university? (4) What is the average number of semester hours in the area of industrial arts completed by these teachers? (5) What is the number of semester hours completed in professional education courses by these teachers? (6) In what manner did these thirty-seven
industrial arts teachers do additional work? (7) What type of trade experience, if any, have they had? (8) What is the average number of years of teaching experience of the thirty-seven industrial arts teachers in Arkansas? (9) What are the types of professional organizations to which these teachers belong? These data will be presented by the use of tables, and an analysis of the implications of the data will be made.

Table 1 contains data concerning the colleges and/or universities that the thirty-seven industrial arts teachers in Arkansas have attended. The data in Table 1 indicate the largest number of the thirty-seven industrial arts teachers attended Arkansas State Teachers College and the University of Arkansas. The thirty-seven industrial arts teachers employed in Arkansas during the 1953-1954 school year attended twenty-five different colleges and/or universities located in nine different states. Fifteen of the twenty-five colleges or universities had been attended by only one of the industrial arts teachers. Thirty-seven of the industrial arts teachers in Arkansas had attended two different colleges or universities. Two of the industrial arts teachers in Arkansas indicated that they had attended four different colleges or universities. Thirteen of the thirty-seven industrial arts teachers stated that they had attended only one college or university. Some of the other colleges or universities attended by the thirty-seven teachers are:
The University of Missouri, Kansas University, Memphis State College, Colorado Agriculture and Mechanical College, University of South Dakota, Southern State Teachers College of North Dakota, Northern State Teachers College of South Dakota, and North Texas State College.

**Table 1**

*The Seven Leading Colleges or Universities Which the Thirty-Seven Industrial Arts Teachers in Arkansas Have Attended*

<table>
<thead>
<tr>
<th>College or university attended</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas State Teachers College</td>
<td>18</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>12</td>
</tr>
<tr>
<td>Kansas State Teachers College</td>
<td>6</td>
</tr>
<tr>
<td>Arkansas Agriculture and Mechanical College</td>
<td>5</td>
</tr>
<tr>
<td>Arkansas Polytechnic College</td>
<td>4</td>
</tr>
<tr>
<td>Oklahoma Agriculture and Mechanical College</td>
<td>4</td>
</tr>
<tr>
<td>Little Rock Junior College</td>
<td>4</td>
</tr>
</tbody>
</table>

Information concerning the academic degrees held by the thirty-seven industrial arts teachers of this study will be presented in Table 2. The data in Table 2 show that there were four industrial arts teachers employed in Arkansas during the 1953-1954 school year teaching without a degree. Twenty-seven, or 73 per cent, of the thirty-seven industrial arts teachers had earned a baccalaureate degree. Six, or 16.2 per cent, had fulfilled the requirements for the master's
degree. Twenty-seven of the teachers of industrial arts held either a Bachelor of Arts Degree or a Bachelor of Science Degree. There were three types of master's degrees held by the teachers in this study. They were Master of Arts, Master of Education, and Master of Science Degrees.

TABLE 2

INFORMATION CONCERNING ACADEMIC DEGREES HELD BY THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS IN ARKANSAS

<table>
<thead>
<tr>
<th>Kind of Degree</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Master of Education</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>23</td>
<td>62.2</td>
</tr>
<tr>
<td>Master of Science</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Teaching without a degree</td>
<td>4</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Question 7 of the questionnaire mailed to the forty-four industrial arts teachers in the secondary schools in Arkansas during the 1953-1954 school year was concerned with the last date the teachers had attended college. The data presented in Table 3 give this information. One teacher in the group indicated that he was taking a course at the University
Graduate Center at Little Rock, Arkansas in 1954. Thirty-three of the industrial arts teachers in Arkansas had either completed the requirements for a degree, or they had done further study in the past five years. Only four of the group indicated that they had not been in college since 1950. One of these teachers indicated that he had not attended college in the past twenty-two years.

TABLE 3

THE LAST DATE THAT THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN ARKANSAS HAD ATTENDED COLLEGE

<table>
<thead>
<tr>
<th>Year last attended a college or university</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954</td>
<td>1</td>
</tr>
<tr>
<td>1953</td>
<td>18</td>
</tr>
<tr>
<td>1952</td>
<td>7</td>
</tr>
<tr>
<td>1951</td>
<td>3</td>
</tr>
<tr>
<td>1950</td>
<td>4</td>
</tr>
<tr>
<td>1949</td>
<td>2</td>
</tr>
<tr>
<td>1937</td>
<td>1</td>
</tr>
<tr>
<td>1932</td>
<td>1</td>
</tr>
</tbody>
</table>

Data in Table 4 show the number of semester hours completed in the field of industrial arts by each of the thirty-seven industrial arts teachers who were employed in the secondary schools during the 1953-1954 school year. The thirty-seven teachers indicated that they had completed from six to ninety-six semester hours of industrial arts courses.
TABLE 4
NUMBER OF SEMESTER HOURS OF INDUSTRIAL ARTS COMPLETED BY THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN ARKANSAS

<table>
<thead>
<tr>
<th>Number of semester hours completed in the field of industrial arts</th>
<th>Number of teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 10</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>11 to 15</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>16 to 20</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>21 to 25</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>26 to 30</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>31 to 35</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>36 to 40</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>41 to 45</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>46 to 50</td>
<td>9</td>
<td>24.4</td>
</tr>
<tr>
<td>51 to 55</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>56 to 60</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>61 to 65</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>66 to 70</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>71 to 75</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>76 to 100</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

The average number of semester hours completed by the teachers included in this study was 42.5. There were 19 of the teachers,
or 51.4 per cent, who had completed more than the average number of semester hours; and 18, or 48.6 per cent, of them had completed less than 42.5 semester hours. The industrial arts teachers who had completed a master's degree had completed an average of forty-six semester hours of industrial arts; those who had completed a baccalaureate degree had an average of 41.7 semester hours, and those teaching without a degree had completed an average of 42.7 semester hours of industrial arts. Only 15, or 43.2 per cent, of the teachers of industrial arts in Arkansas had completed only the minimum number of semester hours required by the State Department of Education for certification. This is due to the changes made in the certification requirements in 1951.

Question 10 in the questionnaire dealt with the amount of work in each phase of industrial arts that the teachers in the study had completed. The data compiled and arranged to give this information are shown in Table 5. All but one of the thirty-seven industrial arts teachers had completed three or more semester hours in the area of drawing. One teacher reported that he had completed eighteen hours of drawing. The average was 9.8 semester hours. Woodwork was second with an average of 8.8 semester hours of work completed. Four of the teachers indicated that they had received no preparation in the area of woodwork. Fourteen said that they had completed more than ten semester hours in the
area of woodwork. The largest amount completed by any one of these teachers was nineteen semester hours. This group of thirty-seven teachers during the 1953-1954 school year had completed less than one semester hour of college work in the areas of design, auto mechanics, and ceramics.

TABLE 5

THE AVERAGE NUMBER OF SEMESTER HOURS OF COLLEGE PREPARATION COMPLETED IN EDUCATION COURSES AND THE VARIOUS PHASES OF INDUSTRIAL ARTS BY THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS TEACHING IN ARKANSAS IN 1953-1954

<table>
<thead>
<tr>
<th>Phases of preparation</th>
<th>Avg. No. of Sem. Hrs. completed in each phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>23.6</td>
</tr>
<tr>
<td>Drawing</td>
<td>9.8</td>
</tr>
<tr>
<td>Woodwork</td>
<td>8.8</td>
</tr>
<tr>
<td>Methods</td>
<td>8.7</td>
</tr>
<tr>
<td>Metal</td>
<td>5.8</td>
</tr>
<tr>
<td>Printing</td>
<td>4.3</td>
</tr>
<tr>
<td>General Crafts</td>
<td>2.7</td>
</tr>
<tr>
<td>Electricity</td>
<td>1.2</td>
</tr>
<tr>
<td>Design</td>
<td>.9</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>.2</td>
</tr>
<tr>
<td>Ceramics</td>
<td>.2</td>
</tr>
</tbody>
</table>

Table 6 contains data showing how the industrial arts teachers in Arkansas had done additional work to better
prepare themselves for teaching since receiving their last degree. Fourteen of the teachers, or 37.8 per cent, had

TABLE 6
WAYS BY WHICH THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS
HAVE ACQUIRED ADDITIONAL PREPARATION SINCE
RECEIVING THEIR LAST DEGREE

<table>
<thead>
<tr>
<th>Ways</th>
<th>Number of teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended summer school</td>
<td>14</td>
<td>37.8</td>
</tr>
<tr>
<td>Completed one or more extension courses</td>
<td>5</td>
<td>13.5</td>
</tr>
<tr>
<td>Attended night school</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>Participated in an inservice training program</td>
<td>3</td>
<td>8.1</td>
</tr>
</tbody>
</table>

attended summer school. Extension courses ranked second with five teachers, or 13.5 per cent, taking advantage of this type of additional preparation. Night school and inservice training ranked third and fourth, respectively, with three teachers participating in each type of program. Nineteen of the thirty-seven teachers had not attended school since they completed their last degree.

Table 7 shows the different types of trade experience of the thirty-seven industrial arts teachers in this study.
### Table 7

**Types of Trade Experience of the Thirty-Seven Industrial Arts Teachers in Arkansas in 1953-1954**

<table>
<thead>
<tr>
<th>Type of Trade Experience</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>12</td>
</tr>
<tr>
<td>Printing</td>
<td>4</td>
</tr>
<tr>
<td>General Construction</td>
<td>3</td>
</tr>
<tr>
<td>Drafting</td>
<td>2</td>
</tr>
<tr>
<td>Plumbing</td>
<td>2</td>
</tr>
<tr>
<td>Iron Work</td>
<td>1</td>
</tr>
<tr>
<td>Wholesale Warehouse</td>
<td>1</td>
</tr>
<tr>
<td>Box Factory</td>
<td>1</td>
</tr>
<tr>
<td>Auto Mechanic</td>
<td>1</td>
</tr>
<tr>
<td>Motion Picture Projectionist</td>
<td>1</td>
</tr>
<tr>
<td>Advertising</td>
<td>1</td>
</tr>
<tr>
<td>Mattress Maker</td>
<td>1</td>
</tr>
<tr>
<td>Lumber Grader</td>
<td>1</td>
</tr>
<tr>
<td>Millroom Machine Operator</td>
<td>1</td>
</tr>
<tr>
<td>Machinist</td>
<td>1</td>
</tr>
<tr>
<td>Broom Maker</td>
<td>1</td>
</tr>
<tr>
<td>Painter</td>
<td>1</td>
</tr>
</tbody>
</table>

Fifteen of the thirty-seven teachers indicated that they had had no trade experience. Some of them reported that they had acquired more than one type of trade experience. One teacher said that he had personally constructed two houses.
in the past four summers. Twelve of the teachers had trade experience in the field of carpentry; four of these thirty-seven industrial arts teachers indicated they had had experience in the printing trade, while three of the group members had acquired trade experience in general construction work.

Table 8 shows the number of years of teaching experience of the thirty-seven industrial arts teachers.

**TABLE 8**

**THE NUMBER OF YEARS OF TEACHING EXPERIENCE AS REPORTED BY THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN ARKANSAS IN 1953**

<table>
<thead>
<tr>
<th>Number of years of teaching experience</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>22</td>
</tr>
<tr>
<td>6 to 10</td>
<td>8</td>
</tr>
<tr>
<td>11 to 15</td>
<td>4</td>
</tr>
<tr>
<td>16 to 20</td>
<td>2</td>
</tr>
<tr>
<td>21 to 25</td>
<td>0</td>
</tr>
<tr>
<td>26 to 30</td>
<td>0</td>
</tr>
<tr>
<td>31 to 35</td>
<td>1</td>
</tr>
</tbody>
</table>

Upon examining the data it was found that eight of the industrial arts teachers who returned the questionnaires were teaching for the first time. One teacher indicated that he had taught for thirty-one years. The average number of years of teaching experience for the group was 6.3. The
majority of these teachers had been in the teaching profession for only a short time. Twenty-two of them had had five years or less of teaching experience.

Table 9 shows the professional organizations to which the industrial arts teachers in Arkansas belong.

<table>
<thead>
<tr>
<th>Professional organizations</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td>16</td>
</tr>
<tr>
<td>Arkansas Education Association</td>
<td>35</td>
</tr>
<tr>
<td>Classroom Teachers Association</td>
<td>10</td>
</tr>
<tr>
<td>American Vocational Association</td>
<td>13</td>
</tr>
<tr>
<td>American Industrial Arts Association</td>
<td>8</td>
</tr>
<tr>
<td>Arkansas Vocational Association</td>
<td>16</td>
</tr>
<tr>
<td>Arkansas Industrial Arts Association</td>
<td>9</td>
</tr>
</tbody>
</table>

Question 29 of the questionnaire was concerned with the professional organizations to which the industrial arts teachers belong. After the data were organized and compiled, it was noted that less than half, or sixteen, of the teachers included in this study belonged to the National Education Association. All but two indicated that they belonged to the Arkansas Education Association. It was noted also that more of the industrial arts teachers belonged to the vocational
organizations on both national and state levels than belonged to the local industrial arts organizations. There is no active chapter of the American Industrial Arts Association in the State of Arkansas at the present time. Fewer of the teachers belonged to the national industrial arts organizations than to those of the state level.

Table 10 shows the organizations which the Arkansas teachers of industrial arts were required to join.

TABLE 10
ORGANIZATIONS THAT THE INDUSTRIAL ARTS TEACHERS IN ARKANSAS IN 1953 WERE REQUIRED TO JOIN

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>No. of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td>8</td>
<td>30.7</td>
</tr>
<tr>
<td>Arkansas Education Association</td>
<td>25</td>
<td>96.1</td>
</tr>
<tr>
<td>Parent Teachers Association</td>
<td>20</td>
<td>76.9</td>
</tr>
</tbody>
</table>

Only twenty-six of the thirty-seven industrial arts teachers returning the questionnaires made any comment on question 31 which was designed to find out how many of the teachers were required to join the National Education Association, the Arkansas Education Association, and the Parent-Teacher Association. Thirty and seven-tenths per
cent of these teachers were required by the administrators of the systems in which they worked to join the National Education Association. Twenty-five of the twenty-six teachers commenting on this question indicated that they were required to belong to the Arkansas Education Association. Only twenty of the twenty-six teachers were required to join the Parent-Teachers Association. The school administrators in Arkansas are interested in having 100 per cent of their faculty belong to the state organizations.

Summary

The industrial arts teachers in Arkansas have attended twenty-five different colleges or universities in nine different states. Twenty-five of the thirty-seven teachers had attended Arkansas State Teachers College or the University of Arkansas. There were four industrial arts teachers teaching without a degree, six had completed a master's degree, and twenty-seven have fulfilled requirements for a baccalaureate degree. Thirty-three of the industrial arts teachers have attended school since 1949. The industrial arts teachers in Arkansas have an average of 42.5 semester hours in the various phases of industrial arts. There are only three phases of industrial arts in which the average industrial arts teacher in Arkansas has more than six semester hours. These are drawing, woodwork, and methods of teaching industrial arts. Summer school was the most
popular way for industrial arts teachers to receive additional education. Only twenty-two of the thirty-seven industrial arts teachers in Arkansas had acquired any type of trade experience. The thirty-seven industrial arts teachers included in this study had an average of 6.3 years of teaching experience.

The Arkansas Education Association is the only professional organization to which the majority of the industrial arts teachers of this study belonged. Other professional organizations were joined by only a small number of these teachers.
CHAPTER IV

DATA AND INFORMATION CONCERNING THE GENERAL STATUS
OF THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS
IN ARKANSAS

In this chapter the data concerning the in-school and
out-of-school activities and the miscellaneous data will be
presented and discussed. These data were secured from the
questionnaires returned by the thirty-seven industrial arts
teachers in the secondary schools in Arkansas.

The In-School Activities of Thirty-Seven
Industrial Arts Teachers in Arkansas

The in-school activities include classes taught each day
and number of students in the industrial arts classes and
those activities participated in by the industrial arts teachers
in addition to their regular scheduled classes. The following
aspects will be treated: 1. What is the number of classes
of industrial arts taught each day? 2. What is the number of
students in the industrial arts classes taught daily? 3. What
activities does an industrial arts teacher work with or
sponsor? 4. Does the industrial arts teacher have to work
at athletic events, and if he does, what amount of pay does
he receive if he is remunerated for his services?

Data concerning the number of classes taught daily by
the teachers who participated in this study are given in
Table 11.
TABLE 11

DATA CONCERNING THE NUMBER OF CLASSES TAUGHT DAILY BY THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN THE SECONDARY SCHOOLS IN ARKANSAS IN 1953

<table>
<thead>
<tr>
<th>Number of classes taught daily</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

The data in Table 11 show that the largest number of teachers reported that they taught six classes of industrial arts each day. Three teachers reported that they were teaching seven classes daily, and four reported that they were teaching two industrial arts classes daily. When the data were further treated it was found that the average number of industrial arts classes taught daily by the thirty-seven industrial arts teachers was 5.1. Only eleven, or 29.7 percent, of the thirty-seven industrial arts teachers reported that they were teaching classes other than industrial arts.

Another question in the questionnaire was designed to find out the number of students each industrial arts teacher taught daily. These data are given in Table 12.
TABLE 12
DATA CONCERNING THE NUMBER OF STUDENTS TAUGHT DAILY
BY THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN
THE PUBLIC SCHOOLS IN ARKANSAS FOR
THE 1953-1954 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Number of students taught daily</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>1</td>
</tr>
<tr>
<td>26-50</td>
<td>6</td>
</tr>
<tr>
<td>51-75</td>
<td>4</td>
</tr>
<tr>
<td>76-100</td>
<td>3</td>
</tr>
<tr>
<td>101-125</td>
<td>8</td>
</tr>
<tr>
<td>126-150</td>
<td>8</td>
</tr>
<tr>
<td>151-175</td>
<td>4</td>
</tr>
<tr>
<td>176-200</td>
<td>2</td>
</tr>
<tr>
<td>201-225</td>
<td>1</td>
</tr>
</tbody>
</table>

The data show that the majority of the industrial arts teachers taught from 100-150 students each day. Sixteen of the teachers reported that they taught from 101 to 150 students each day. The data further revealed that one industrial arts teacher taught only twenty-two students enrolled in industrial arts each day. One teacher reported that he taught 207 students in industrial arts daily. The average number of students taught each day by the thirty-seven industrial arts teachers was 106.
In addition to determining the number of pupils taught each day by the industrial arts teachers included in this study, an attempt was made to find out what other subject matter areas were taught by the industrial arts teachers. Table 13 presents data concerning the other subject matter areas taught by the thirty-seven industrial arts teachers. Only eleven of the group of thirty-seven reported that they taught other classes in addition to industrial arts.

**TABLE 13**

**CLASSES OTHER THAN INDUSTRIAL ARTS TAUGHT BY ELEVEN INDUSTRIAL ARTS TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS IN ARKANSAS DURING THE 1953-1954 SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Other classes taught</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational subjects................</td>
<td>6</td>
</tr>
<tr>
<td>Social science......................</td>
<td>1</td>
</tr>
<tr>
<td>Algebra I............................</td>
<td>1</td>
</tr>
<tr>
<td>Geography...........................</td>
<td>1</td>
</tr>
<tr>
<td>Distributive Education.............</td>
<td>1</td>
</tr>
<tr>
<td>Health................................</td>
<td>1</td>
</tr>
<tr>
<td>American History...................</td>
<td>1</td>
</tr>
</tbody>
</table>

Six of the teachers taught classes in vocational subjects in addition to industrial arts courses. The data indicated that one of the teachers was teaching a class of American history and geography.

Table 14 shows the extra-curricular activities of the group.
### Table 14

**The Extra-Curricular Activities Participated In by Thirty-Four Industrial Arts Teachers in Arkansas During the 1953-1954 School Year**

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>23</td>
</tr>
<tr>
<td>Club sponsor</td>
<td>12</td>
</tr>
<tr>
<td>School class sponsor</td>
<td>9</td>
</tr>
<tr>
<td>Playground supervisor</td>
<td>6</td>
</tr>
<tr>
<td>Detention hall</td>
<td>6</td>
</tr>
<tr>
<td>Lunchroom supervisor</td>
<td>3</td>
</tr>
<tr>
<td>Adult classes</td>
<td>3</td>
</tr>
<tr>
<td>Stage sponsor</td>
<td>3</td>
</tr>
<tr>
<td>Coaching</td>
<td>2</td>
</tr>
<tr>
<td>Bus driver</td>
<td>2</td>
</tr>
<tr>
<td>Audio-visual supervisor</td>
<td>1</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>1</td>
</tr>
</tbody>
</table>

One industrial arts teacher indicated that he was playground supervisor, lunchroom supervisor, taught adult classes and was assistant principal. Another teacher indicated that he was coach, club sponsor, homeroom teacher, supervisor of audio-visual arts, and responsible for stage equipment. Six of the industrial arts teachers reported that they were responsible for three different types of extra-curricular activities; whereas three of the teachers indicated that they did not participate in any type of extra-curricular
activity. The extra-curricular activity in which the largest number of teachers in the group studied participated was serving as homeroom teacher; there were twenty-three who served in this capacity. Acting as club sponsor was second with twelve teachers participating in this type of activity.

Another question included in the questionnaire was designed to find out if the industrial arts teachers in Arkansas were required to do any maintenance work other than keeping the industrial arts shop in repair, and the amount of pay received for such work, if any. Thirty, or 81 per cent, of the teachers replied that they did not have to do any maintenance work. Seven, or 19 per cent, reported that they had to do maintenance work, and only one of the seven received any extra pay for the work. This one teacher who received the extra pay for maintenance work said that he was given $75.00 annually for the work.

Table 15 will be concerned with the civic organizations in which the thirty-seven industrial arts teachers employed in Arkansas during the 1953-1954 school year participated. There are only three such civic organizations carried on within the schools. Nineteen of the industrial arts teachers stated that they did not help with any of the civic organizations. Seven of the group revealed that they helped with all of the civic organizations mentioned, while four of the industrial arts teachers disclosed that they helped with only one of the civic organizations.
TABLE 15

CIVIC ORGANIZATIONS THE THIRTY-SEVEN INDUSTRIAL ARTS
TEACHERS OF THIS STUDY PARTICIPATED IN
DURING 1953-1954

<table>
<thead>
<tr>
<th>Type of civic organization</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Cross</td>
<td>11</td>
</tr>
<tr>
<td>Community Chest</td>
<td>13</td>
</tr>
<tr>
<td>March of Dimes</td>
<td>12</td>
</tr>
</tbody>
</table>

Several items in the questionnaire were designed to
discover if the industrial arts teachers were required to
work during athletic functions. If so, then what type of
work was done and what amount of extra pay, if any, did the
teachers receive? Nineteen of the industrial arts teachers
answered in the affirmative, saying they worked during such
athletic functions as football, basketball, and baseball
games. Only seven of the nineteen teachers received any
extra pay for working on these occasions and the amount of
remuneration varied from $2.00 to $5.00 for each game. Two
of the teachers stated that they received $150 annually as
extra pay for working during athletic events. At these
athletic functions the following duties were performed by
industrial arts teachers: chaperone students, take in or
sell tickets, operate the public address system, keep time,
officiate, and supervise the audience. Selling or taking
tickets at the gate was listed as the duty in which most
of the industrial arts teachers participated.
The Out-of-School Activities of the Thirty-seven Industrial Arts Teachers

The out-of-school activities of the thirty-seven industrial arts teachers with which this study is concerned include: (1) Do the industrial arts teachers in Arkansas teach a Sunday School class? (2) What are the kinds of social organizations to which the industrial arts teachers belong? (3) Is it necessary for the industrial arts teacher to hold a summer job, and if so, what type of job does he hold?

Six of the thirty-seven industrial arts teachers in Arkansas who participated in this study indicated that they taught a Sunday School class. Only two in the group reported that they sponsored a Boy Scout troop or some other similar organization.

Fifteen of the industrial arts teachers reported that they held a part-time job during the regular school year. Five of these teachers stated that they drove a school bus; three of them were members of a Naval Reserve unit; two of the group revealed that they sold real estate a part of the time during the school year, and one teacher stated that he had a full-time job working as a projectionist for a theatre. Some of the other part-time activities listed included: draftsman, teacher in a veteran training program, and florist.

Table 16 will show the organization of which the industrial arts teachers considered in this study are members.
### Table 16

**Organizations of Which the Thirty-Seven Industrial Arts Teachers of This Study Were Members in 1953-1954**

<table>
<thead>
<tr>
<th>Kind of Organization</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotary Club</td>
<td>1</td>
</tr>
<tr>
<td>Lions Club</td>
<td>4</td>
</tr>
<tr>
<td>Veterans of Foreign Wars</td>
<td>2</td>
</tr>
<tr>
<td>American Legion</td>
<td>5</td>
</tr>
<tr>
<td>Schoolmasters Club</td>
<td>11</td>
</tr>
<tr>
<td>Masonic Order</td>
<td>2</td>
</tr>
<tr>
<td>Kiwanis Club</td>
<td>1</td>
</tr>
</tbody>
</table>

Eighteen of the industrial arts teachers reported that they did not belong to any type of organization. The organization to which the largest number of industrial arts teachers belonged was the Schoolmasters Club. Five of the teachers belonged to the American Legion; four belonged to the Lions Club, and one belonged to the Veterans of Foreign Wars, the American Legion, the Schoolmasters Club and the Masonic Order. One of the teachers studied belonged to three different organizations and two belonged to two different organizations. Thirteen of these teachers belonged to only one organization.

Twenty-two industrial arts teachers stated that they had part-time employment during the summer months. Those who indicated that they did not have part-time employment during the summer stated that they planned to attend summer school.
or that the industrial arts shop remained open twelve months. The type of work that these teachers engaged in during the summer was similar to the trades in which they had acquired trade experience.

Six teachers did carpentry work during the summer; four worked with the maintenance department of their schools; two indicated that they worked for a commercial printing establishment during the summer. Some of the other types of summer employment pursued by these teachers were projectionist, real estate salesman, painting, and working in a mattress plant.

Miscellaneous Data Concerning the Thirty-seven Industrial Arts Teachers in Arkansas Employed in the Secondary Schools During the 1953-1954 School Year

Some of the miscellaneous data in this study were concerned with the ages, marital status, and number of children of these thirty-seven industrial arts teachers in Arkansas. The data also included the salaries received.

Table 17 is concerned with the salaries received by the industrial arts teachers in Arkansas. The data in the table indicate that four industrial arts teachers who had not completed the requirements for a degree received a higher annual salary than those who had completed the work for a baccalaureate degree. The explanation is that these four teachers had been in the system longer or had specialized in one field.
<table>
<thead>
<tr>
<th>Salary received yearly</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1800-1899</td>
<td>1</td>
</tr>
<tr>
<td>1900-1999</td>
<td>0</td>
</tr>
<tr>
<td>2000-2099</td>
<td>0</td>
</tr>
<tr>
<td>2100-2199</td>
<td>1</td>
</tr>
<tr>
<td>2200-2299</td>
<td>0</td>
</tr>
<tr>
<td>2300-2399</td>
<td>0</td>
</tr>
<tr>
<td>2400-2499</td>
<td>2</td>
</tr>
<tr>
<td>2500-2599</td>
<td>2</td>
</tr>
<tr>
<td>2600-2699</td>
<td>1</td>
</tr>
<tr>
<td>2700-2799</td>
<td>2</td>
</tr>
<tr>
<td>2800-2899</td>
<td>6</td>
</tr>
<tr>
<td>2900-2999</td>
<td>0</td>
</tr>
<tr>
<td>3000-3099</td>
<td>3</td>
</tr>
<tr>
<td>3100-3199</td>
<td>1</td>
</tr>
<tr>
<td>3200-3299</td>
<td>2</td>
</tr>
<tr>
<td>3300-3399</td>
<td>4</td>
</tr>
<tr>
<td>3400-3499</td>
<td>1</td>
</tr>
<tr>
<td>3500-3599</td>
<td>3</td>
</tr>
<tr>
<td>3600-3699</td>
<td>2</td>
</tr>
<tr>
<td>3700-3799</td>
<td>1</td>
</tr>
<tr>
<td>3800-3899</td>
<td>1</td>
</tr>
<tr>
<td>3900 and over</td>
<td>2</td>
</tr>
</tbody>
</table>
The average annual salary for the thirty-seven industrial arts teachers in Arkansas was $3,170.98, with a salary range from $1,845 to $3,900. Fifty per cent of the teachers without a degree received more than the average salary. Of the teachers who had a baccalaureate degree, only 46.1 per cent received a salary that was larger than the average salary. Sixty per cent of those teaching with a master's degree received more than the average salary.

Table 18 gives data pertaining to the ages of the teachers considered in this study.

**TABLE 18**

DATA PERTAINING TO THE AGES OF THE THIRTY-SEVEN INDUSTRIAL ARTS TEACHERS IN THE SECONDARY SCHOOLS IN ARKANSAS IN 1953-1954

<table>
<thead>
<tr>
<th>Present age</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>6</td>
</tr>
<tr>
<td>26-30</td>
<td>13</td>
</tr>
<tr>
<td>31-35</td>
<td>7</td>
</tr>
<tr>
<td>36-40</td>
<td>5</td>
</tr>
<tr>
<td>41-45</td>
<td>2</td>
</tr>
<tr>
<td>46-50</td>
<td>2</td>
</tr>
<tr>
<td>51-55</td>
<td>2</td>
</tr>
</tbody>
</table>

From the data given in Table 18 it was found that the ages of the thirty-seven industrial arts teachers ranged from twenty-one to fifty-two years, and the majority of
the teachers were between twenty-six and thirty years of age. There were thirteen teachers in this group. Next, in descending order, seven of the teachers were between thirty-one and thirty-five years of age, and six of them were between the age of twenty-one and twenty-five years. The two oldest teachers were both fifty-two years of age. The average age of these thirty-seven industrial arts teachers in Arkansas was 32.7 years.

The number of children each industrial arts teacher had in his family is shown in Table 19.

TABLE 19

NUMBER OF CHILDREN IN EACH OF THE THIRTY-TWO FAMILIES OF THE INDUSTRIAL ARTS TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS IN ARKANSAS DURING THE 1953-1954 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0..........................</td>
<td>7</td>
</tr>
<tr>
<td>1..........................</td>
<td>11</td>
</tr>
<tr>
<td>2..........................</td>
<td>11</td>
</tr>
<tr>
<td>3..........................</td>
<td>3</td>
</tr>
<tr>
<td>4..........................</td>
<td>1</td>
</tr>
</tbody>
</table>

In the questionnaire the industrial arts teachers were asked to specify their marital status. It was found that five teachers were single and thirty-two were married. The next section of the questionnaire was designed to find the number of children each teacher had. Table 19 shows that
eleven teachers had one child and the same number of teachers had two children. Seven of the teachers indicated that they had no children, and only one teacher had four children.

Summary

The average industrial arts teacher in Arkansas teaches five classes of industrial arts daily. The average number of students taught daily by these same teachers is 107. A small percentage of the industrial arts teachers taught classes other than industrial arts. Most of the thirty-seven teachers had one or more extra-curricular activity in which they participated, and only seven of them were required to do maintenance work other than keep the industrial arts shop in repair. Half of the industrial arts teachers helped with one or more of the following civic organizations: Red Cross, Community Chest, and March of Dimes.

The industrial arts teachers in this study participated very little in activities outside of school. Eighteen of them did not belong to any type of social organization; only eight of them taught a Sunday School class or sponsored a Boy Scout troop.

Fifteen of the teachers, or 40 per cent, worked at some type of part-time job during the school year. Twenty-two stated that they had to have summer jobs in order to supplement their income to meet their needs.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was actually tenfold in that it sought answers to the following questions: (1) How does the professional preparation of the industrial arts teachers in Arkansas compare with the professional preparation of the industrial arts teachers employed in Texas? (2) How does the professional preparation of the teachers of industrial arts in Arkansas compare with respect to professional integration courses in education with similar preparation of the industrial arts teachers employed in Texas? (3) How does the preparation of the industrial arts teachers in the various phases of industrial arts such as woodwork, metalwork, auto mechanics, electricity, general crafts, drawing, printing, design, and methods of teaching employed in Arkansas and Texas compare? (4) How does the amount of trade experience of the industrial arts teachers employed in Arkansas compare with the trade experiences of the industrial arts teachers employed in Texas? (5) How does the teaching experience of industrial arts teachers employed in Arkansas compare with the teaching experience of industrial arts teachers in Texas? (6) How does the number of earned degrees completed by industrial arts teachers employed in
Arkansas compare with the number completed by industrial arts teachers employed in Texas? (7) How does the salary received by industrial arts teachers employed in Arkansas compare with the salary received by industrial arts teachers in Texas? (8) Where did the teachers of industrial arts in Arkansas receive their preparation? (9) How do the qualifications as required by the Texas Education Agency for industrial arts teachers in Texas compare with the requirements set forth by the State Department of Education of Arkansas for industrial arts teachers? (10) How does the number of classes taught per day by industrial arts teachers in Arkansas compare with the number of classes taught by industrial arts teachers in Texas?

The study was limited to data secured from thirty-seven industrial arts teachers in the secondary schools of Arkansas. Only forty-four industrial arts teachers were employed in the State of Arkansas during the 1953-1954 school year. The teachers of vocational education, trade and industry, and diversified education teachers in Arkansas were not included in this study.

Four related studies concerning the qualifications and status of industrial arts teachers were found and are listed as follows: (1) a study by Dial of the qualifications and status of 190 industrial arts teachers of Texas in 1953; (2) a study by Jefferies of the status of 195 industrial
arts teachers in Kansas; (3) a study by Matthews of the growth of industrial arts in the secondary schools of Texas from 1927 to 1948; and (4) a survey by Strickler made in 1927 concerning the qualifications of industrial arts teachers scattered widely over the United States.

Data concerning the qualifications, status, in-school and out-of-school activities were taken from questionnaires. A questionnaire was mailed to the forty-four industrial arts teachers in Arkansas, and thirty-seven of the questionnaires were returned.

Of the thirty-seven industrial arts teachers in Arkansas represented in this study, twenty-seven, or 73 per cent, have earned the baccalaureate degree; six, or 16.2 per cent, have earned a master's degree; and four, or 10.8 per cent, were teaching without a degree. The 190 industrial arts teachers of Texas included in a study made by Jack P. Dial had completed the requirements for the following degrees: seventy-eight, or 41.4 per cent, had earned a baccalaureate degree; one hundred eleven, or 58.4 per cent, had earned the master's degree; one, or .5 per cent, of the teachers was teaching without a degree. 1 There was a larger percentage of industrial arts teachers in Texas with a master's degree and fewer who were teaching without a degree than in Arkansas.

1 Dial, op. cit., p. 43.
The thirty-seven industrial arts teachers in Arkansas had an average of 23.6 semester hours of education courses. The 190 industrial arts teachers in Texas had an average of 34.8 semester hours of education courses. The industrial arts teachers in Texas had an average of 11.2 semester hours more professional education courses than the industrial arts teachers in Arkansas.

The thirty-seven industrial arts teachers in Arkansas included in this study had completed an average of 9.8 semester hours of drawing, 8.8 semester hours of woodwork, 8.7 semester hours of methods courses, 5.8 semester hours of metal, 4.3 semester hours of printing, 2.7 semester hours of general crafts, 1.2 semester hours of electricity, .9 semester hours of design, .2 semester hours of auto mechanics, and .2 of a semester hour of ceramics. The 190 industrial arts teachers in Texas included in Dial's study had completed an average of 13.4 semester hours of woodwork, 10.6 semester hours of drawing, 9.4 semester hours of metal, 9 semester hours of methods courses, 3.7 semester hours of general crafts, 1.8 semester hours of electricity, 1.6 semester hours of design, .9 semester hour of printing, and .8 semester hour of auto mechanics. The industrial arts teachers in Texas were better prepared in all phases of

---

2 Ibid., p. 45.
3 Ibid., p. 45.
industrial arts than the industrial arts teachers in Arkansas except in the field of printing.

There were fifteen, or 40.5 per cent, of the industrial arts teachers in Arkansas who were included in this study who had no trade experience. There were fifty-two, or only 27.3 per cent, of the industrial arts teachers in Texas included in Dial's study who had no trade experience. The average industrial arts teacher in Texas had more trade experience than the average industrial arts teacher in Arkansas. Trade experience was listed as one of the desirable qualifications for industrial arts teachers by the leaders in the field of industrial arts education.

Teaching experience of the industrial arts teachers in Arkansas ranged from one to thirty-one years, the average being 6.3 years for the thirty-seven industrial arts teachers. The teaching experience of the 173 industrial arts teachers in Dial's study ranged from one to forty-six years of teaching experience. There were eight, or 21.6 per cent, of the thirty-seven teachers in Arkansas who were teaching for the first time. Dial's study showed also that there were nineteen, or 11 per cent, of the teachers who were teaching for the first time.


More industrial arts teachers in Texas have completed the requirements for master's degrees than have the industrial arts teachers in Arkansas.

The average salary received by the industrial arts teachers in Arkansas was $3,170.98 annually. The average annual salary received by the industrial arts teachers in Texas was $3,598.00. The average industrial arts teacher in Texas receives $427.00 more annually than the industrial arts teacher in Arkansas.

The industrial arts teachers in Arkansas included in this study had studied at twenty-five different colleges and/or universities in nine different states. The largest number of the thirty-seven industrial arts teachers had received their education at Arkansas State Teachers College or the University of Arkansas.

The Texas Education Agency requires that an industrial arts teacher must have a minimum of twenty-four semester hours of laboratory courses in the area of industrial arts. To teach in the areas of woodwork, metalwork, and drawing a teacher must have six semester hours of college credit in each area for each full unit of credit of work taught and three additional hours of college credit for each additional one-half unit taught and accredited. To teach the

6 Ibid., p. 64.
laboratory of industries a teacher of industrial arts must have three semester hours of college work in each area taught in the laboratory of industries. The Arkansas Education Department requires a teacher of industrial arts to have forty-eight semester hours of industrial arts education. This should consist of twelve hours of technical courses, twenty-four hours of shop courses, and twelve hours of professional courses. There are no specific limitations in the number of hours in each area.

The industrial arts teachers in Arkansas included in this study were teaching from two to seven classes of industrial arts each day. The average number of classes taught by the industrial arts teachers in Arkansas was 5.1 each day. The industrial arts teachers in Texas included in Dial's study were teaching from one to eight classes of industrial arts daily, and the average number of classes being taught daily was 4.09. The average industrial arts teacher in Arkansas was teaching one more class of industrial arts each day than the average industrial arts teacher in Texas.

7 Texas State Department of Education, Industrial Arts Program in Junior and Senior High Schools of Texas, Bulletin No. 389, 1938, pp. 124-5.
8 Arkansas State Department of Education, Regulations Governing the Certification of Teachers in Arkansas, Bulletin No. 4, Effective January 1, 1951, p. 17.
9 Dial, op. cit., pp. 54-55.
Conclusions

Based upon the results of this study, the following conclusions were drawn:

1. Minimum requirements for preparation of an industrial arts teacher under Arkansas certification regulations require a baccalaureate degree with at least forty-eight semester hours of industrial arts.

2. No trade experience is required for an industrial arts teacher to be certified in Arkansas. The leaders in industrial arts, however, recommend that trade experience is very desirable as part of the qualifications of an industrial arts teacher.

3. The leaders in secondary education recommended a large amount of professional preparation over and above the requirements for a baccalaureate degree.

4. The general qualifications of the teachers included in this study were lower than those required by the Arkansas Department of Education. Arkansas State Teachers College only requires forty-two semester hours of industrial arts for a major in the field of industrial arts.

5. The professional preparation of the industrial arts teachers in Arkansas is not well distributed in the various phases of industrial arts. In the following phases of industrial arts the teachers in Arkansas had less than three semester hours: general crafts, design, auto mechanics, ceramics, and electricity.
6. Classes taught, other than industrial arts, were most frequently in the area of vocational education.

7. The average industrial arts teacher in Arkansas participated very little in out-of-school activities.

8. The average industrial arts teacher takes an active part in school activities by serving as a home-room teacher or as a club sponsor.

9. The ages of the industrial arts teachers of this study ranged from twenty-one to fifty-two years; the average age was 32.7 years. The average age of the industrial arts teachers in Arkansas is less than that in Texas. The average age of industrial arts teachers in Texas was reported as being 35.4 years.

10. The average industrial arts teacher in this study was married and had one child.

11. The average number of students taught daily by the thirty-seven industrial arts teachers included in this study was 107.

12. The industrial arts teachers in Arkansas had an average of 3.4 semester hours more preparation in the area of printing than the industrial arts teachers in Texas.

13. In the area of woodwork the industrial arts teachers in Texas had an average of 4.6 semester hours more preparation in the area of woodwork than the industrial arts teachers in Arkansas.
14. It was noted that more of the industrial arts teachers in Arkansas represented in this study belonged to the vocational organizations on both the national and state levels than to the local industrial arts organizations. This is largely due to the fact that the industrial arts teachers are under the supervision of the vocational department of the State Department of Education.

15. The industrial arts teachers in Arkansas were prepared adequately only in woodwork, drawing, and metalwork, according to the data and information submitted in the study.

16. The average industrial arts teacher in Texas receives $427.02 more annually than the industrial arts teacher in Arkansas.

Recommendations

The following recommendations are advanced in terms of the evident needs based upon an investigation of the data gathered and examined in this study:

1. An effort should be made by the teacher education institutions in Arkansas to reorganize their curriculum to offer more preparation in the following phases of industrial arts: general crafts, design, auto mechanics, ceramics, and electricity.

2. It is recommended that the two institutions of higher learning granting baccalaureate degrees with a major in
industrial arts adjust their curriculum so that majors in that field, upon receiving their degree, will meet the requirements for certification as specified by the Arkansas State Department of Education for industrial arts teachers.
Fig. 1--Spot map of Arkansas showing the location of the industrial arts teachers in the secondary schools included in this study.
February 12, 1954

I am making a survey of the qualifications, status, in-
school and out-of-school activities of the industrial arts
teachers in the secondary schools of Arkansas. In order to
complete the survey there are certain data and information
needed that only you can make available.

It is admitted that the enclosed questionnaire may appear
to be rather long and complicated. An attempt has been
made, however, to simplify it so as to require a minimum
amount of your time to complete it.

If you will complete the enclosed questionnaire and return
it to me at your earliest convenience, it will be greatly
appreciated by me. The data and information you supply
will be treated in a very confidential manner. Names of
individuals and schools will be used only for statistical
purposes and will not appear in the report.

Sincerely yours,

Robert H. Glenn
AN ANALYSIS OF THE QUALIFICATIONS, STATUS, IN-SCHOOL AND OUT-OF-SCHOOL ACTIVITIES OF INDUSTRIAL ARTS TEACHERS IN THE STATE OF ARKANSAS

1. How many classes in industrial arts do you teach each day? _____ classes.

2. What is the total number of students enrolled in all of the industrial arts classes you teach each day? _____ students.

3. Do you teach any other classes in addition to industrial arts? _____ yes _____ no.

4. If you teach classes other than industrial arts, please list them and give the number of students in the classes. _____ number of students.

5. Please list the college and/or universities you have attended in the spaces provided below.

   Name of College or University

6. Indicate by checking the academic degree or degrees you have earned.

   _____ B.A.  _____ B.S.  _____ M.A.
   _____ M.Ed.  _____ Ed.D.  _____ Ph. D.

7. When did you last attend college? 19_____.

8. What is your present salary? _____ per year.

9. How many hours have you completed in industrial arts or in industrial education, in terms of _____ semester hours, _____ quarter hours, or _____ term hours?

10. How many hours have you completed in each of the following phases of industrial arts or industrial education?

    _____ woodwork  _____ printing
    _____ electricity  _____ textiles
Metal work
General crafts
Methods of teaching
Auto mechanics
Design
Ceramics
Drawing
Others

11. How many hours have you completed in education courses, in terms of ___ semester hours, ___ quarter hours, or ___ term hours?

12. If you have done additional work to better prepare yourself for teaching since completing your last degree, indicate by checking the following ways you have used.

summer school
night school
regular college
extension courses
attended and participated in in-service training programs.

13. Please list any trade experience that you have had and give the length of time you followed the trade.

<table>
<thead>
<tr>
<th>Kind of work</th>
<th>No. of years</th>
<th>No. of months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Please check the following activities that you sponsor or work with in addition to your regularly scheduled classes.

school class sponsor
Playground supervision
coaching
lunchroom supervisor
club sponsor
home room
adult classes
detention hall
If there are other activities you sponsor or work with that are not included in the above list, please list them.

__________________________others.

15. What is your present age? ____ years.


17. If you are married and have children, please give the number of children you have. ____ children.

18. How many years of teaching experience have you had? ____ years.

19. Are you required to do maintenance work as a part of your regular job, other than keeping the shop in repair? ____ yes ____ no.

20. If the answer to question 19 is yes, are you paid extra for this work? ____ yes ____ no.

21. If you receive extra pay for maintenance work, approximately how much do you receive a year? ____ amount.

22. Are you required to work at athletic events, for example, basketball, football, or baseball games? ____ yes ____ no.

23. Please list what you are required to do at athletic events if the answer to question 22 is "yes."

__________________________

24. If the answer to question 22 is "yes", do you receive extra pay for this? ____ yes ____ no.

25. If you receive extra pay, approximately how much do you receive per game? ____ per game ____ per year.

26. Are you required to join the Parent-Teacher Association? ____ yes ____ no.

27. Are you required to prepare occasionally a program for the P.T.A.? ____ yes ____ no.

28. Are you a sponsor of a Boy Scout Troop or a similar organization? ____ yes ____ no.
29. Please check the following professional organizations of which you are a member:

_____ National Education Association
_____ Arkansas Education Association
_____ Classroom Teachers Association
_____ American Vocational Association
_____ American Industrial Arts Association

30. Are you a member of the Arkansas Vocational Associations? _____ yes _____ no.

31. Please check the following organizations to which you are required to belong:

_____ National Education Association
_____ Arkansas Education Association
_____ Patent-Teacher Association

32. Do you teach a Sunday School class? _____ yes _____ no.

33. Are you a member of any of the following organizations:

_____ Rotary Club  _____ American Legion
_____ Lions Club  _____ Schoolmasters Club
_____ Veterans of Foreign Wars

_________________________________________ others.

34. Do you hold a part-time job during the regular school year? _____ yes _____ no.

35. If the answer is yes, what type of work is it?

_________________________________________ type of work.
36. Do you help with any of the following drives? If you do, please check the ones with which you help.

- Red Cross
- March of Dimes
- Community Chest
- Others

37. Do you hold a part-time job during the summer months?
   - Yes
   - No

38. If you hold a part-time job during the summer months, what type of work is it?

39. If you hold a part-time job during the summer months, is it for only part of the summer or all summer?
   - All summer
   - Part of the summer

40. Do you find it necessary to work in the summer to supplement your income from teaching in order to have an income sufficient to meet living expenses?
   - Yes
   - No

41. Comments: 
BIBLIOGRAPHY

Books


**Articles**


**Bulletins**

*Bulletin of the Arkansas Agricultural and Mechanical College*, XLIII, College Heights, Arkansas, April, 1953.

*Bulletin of the Arkansas State Teachers College*, XLI, Conway, Arkansas, April, 1953.


Unpublished Material


