AN ABSTRACT OF THE THESIS OF

Forrest Bingham for the M.S. in Industrial Arts

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Title Status and Organization of Industrial Arts Co-curricular Activities in Selected High Schools of the San Joaquin Valley

Abstract approved Redacted for privacy

This study was undertaken in an attempt to answer the following six questions: (1) How many industrial arts co-curricular activities are available to the students in the high schools of the San Joaquin Valley? (2) What are the purposes of these activities? (3) Are the students in the industrial arts program taking advantage of the co-curricular activities of their school and to what extent? (4) What is the status of the industrial arts co-curricular activity in the school and in the community? (5) What is the program and organizational structure of industrial arts clubs? (6) What is the recommended type of activity for the industrial arts club? A questionnaire was sent to each teacher in the San Joaquin Valley who taught at least one class of industrial arts.

The study next traced some of the historical developments and implications which led to the formation of co-curricular programs. The schools have progressed from using a narrow, bound curriculum to a curriculum which provides for the "whole child," including individual interests, capabilities, aptitudes and personal-social relationships.

The questionnaire contacted one hundred and seventy-seven industrial arts teachers ranging in teaching experience from one to forty years. Approximately half of this group was found to have at least one period free of teaching duties. Fourteen of the sixty schools contacted were found to have a club in industrial arts. Since most of the clubs are comparatively recent in origin and over one-half of the teachers contacted had taught only a relatively short time, it is apparent that there is some movement toward the formation of clubs among the newer teachers. More school time is needed for the sponsorship and activities of the clubs. Although woodwork was the most frequently taught industrial arts course, it was not proportionately represented in the club activity areas. It seems likely that movement toward the formation of clubs is
relatively small since a large group of teachers stated that they were not contemplating any organization. There were indications that if time and facilities were available, more clubs might be formed. Data from the survey seemed to indicate that the clubs do not have the proper program to interest the students to participate fully in the clubs' activities. The clubs have varied programs with emphasis on sociability. Since many of the clubs were formulated by the faculty, some of the clubs may have been forced on the students. In general, the requirements for admission to the clubs are low and there are indications that the physical organization of the clubs in existence is weak. Too few industrial arts students are members of an industrial arts club or any school club. Few of the clubs take advantage of community functions to gain interest in the work of the club.

It was recommended that some training be given future teachers in club organization and sponsorship through the teacher education institutions. Industrial arts should have a state sponsored club organization. The California Industrial Education Association would be the logical organization to instigate and sponsor such a plan. Four hours a month should be allowed in the school calendar for teachers to sponsor and prepare for club activities. Two hours a month should be allowed in the school calendar for students to participate in club activities. Clubs should be interesting enough to encourage all students to participate. Those students who tend to join too many clubs should be limited to one club in their major field of interest. Clubs should strive to cultivate community interest in their program. This could be accomplished by using community speakers and by having the parents and community invited to certain programs during the school year.
STATUS AND ORGANIZATION OF INDUSTRIAL ARTS CO-CURRICULAR ACTIVITIES IN SELECTED HIGH SCHOOLS IN THE SAN JOAQUIN VALLEY

by

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CHAPTER I

INTRODUCTION

In the daily newspapers there are all too often articles concerning stolen cars, and pilfered homes, service stations and grocery stores. These articles may be passed over quickly for the seemingly more important items in the news, such as, the present war involving billions of dollars and thousands of lives. These articles may take up four or five or more columns of the first page in covering the status of the dead, wounded and imprisoned. In a short paragraph at the bottom of the first page or even the back pages of the paper, the more thorough readers may find the article about the neighborhood store which was robbed last night. Entrance to the store was gained through a window broken in the rear and a carelessly locked inner door. Not much was stolen, mostly cigarettes and candy. Those who were involved were three youngsters, aged eleven, thirteen and fifteen. If the reader would take the time to review the case histories of these children, he might find that two of the boys had previously been in the juvenile court for similar offenses. The third and youngest boy was from what seemed to be a
"good home"; his father and mother were both engaged in operating a small business and earning a moderate income. The boys all had money in their pockets but each said there was "nothing to do." School was out for the summer; the boys had no hobbies nor interests, but each boy wanted some excitement. Where should the blame for this anti-social behavior be placed?

Sociologists do not all agree that the home is the greatest environmental influence on children. Too many of the present day homes are broken, and frequently both parents are away from home much of the time. No guidance or security is given the child. The present day industrial society is too complex for untutored and harassed parents. The parents frequently are unable to give the children the sociological and psychological help that youth need.

These children will be the adults of tomorrow, the future voters, workers and families. These are the young people who must correct and pay for the mistakes made in the bloody conflicts of today. This is the generation that must be prepared for whatever the future may bring. If they are not prepared to this end, education has failed in its task.

What are the forces which are acting or have acted on the environments of these, the future citizens of America? Certainly the home has had great influence. The school,
the church and the community have also had their part in developing the mental disposition of these youngsters. The church no longer encompasses all the children with its moral, spiritual and social program. Too often communities do not provide recreational, social and cultural programs for the children. If the home cannot provide these proper personal-social relationships, then the school must of necessity do this important job.

Education cannot appreciably change the home, nor the community, in a direct way. But educators must use all means within their power for the highest personal development of boys and girls. Whether or not the subject matter presented in the schools today suffices the needs of children is not a question to be discussed here. The problem is of a personal-social nature concerned with psychologically preparing the school youth for living. The school is working toward this end. Teachers, for the most part, earnestly try to develop personality and citizenship in all of the classes. Band groups, glee clubs, assembly programs, athletic programs, dances and student body governing functions all strive to broaden the student into a wholesome, well adjusted adult. One of the problems concerning education now is whether or not all of the students in the school are taking advantage of the richness offered by the co-curricular program.
Purpose of the Study

In preparing this study, the writer resolved the problem to six basic questions which are as follows:
(1) How many industrial arts co-curricular activities are available to students in the high schools of the San Joaquin Valley? (2) What are the purposes of these activities? (3) Are the students in the industrial arts program taking advantage of the co-curricular activities of their school and to what extent? (4) What is the status of the industrial arts activity in the school and in the community? (5) What is the program and organizational structure of industrial arts clubs? (6) What is the recommended type of activity for the industrial arts clubs?

Location of the Study

The location of this study was the San Joaquin Valley of California. This valley is composed of eight counties including Stanislaus, Merced, Mariposa, Madera, Fresno, Kings, Tulare and Kern. The economic status of the people of this valley is mainly dependent on agriculture and the industries resulting from and for the production of crops. Oil production is also of importance in some counties of this valley. In the past few decades thousands of acres of raw land have been reclaimed and put into the production of such crops as potatoes, cotton and grapes. These
crops, by their very nature, need a great many field workers during the peak of their particular season. This need has attracted a migration of farm laborers from other states. Since the need for field workers is great only during the peak season of gathering the crops, many of the workers travel from crop to crop with the seasons. These people frequently retain their homes in one city or community mainly for the purpose of mail delivery and as a place to go when all the crops are harvested for the year. Many of these people have homes and relatives in the states from which they came, and during a lull between seasons the children are taken out of school for a few weeks vacation in their respective states. Often the children are left with grandparents, friends or alone while the parents travel out of the state or the county. This constant movement promotes a feeling of insecurity among these children. Their need to belong to a community or school group must be satisfied.

Need for the Study

If co-curricular activities have a place in our school, every child should have the opportunity to participate in some club or activity. Gertrude Jones writes concerning this: (19, p.57)
If there are desirable qualities which can best be inculcated through such activities as clubs, every high school might well adopt as its slogan, "a club for every worthwhile interest and every pupil a member of some club."

It is an agreed educational fact that student interests are varied and different. Not all students are interested in the traditional activities of the school such as the band and athletic program. Some student's interests may be in hobbies or vocational fields which do not readily fit into the rather rigid, academic program of the school day. There should be an activity available to meet the student's needs both vocationally and socially. Paul Belting states the need of an activity even more emphatically when he writes: (3, p.271) "Generally speaking, every high school pupil should be required to choose some activity to which he can with profit belong."

Industrial arts, although not a vocational or trade training program, often draws students from the industrial and farm labor economic groups. These students are often looking for an activity class in which they can participate. Industrial arts teachers must be concerned with providing everything possible for the complete development of these students. These teachers must be certain that their program, both curricular and co-curricular, is meeting the needs of all the students.
In a survey of the available literature, no record was found of a study made in the field of industrial arts to ascertain whether or not these teachers were providing a program of co-curricular activities for the students of the San Joaquin Valley. The students of this valley need every help possible from the school to develop the proper personal-social relationships.

Procedure

The initial step in preparing this paper was correspondence with Mr. O. D. Davis who was, at the time this study was instigated, Consultant in Industrial Arts Education in the Department of Education, State of California. His return letter referred me to Mr. Lee Bodkin, secretary of the California Industrial Education Association. Mr. Bodkin's response mentioned a questionnaire concerning co-curricular activities which had been sent by a committee formed through the council. (See Appendix for correspondence.) However, the response from this questionnaire was slight and the California Industrial Education Association dropped this subject. A study of the available literature concerning co-curricular activities was made. Industrial arts teachers were interviewed. As a result of the literature study and these interviews, a questionnaire was formulated and mailed to all instructors who teach at least
one class of industrial arts in the San Joaquin Valley. After allowing sufficient time for a return from the first questionnaire sent, another copy was mailed. Again enclosed was a self addressed, stamped envelope.

The results of this survey were then collected, studied and tabulated; from the data, conclusions and recommendations were drawn.

Limitations of the Study

The writer, in preparing this study, is aware that some problems may develop that are not within the scope of this survey. Some schools, for example, do not have time allotted in the school day for co-curricular activities. A study of this area would, of necessity, need to be made with the help of the administrative personnel of the various schools. This study is limited to the industrial arts teacher and his problems concerning the co-curricular program of his school.

Definition of Terms

This study may employ several terms which are not in common usage. A few of these terms are defined as follows:

**Activity** - A "doing" action involving both mental and physical energy. An activity denotes active participation of the total personality, including physical action.
Club - A number of persons associated together for a common purpose or interest. The club usually promotes mutual benefits for its members.

Co-curricular Activities - Those activities in the general education program not so closely concerned with formal subject matter. These activities may take the form of band and choral groups, assembly and athletic programs, dances, or clubs.

Extra-curricular Activities - An earlier term for co-curricular activities. This term denoted activities separate from the total school curriculum. The trend today is to consider co-curricular activities as a part of the total school program.

Industrial Arts - That part of the general education program which deals with the tools, processes, materials, and organization of industry. Through active experience with these tools and materials, students develop a better appreciation of industrial processes and society. The industrial arts program is non-vocational.
**Sponsor** - That person who stands behind an activity or club to assure its proper function.

**Trade Education** - That phase of education which deals with training the student for a definite vocational goal.
CHAPTER II

HISTORICAL IMPLICATIONS IN EDUCATION

Background

Man has always strived to perpetuate those mores and learnings which he considered to be the greatest contributions of his forefathers and himself. Primitive man was obligated to furnish for himself and his family such needs as food, shelter, warmth and protection from the elements. The provision of food often took the form of catching fish by hand or clubbing animals to death. Shelter was often a cave or a protected group of rocks. For warmth, primitive man was extremely dependent on the family fire which was ever-burning. Animal skins afforded some warmth when the fire was not available but skins could be had only at the risk of life and limb. Hand to hand combat with animals was common with the simple club as man's only weapon. Provision for these things was a necessity for every member of a primitive tribe. Since these demands were imposed on primitive society, children were taught by their fathers and elders of the tribe to meet these demands. The young boys often accompanied the elder men on hunting trips and were taught where and how fish and animals could be caught. It was the duty of the whole family to keep the fire burning; and if by some misfortune the fire were extinguished,
they were taught to rebuild it, usually from fires started by lightning. These were the important parts of a youngster's learnings.

As civilization progressed, so did language. With language came the accumulation of great bodies of materials in mathematics, astronomy and music, and for a thousand years the school curriculum was concerned with passing this material from generation to generation. No objective attempt was made to evaluate what was needed by the student. Therefore, the answer to the curriculum problem was the trivium which included grammar, rhetoric and logic and the quadrivium with arithmetic, geometry, astronomy and music. Education was restricted to the favored few; the masses were not included. Education was purely cultural and was considered a necessity for only those gentlemen who could afford to pay the tuition fee.

Education in America

In the first fifty years of the American colonies, reading, writing and arithmetic constituted almost the entire curriculum of the school. Within the next fifty years history, grammar and geography were added. This was the period when the pioneer settler was ripping from the virgin forests a living for himself and his family. Experience was the great teacher. There was no time in the life of
these early settlers for the school. There were houses to be built, land to be cleared, crops to be planted and harvested, and mouths to be fed. Cubberley writes: (9, p.2)

Experience everywhere was the great teacher. What was demanded on all sides was the man who could meet the exacting conditions of his rude environment and make a living for himself and his family.

Boys were taught by their fathers to hunt and trap. They were taught to build houses and to farm in a country that resisted their efforts. When a community developed, sometimes a school was built for those children whose parents were interested enough to send their children. The schools were supported by the people of the community and the teacher was often some member of the community who had been fortunate enough to attend some school during his youth.

In the larger communities another training program was often employed. This was the apprenticeship program which had been brought to this country from Europe. As a community developed, there were always specialized jobs to be done. Some of these were furniture making, blacksmithing, shoe making and milling. Boys were sent to live with master craftsmen in the various trades and learned not only the trade but often moral and spiritual values as well. Since there were usually only a few boys, at the most, apprenticed to a master, there was probably more emphasis
placed on the individual student and his aptitudes than in the rigid schools of the period. Cubberley says: (9, p.17)

Children were taught obedience, proper demeanor, respect, courtesy, honesty, fidelity and virtue. The master was required by law to look carefully after the manners and the morals of his apprentice as well as to teach him a trade.

Also carried from Europe by the colonists was the philosophy that education was for the gentlemen of the period, not for the masses. Culture was reserved for those who had the proper background to appreciate it. For hundreds of years education had been only for the rich and aristocratic and it was natural that the colonists retain this philosophy. The common settler was constantly moving away from the populated areas to the wilderness where land was free and there was more room for development. The settler was too busy making a home for himself in the wilderness to bother with a school program that did little to fill his needs. Marty and Smith write: (23, p.47)

The colonial college and Latin grammar school reflected and tended to reinforce the ideas: (1) that an education appropriate to a gentleman differs from that of a common laborer, and (2) that this education properly deals with language, philosophy and mathematics.

The schools before 1800 were free in only one sense of the word. Anyone who could meet the academic conditions might attend provided he had the tuition fee. Economically
speaking, times were poor for the colonist. He had a home, some land, and could provide a living for his family. His produce was usually traded for the supplies he needed that could not be gotten from the land or from trapping. Money was not needed to provide the simple necessities of his life. Consequently, he did not have the money to provide an education for his children. No child was forced by law to attend school but there were provisions for those who could not afford the tuition fee. These persons could send their children to school as a "pauper." This resulted in a feeling that those who attended as paupers were of a different "lower class." The youngsters who attended as paupers were looked down upon and were not readily accepted by the rest of the children. Therefore, large numbers of the colonists who wished to retain their pride would not accept this provision. Marty emphatically states: (23, p.33)

This was not a system from which a free, democratic, public school could develop. From our point of view it was entirely unsatisfactory. It provided different schools for the classes and totally neglected a large element of the population.

With the formation of large population masses, and as the colonies grew more prosperous, there developed a need for the school to teach more than reading, writing and arithmetic. Industries were being built in the colonies
and social life was taking on coloration. No longer was the Latin grammar school able to furnish an adequate program to people in this more complex society. The American Academy was formed to provide more adequately for this complex society. With the advent of the academy there was a freshening growth of school subjects not so closely tied to strict subject matter. Along with the traditional classes there was, for the first time, an opportunity for students to learn some of the practical things of life rather than rigid subject matter for preparation for college. At the strongest period in the academy movement, there were well over one hundred and fifty subjects taught. Marty and Smith write: (23, pp.85-86)

Nearly all the better academies did provide instruction in the ancient languages and were equipped to prepare boys for college. But many other subjects were offered of a more practical value to those who would find their place in trade or industry.

In this period, and in the following years, the trend was toward freer schools, more able and willing to accept all children. Financing these free schools was the problem confronting the educators. Most of the schools were financed by private grants, church groups or tuition fees. Often the church and private grants caused the schools to develop a bias toward certain aims resulting in constant friction and bickering. For a time the Lancastrian theory
of monitory instruction seemed the answer to these financial problems. With this system of student monitors, who were older and had more training than the regular students, a teacher could have hundreds of students in the classroom. The teacher would make the assignment and the monitors would move around the classroom making certain that the students were doing their work in the proper fashion. However, this program made no allowances for the individual capacities and aptitudes of the pupils and left the poorer students groping for survival. Cubberley writes of this system: (9, p.37) "Those who could work well alone succeeded; the others made only indifferent progress and soon became discouraged and quit."

Early in the nineteenth century, revival of interest in education started with the establishment of the first high school and the founding of the Massachusetts State Board of Education with Horace Mann as its secretary. Horace Mann had been tireless in his efforts to make the people of Massachusetts realize the failures of the present educational system. The schools, divided as they were and financed by grants and tuition, were fighting among themselves for the richest students and the best philosophy. Very slowly the various states adopted a state system of public education, allowing the use of public moneys for educational purposes. An excellent idea of the state
of educational affairs is summed up in the following paragraph by Caldwell: (5, p.15)

   "The conclusion to be drawn ... is that in 1645 education on the intellectual side was conceived as a process by which the children acquired knowledge and skill as a result of the instruction and exposition by their teachers of the texts in the textbooks. The children's business was to learn and recite; that of the teacher's to expound and appraise ... There were usually one small blackboard to a school, a few small globes, no maps, no supplementary reading, and no legitimate child activity, much routine memorization, endless drill and recitation, and constant repression of childish desire for exercise and play."

   By 1850, free, public supported schools were more or less accepted institutions. These schools were supported by public taxes instead of private grants and tuition fees. However, there was the element of people who, because they had no children or did not wish to send their children to the public schools, fought against free schools. It was not until two decades later that the people themselves would accept as a complete group, taxation for "free schools." Eggersten writes: (13, p.17)

   "The people, not ready to accept the principle of free education, believed that the parents of the children attending school should pay the cost, since they were the ones who supposedly derived all the benefit therefrom."

   With the advent of tax supported schools, there was a movement among educators to improve the aims and
objectives, methods and administration of the schools. In the period just preceding, some of the schools had been fighting for their very existence and the problem had been to hold on. When this problem had been improved, there was some interest in a more active program to replace the passiveness of the traditional curriculum. The Industrial Revolution had shifted the field of manufacture from the home to the factory. The apprenticeship program lost much of its prestige since the work changed from hand labor to machine production. It became more necessary for the schools to provide an active, creative atmosphere for the students. Also, in an industrial society it became imperative that the school provide some training in industrial processes and knowledge. Drawing was introduced into some curricula and the Russian educators revealed the values of manual training. The people as a group were wishing that the schools were more interesting and it was reported: (25, pp.38-39) "Let the school hours and studies be few and pleasant, especially to the beginner, lest he learn to hate them and become a truant before he becomes a scholar."

In the industrial-economic life of this period, the home lost much of its value as the social center for the family. There was, at the same time, a feeling of renewed interest in the field of art, in the manner of life, dress and customs. It was necessary that some agency take over
educating the whole child. Cubberley writes: (9, p.41)

"In the 80's, the Herbartian conception of education, with its emphasis on proper psychological procedure and on character building as the aim of education, began to reshape our educational theory."

By 1900, the country had become extremely industrially minded. No longer was the high school considered as an institution that prepared only future college students. More and more students were going to high school and then into an industrial vocation. The vocational aspects of education were seriously considered. As home life was becoming too complex in this industrial society for the successful performance of such aspects as character building and citizenship training, then the school began to take over these tasks. Nock writes of twenty-five years ago: (27, p.11)

Too much attention had been paid to the languages, literature and history of classical antiquity, which were all of far less than doubtful value to the youth of twentieth century America. The thing now was to introduce the sciences, living languages, and the useful arts, to make instruction vocational, to open all manner of opportunities for vocational study, and to induce our youth into our institutions for pretty strictly vocational purposes.

In summing up the old philosophy of education, Marty and Smith have made some rather critical corollaries: (23, pp.134-136)
I True education consists of the mastery of a definite body of subject matter consisting of the classical studies or the humanities.

II A true education is not for everyday, practical use, but for the mental development and quality of the soul; it is to be possessed, not used.

III True education must not be made easy.

IV The first duty of true education is to culture and learning, rather than to the pupil.

V True education should be reserved for those intellectually equipped to profit by it.

The contrast between the old philosophy of education and that of today is striking. The primary functions include more than the transmission of subject matter. The schools of today are accepting all children regardless of economic standards, race, religion, intelligence or social strata. Education is concerned with the whole child, including his personality, character and habits. Jacobson writes: (17, preface)

First, general education is intended for everyone - not merely for those select few who become scholars or who enter the professions. No longer will preparation for college entrance dominate the curriculum of the high school which is committed to the objectives of general education. The program of such a school will be planned to meet the varied needs of the community which it serves.
Second, general education is concerned with the total personality— not merely with the intellect but with the emotions, habits and attitudes. General education regards the student as a single, unified being rather than a compartment of knowledge, one of feelings and another of beliefs. This means that specific general education programs must be defined in terms of what the learner is or does rather than in terms of course content or a body of knowledge.

Kandel writes: (21, p.23)

Within this period, for the first time, there has come about a persistent effort to make the schools serve society in the terms of intelligence, right attitudes and formed habits of the children who were to become citizens of the future.

Since this nation has become the leading democracy in the world, perhaps the leader of the world, youngsters must be taught to appreciate and foster this position. If our state and national governments are to remain strong, then the school must teach in some effective manner the principles of strong and efficient government. Wiley writes: (36, p.11) "In every group and more particularly in a democracy, the program of education must reorganize the inter-dependency between the individual and the group."

Some excellent facets of democratic group activities are found in the co-curricular activities of the school. Marty and Smith write: (23, p.158)
Attention is given to art, orchestra, and band work as well as to dramatics, gardening, and numerous types of so-called extra-curricular activities that are now sponsored by the school authorities and are rapidly becoming an integral part of the curriculum.

Again Wiley writes: (36, p.8) "A program of education planned to meet the need of a social democracy must be based upon a philosophy of education which has its very roots in the creative activities of individual and group life."

**Trends in Co-curricular Activities**

The school of today is attempting to insure aid to the students in all the individual concepts of learning. Such concepts as individual abilities, aptitudes and personality development are all considered within the realm of the modern, progressive school. One of the objectives of the school today is to change the behavior of students toward better living. Jacobson writes: (17, p.142)

Building favorable attitudes and a desire to participate in civic life, directing participation in improving community life, and aiding in solving problems of family living are sample areas in which many different learning experiences have been used most consistently. Extra class and out of school work experiences are introduced with increasing frequency to attain the primary aims of the school. If learning is regarded as a change in the student's pattern of behavior in the direction of
Increasingly effective living, it is apparent that a wide variety of learning activities is needed.

And Edmondson writes: (17, p.334)

In our conception of equal opportunities for developing individual capacities in such a way as to promote the welfare of society, we are recognizing two major factors of our educational program; the needs of the individual and the needs of society.

These characteristics may be best studied and developed in the atmosphere of free, self-government and direction, rather than the formal classroom. Wiley writes:

(36, p.306)

If the subject matter that is to be taught in the secondary schools should be determined by the needs of society and by individual interests and abilities, many will find their best opportunities for purposeful expression through the extra-curricular program.

Again Wiley writes: (36, p.417)

Abilities and interests are often discovered not through formal subject matter at all but through the unique approach to the pupil personality which may be made by some teacher of sympathy and understanding. It is right at this point that the well organized extra-curricular or activity program is proving such a potential educational factor in many schools.

Perhaps the greatest trend in the area of co-curricular activities today is that every student should be a member of at least one activity. This activity should be
chosen by the student according to his interests and aptitudes. The membership should be small enough so that every member may have the opportunity to participate.

Two distinct problems arise from the philosophy of having every student join an activity: (1) A few students join too many activities, sometimes to the detriment of both the activity and academic classes. (2) A large number of students are "non-joiners" and are completely left out of the program. An all too familiar situation is reported by David Wright on a school of fourteen hundred and fifty students. (17, p.21) Each student was classified as to a socio-economic scale. All activities were listed and percentages of which groups were members of organizations. Wright reports:

In seven of the activities the youth from the lower income brackets were completely frozen out. In eighteen others, their participation was sixty percent or more below reasonable expectation. In thirty-two of the forty-one activities their participation ranged from twenty to one hundred percent below expectation. In only six of the forty-one activities were the more economically underprivileged youth found to have representation equal in magnitude to that of their relative number of the total population of the school.

Administrators are realizing that the separation between curricular and co-curricular areas should not be. There is seen a greater need for cooperation between the
two; and according to some authors, the two should be fused together. Wrinkle writes: (37, p.34) "Obviously the attempt of educators to distinguish between curricular and co-curricular involves a mythical separation. The curriculum should be vitalized by broadening it so that it may serve the purposes which the clubs were designed to serve."

In the study which is here presented, it is apparent that the industrial arts teachers of the San Joaquin Valley are cognizant of the values of the co-curricular program. Those teachers actually engaged in an activity were almost one hundred percent in agreement that the program was worthwhile. Most of those teachers in the schools where no industrial arts activity was available to the students favored the formation of clubs and a number were contemplating or were in the process of forming a club.

**Objectives of Co-curricular Activities**

The following list of objectives of co-curricular activities was drawn from material presented by McKnown: (24, pp.12-16)

1. To capitalize for educational profit on the important fundamental drives
2. To prepare the student for active life in a democracy
3. To make the student increasingly self-directive
4. To teach the student social cooperation
5. To increase the interest of the student in school
6. To develop school morale
7. To foster sentiments of law and order
8. To discover and develop special qualities and abilities
CHAPTER III

THE STUDY

Procedure

In Chapter II it was established that the school should provide more for the child than is found in the formal curriculum. The school must be another "home" to the child, providing outlets for individual interests, capabilities, aptitudes and personal-social relationships. A good co-curricular program can furnish a wholesome atmosphere for pupil development not accomplished in the formal classroom.

Before this study was undertaken, Mr. O. D. Davis, at that time Consultant in Industrial Arts Education in the California State Department of Education, was contacted by letter (see Appendix, page 75) to ascertain whether or not such a study had been done. Mr. Davis referred the writer to Mr. Lee Bodkin, Secretary of the California Industrial Education Association. Mr. Bodkin replied that a state committee had been formed to study this problem but the project was dropped because only three hundred industrial arts teachers out of a possible three thousand replied to a mailed questionnaire. Furthermore, of the three hundred questionnaires returned, approximately half were against the formation of such clubs. (See Appendix, page 76.)
The problems of this study were resolved to six basic questions which are as follows: (1) How many industrial arts co-curricular activities are available to students in the high schools of the San Joaquin Valley? (2) What are the purposes of these activities? (3) Are the students in the industrial arts program taking advantage of the co-curricular activities of their school and to what extent? (4) What is the status of the industrial arts activity in the school and in the community? (5) What is the program and organizational structure of industrial arts clubs? (6) What is the recommended type of activity for industrial arts clubs?

In order to study these questions of industrial arts co-curricular activities in the twenty-six thousand nine hundred and eighty-eight square miles of the San Joaquin Valley, the questionnaire type survey was employed. The questionnaire was sent to two hundred and twenty-one industrial arts teachers in sixty high schools. The list of schools and industrial arts teachers was taken from the California School Directory, published in November of 1952. (6, pp.1-568) A map showing the area included and the counties is found on page 30.

Table I shows the responses received from the questionnaires.
STATE OF CALIFORNIA

1. Stanislaus-1,450 sq. mi.
2. Merced-1,995 sq. mi.
3. Mariposa-1,63 sq. mi.
5. Fresno-5,950 sq. mi.
7. Tulare-1,856 sq. mi.
8. Kern-8,003 sq. mi.
Table I

Data Concerning Responses

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires Mailed</td>
<td>221</td>
<td>--</td>
</tr>
<tr>
<td>Responses</td>
<td>128</td>
<td>58</td>
</tr>
<tr>
<td>Questionnaires Resent</td>
<td>82</td>
<td>--</td>
</tr>
<tr>
<td>Responses</td>
<td>49</td>
<td>60</td>
</tr>
<tr>
<td>Total Response</td>
<td>177</td>
<td>80</td>
</tr>
</tbody>
</table>

Of the two hundred and twenty-one questionnaires originally sent out, one hundred and twenty-eight, or fifty-eight percent, were returned. It was necessary to send copies to eighty-two teachers again. From this mailing, forty-nine, or sixty percent, were returned. In the final counting, one hundred and seventy-seven teachers responded, totaling eighty percent.

PART I

GENERAL DATA

Type of School

One section of the questionnaire was for the purpose of establishing the types of schools contacted in this survey. Each teacher was asked to state whether his school was a four year school, six year school or other. Table II shows the responses in this section.
Table II
Type of School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Year High School</td>
<td>155</td>
<td>87.6</td>
</tr>
<tr>
<td>Six Year High School</td>
<td>12</td>
<td>6.8</td>
</tr>
<tr>
<td>Three Year High School</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the one hundred and seventy-seven teachers contacted, one hundred and fifty-five, or eighty-seven and six-tenths percent, were employed in a four year high school. In the six year high school, twelve, or six and eight-tenths percent, were found. Of the remaining group, five, or two and eight-tenths percent, were employed in a three year school. Five, or two and eight-tenths percent, did not respond to this question.

Type of Program

To discover the type of programs carried on in the schools, one section of the questionnaire asked the teacher to check if his program consisted of industrial arts classes or trade classes. Table III contains the results of this section.
Table III
Type of Program Data

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
<td>155</td>
<td>90.6</td>
</tr>
<tr>
<td>Combination of Trade and Industrial Arts</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>Trade</td>
<td>5</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The survey revealed that one hundred and fifty-five teachers, or ninety and six-tenths percent, teach only industrial arts subjects. Six and five-tenths percent, or eleven teachers, reported that they teach a combination of trade classes and industrial arts classes. Five teachers, or two and nine-tenths percent, were found teaching only trade classes.

Teaching Experience

Another section of the questionnaire was devoted to ascertaining the teaching experience of the teachers contacted. Table IV shows the results of this question.
Teaching experience was grouped in five year periods for the first ten years. For eleven years or more experience, the groupings were in ten year intervals. Eighty teachers, or forty-six percent, reported they had been teaching one to five years. Sixteen teachers, or ten percent, reported they had been teaching from six to ten years. In the eleven through twenty year grouping, forty-three teachers, or twenty-five percent, were found. Twenty-four teachers, or fifteen percent, indicated they have taught from twenty-one to thirty years. In the thirty-one to forty year grouping, only six teachers, or four percent, were found. It is interesting to note that approximately half of the teachers contacted had been teaching a relatively short time, one to five years.
Teaching Load

To establish the number of teachers who had time free from teaching duties, each teacher was asked to state: (1) the number of periods in the total school day, (2) the number of periods the teacher had teaching duties, and (3) the number of periods of industrial arts he taught. These figures tend to establish whether or not the teachers have time which might be available for sponsorship of co-curricular activities. Table V contains the results of this section.

Table V
Teaching Load

<table>
<thead>
<tr>
<th>Periods</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total School Day</td>
<td>90</td>
</tr>
<tr>
<td>Periods Taught</td>
<td>1</td>
</tr>
<tr>
<td>Periods of Ind. Arts</td>
<td>5</td>
</tr>
</tbody>
</table>

Table V shows the number of periods in the total school day, the number of periods taught, including both academic and industrial arts classes, and the number of industrial arts classes taught. Only eighty-four of the teachers, or approximately half, were found to have a period or periods which might be free of teaching duties. Of these, a considerable number mentioned extra duties
such as audio-visual aids coordinator, counselling, coaching and other special types of duties.

**Industrial Arts Subjects Taught**

Another section of the questionnaire attempted to determine what areas were available for club activities. To obtain this information, the instructors were asked what subjects they teach. These data are shown in Table VI, page 37.

Table VI shows that the most frequently mentioned area was woodwork with sixty teachers reporting this area. Next in rank of frequency was mechanical drawing with forty-five teachers; this was followed by automative (mentioned thirty-eight times), general metal (mentioned thirty-two times) and general shop (mentioned twenty-seven times). The other subject areas were mentioned ten or fewer times.
Table VI
Frequency of Industrial Arts Subjects Taught

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>XXXXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>Aviation</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Carpentry</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Crafts</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Driver Education</td>
<td>XXXXXXXXXXX</td>
</tr>
<tr>
<td>Electricity</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>General Metal</td>
<td>XXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>General Shop</td>
<td>XXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Home Mechanics</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Lapidary</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Mechanical</td>
<td>XXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>Drawing</td>
<td>XXXXXXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>Photography</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Plastics</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Radio</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Shop Survey</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Stage Craft</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Welding</td>
<td>XXXXXXXXXXXX</td>
</tr>
<tr>
<td>Woodworking</td>
<td>XXXXXXXXXXXXXXXXXXXX</td>
</tr>
</tbody>
</table>
PART II

ORGANIZATION AND STATUS

Type of Activity

A section of the questionnaire was developed to determine the number of industrial arts clubs, plans for future organization and the worth of the club programs. The teacher was asked to indicate if there was an industrial arts club in his school and if he thought the club was functioning in a worthwhile manner. If there was no industrial arts club in the school, the teacher was asked to indicate whether or not he was contemplating the organization of such an activity. The teacher was also asked if, in his estimation, an industrial arts club would be worthwhile. The last item in this section asked the teacher to indicate if either of the following two statements applied in his situation: (1) The students who need the most help do not join. (2) Too much time is consumed. Table VII shows a compilation of the above data.
In this survey, sixty high schools were contacted. Of this group, fourteen schools reported that they have a club in the industrial arts area. Fifty-five teachers, or thirty-four percent, of the one hundred and sixty-one responding reported an industrial arts club in their school. Twenty-five teachers stated that they were contemplating the organization of such an activity while seventy-six were not. Seventy-two teachers reported that they thought such an activity would be worthwhile and only twenty-seven did not consider the activity as worthy of endeavor. In their comments, three teachers mentioned that they were in the process of organizing clubs but could not report on this survey because of lack of information.

Table VII shows that, of the clubs already in existence, forty-three teachers believe that the club is functioning in a worthwhile manner. Only one teacher thought
that the club should be discontinued. However, nineteen teachers thought that the students who needed the most help did not join the club. Two teachers considered the time consumed in the club as being too great. Typical comments concerning this area were: "Students join but wish to do little or no work to help further activities," or "We attempted to organize a hot rod club but the students were not willing to devote enough time to make it function." Another interesting comment was, "After several past attempts to set up clubs in the woodshop, I have found that too much of the time and responsibility of the teacher is required to carry out a successful operation of a school club."

Types of Clubs and Activities

Each teacher was asked to indicate the type of activities with which the club was concerned. Table VIII, page 41, shows the results of this item.

Radio, automotive, mechanical drawing and general industrial arts clubs were the areas most frequently checked and represented approximately fifty percent of the areas mentioned. The other thirteen areas listed made up the remaining fifty percent with blue printing, hobby work, model building, printing, and crafts mentioned only once. It is interesting to note that although radio was listed
### Table VIII
Type of Club Functioning

<table>
<thead>
<tr>
<th>Interest Areas</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 4 6</td>
</tr>
<tr>
<td>Architects</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>Automotive</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Blue Printing</td>
<td>XXXX</td>
</tr>
<tr>
<td>Crafts</td>
<td>XXXX</td>
</tr>
<tr>
<td>Electricity</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>Engineers</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>General</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Hobby</td>
<td>XXXX</td>
</tr>
<tr>
<td>Mechanical Drawing</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Metal Shop</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>Model Building</td>
<td>XXXX</td>
</tr>
<tr>
<td>Photography</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Printing</td>
<td>XXXX</td>
</tr>
<tr>
<td>Radio</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Safety</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Shop Foremen</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Woodworking</td>
<td>XXXXXXXX</td>
</tr>
</tbody>
</table>
as a teaching area by only six teachers, it was the most popular club activity.

Student interests are varied and numerous. The types of programs carried on at the meetings of the club could determine the number of students in the activity. The teachers responding in this survey were asked to indicate the activities carried on at the club meetings. A list of possible activities was available on the questionnaire. The teacher could check one or more of these or list his own. Table IX illustrates the results of this item.

Table IX
Type of Program

<table>
<thead>
<tr>
<th>Number</th>
<th>Program</th>
<th>Number</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Social</td>
<td>17</td>
<td>Hobby Work</td>
</tr>
<tr>
<td>20</td>
<td>Visiting Speakers</td>
<td>7</td>
<td>Field Trips</td>
</tr>
<tr>
<td>22</td>
<td>Movies</td>
<td>3</td>
<td>Safety Inspection of Shops</td>
</tr>
<tr>
<td>13</td>
<td>Awards</td>
<td>2</td>
<td>Contests</td>
</tr>
<tr>
<td>22</td>
<td>Sponsors some</td>
<td>1</td>
<td>Service</td>
</tr>
<tr>
<td></td>
<td>Activity or Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The programs of the clubs were found to be extremely varied. Many teachers checked more than one of the areas indicating that no one program was the most employed. Most of the club programs emphasize the social.

Any organization must have certain goals toward which the activities are aimed. These goals or functions may be
unexpressed but must be considered in the sponsorship of clubs. Teachers were asked to indicate what they considered to be the primary function of the club by rating their importance in one, two, three order. The functions listed on the questionnaire were: (1) social, (2) personal goals, and (3) interest. Table X contains the data of this item.

Table X
Function of Clubs

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>10</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Personal</td>
<td>9</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Interest</td>
<td>27</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table X shows that twenty-seven teachers consider the main function to be promoting or developing interest in the field of industries or hobbies. Fourteen teachers, the largest number in group two, considered the function of developing the individual to his fullest capacity very important. The social aspect, getting the students together under pleasant surroundings to better group relationships, was rather evenly divided with ten teachers regarding it as first, eleven teachers as second, and ten teachers as third. Four teachers checked "other" as first.
Of these four, three stated safety as the primary function and one mentioned the function as a "legal" method of paying for shop projects.

**Organization**

The teachers were asked to indicate on a check list the agency through which the club was initiated. Table XI shows this information.

**Table XI**

<table>
<thead>
<tr>
<th>Initiating Agency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Faculty</td>
<td>33</td>
<td>53</td>
</tr>
<tr>
<td>Students</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Combination of Faculty and Students</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Combination of Administration and Faculty</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sixty-two teachers reported on how the club was initiated in their school. Six, or ten percent, stated that the administration had instigated the proceedings. Thirty-three teachers, or fifty-three percent, indicated that the faculty had started the club, and eighteen teachers, or twenty-nine percent, stated that the students had felt a need for a club and promoted the club. Four teachers, or
six percent, indicated that the club was initiated through a combination of the faculty and the students, and one teacher stated the club was started by a combination of the administration and the faculty.

It is apparent that an active club must have time available for a successful program. This time might be determined to some extent by the type of club but there should be some school time available for the activity. A section of the questionnaire was devoted to determining how much, if any, school time was apportioned for the activities of the club.

Table XII
Time Available for Activities

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Time Available</td>
<td>26</td>
<td>54</td>
</tr>
<tr>
<td>Not Enough School Time*</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Not Enough Teacher Time*</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>

(*Determined from incidental comments)

Table XII shows that only twenty-six teachers, or fifty-four percent, reported that any school time is available for the activities of the club. In the space set aside for comments, eleven teachers stated that there
is not enough school time available for the activity. Eleven other teachers said there is not enough teacher time available. One typical comment reads: "Club activities here have really had a struggle. Possibly due to our school day schedule, time is not provided. Consequently, boys are not anxious to devote a noon hour to them. Also, many of our boys ride the bus or work after school."

To help determine the organizational structure of the club, the teachers were asked to indicate when and how often the club meetings were held. The results of these indications are shown in Table XIII.

Table XIII
Data Concerning Meeting Time

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a Week</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Once a Month</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Whenever Necessary</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Twice a Month</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>53</td>
<td>100</td>
</tr>
</tbody>
</table>

Nineteen teachers reported meetings are held once a week. Ten teachers stated that meetings are held once a month, while seven said meetings are held twice a month. Sixteen teachers reported that meetings are held whenever
necessary. One teacher indicated that meetings are held daily.

In the next section, teachers were asked to indicate how the sponsors for the club had been chosen. Table XIV contains this data.

Table XIV

Data Concerning Sponsorship

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elected by Students</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Appointed by Administration</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Teacher Volunteered</td>
<td>32</td>
<td>58</td>
</tr>
<tr>
<td>Other: College Students</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Fifty-eight percent of the sponsors were secured by teachers volunteering for the assignment. Seventeen of the sponsors were appointed by the administration and four were elected by the students. The two college student volunteers were at a high school where a college was adjoining.

The teachers were asked to state if attendance at the meetings of the club is voluntary or required. Table XV shows the results of this question.
Table XV
Attendance

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Voluntary</td>
<td>41</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table XV illustrates that in forty-one of the clubs, or eighty-eight percent, attendance at the regular meeting is voluntary. In nine of the clubs, or twelve percent, attendance at the meetings is required of the members.

The next area in the questionnaire was concerned with the requirements for admission to the club. Each teacher was asked to indicate by checking the proper response on the questionnaire. Table XVI contains the data from these responses.

Table XVI
Admission Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Requirement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Average</td>
<td>13</td>
<td>No Special</td>
<td>25</td>
</tr>
<tr>
<td>Year in School</td>
<td>7</td>
<td>Appointed by Faculty</td>
<td>5</td>
</tr>
<tr>
<td>Major</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table XVI shows that approximately one-third of the teachers report that there are no special requirements for admission to the club. Another one-third point out that the major taken by the student is one criteria. Thirteen teachers reported that the grade average earned by the student is a requirement for admission. Seven teachers stated that the student must be in a certain year in high school.

Another section of the questionnaire asked the teacher to indicate where the club meetings were held. Table XVII shows these results.

Table XVII

<table>
<thead>
<tr>
<th>Meeting Place</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>49</td>
<td>88</td>
<td>Homes</td>
<td>4</td>
</tr>
<tr>
<td>Community</td>
<td>2</td>
<td>4</td>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

Total - 56 responses

Forty-nine teachers reported that the meetings of the club are held in the school. Four teachers stated that the meetings are held in private homes while two teachers said other community places are used.
Each teacher was asked to indicate the age of his club. Table XVIII shows the results of these data.

Table XVIII

Recency of Organization

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td>10</td>
</tr>
<tr>
<td>2 years</td>
<td>5</td>
</tr>
<tr>
<td>3 &quot;</td>
<td>8</td>
</tr>
<tr>
<td>4 &quot;</td>
<td>7</td>
</tr>
<tr>
<td>5 &quot;</td>
<td>6</td>
</tr>
<tr>
<td>6 &quot;</td>
<td>1</td>
</tr>
<tr>
<td>7 &quot;</td>
<td>1</td>
</tr>
<tr>
<td>10 &quot;</td>
<td>2</td>
</tr>
<tr>
<td>15 &quot;</td>
<td>2</td>
</tr>
<tr>
<td>20 &quot;</td>
<td>1</td>
</tr>
<tr>
<td>25 &quot;</td>
<td>1</td>
</tr>
<tr>
<td>30 &quot;</td>
<td>1</td>
</tr>
<tr>
<td>32 &quot;</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
</tr>
</tbody>
</table>

Table XVIII shows that the greatest number of teachers checking any one age group was ten; this was in the one year or less age group. Thirty-six, or eighty percent, of the teachers reported their clubs were five or fewer years old. The remaining twenty percent of the teachers stated that their clubs ranged from six to
thirty-two years in existence. It is interesting to note that the median age of these clubs is three and one-half years.

Educators say that all students should be a member of some club in their field of interest. To determine the extent of students engaged in an industrial arts co-curricular activity, teachers were asked to indicate the number of their students who are members. These data were tabulated into a percentage table. The results are shown in Table XIX.

Table XIX

Students Members of Industrial Arts Clubs

<table>
<thead>
<tr>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Table XIX shows that of the thirty-eight teachers responding to this section of the questionnaire, sixteen, or forty-two percent, reported that less than ten percent
of their students are members of the industrial arts club available in the school. Only twenty-three percent of the total students represented by the thirty-eight teachers are members of the club even though such a club is available in their school.

It is possible that students in the industrial arts program might not consider industrial arts as their major interest field. Therefore, these students should be members of some other school club. In an effort to determine the extent to which industrial arts students are enrolled in other school clubs, each teacher was asked to state how many of his students were members of any school club. Table XX contains the results of this section of the questionnaire.

### Table XX

<table>
<thead>
<tr>
<th>Percent of Students</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>5</td>
<td>6</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Frequency</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>Frequency</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
The data from the one hundred and six teachers responding to this question are shown in Table XX. Ninety-five teachers, or ninety percent, reported that less than fifty percent of their students are members of any school club. The average for the total group is thirty-three percent membership in any school club.

One question in the survey asked the teacher to indicate if their club had a constitution. Table XXI shows the results of this question.

Table XXI

<table>
<thead>
<tr>
<th>Constitution</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

Thirty-seven teachers, or seventy-nine percent, stated that the club has a constitution. Ten teachers, or twenty-one percent, said that the club does not have a constitution.

Another question of the questionnaire attempted to determine the method used by the clubs in the selection of officers. These data are contained in Table XXII.
Table XXII

Selection of Officers

<table>
<thead>
<tr>
<th>Selection Method</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Vote</td>
<td>46</td>
<td>90</td>
</tr>
<tr>
<td>Appointed</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Merit System</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Rotation</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

The most general method of selecting officers is by popular vote. Forty-six teachers stated that this is the method used in their clubs. The other methods used are as follows: (1) one teacher said the officers are appointed, (2) two teachers said the merit system is used, and (3) two teachers said the officers were selected by a rotation system.

There were frequent comments in the section of the questionnaire devoted to organization. Several teachers wrote regarding the need for a guide in setting up a co-curricular activity in industrial arts. One teacher wrote, "My feeling on this matter of clubs is that we should organize as the agriculture people have done. County, district and state-wide industrial arts clubs under any name would be a step ahead. It seems to me that the logical organization to start this would be the California
Industrial Education Association." Another wrote, "A factor that discourages many clubs is lack of a progressive program. If a handbook could be made available as a guide and suggestion, many more clubs could probably be started."

**Status of the Club in the School and Community**

The next section of the questionnaire attempted to evaluate the status of the club in the community and in the school. Each teacher was asked to estimate how well the club is recognized. Table XXIII contains these data.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>School Recognition</td>
<td>23</td>
</tr>
<tr>
<td>Community Recognition</td>
<td>5</td>
</tr>
</tbody>
</table>

Table XXIII shows that twenty-three teachers believe the club has good recognition in the school. Twenty-one teachers mentioned the club as having fair recognition, while six teachers stated the club has poor school recognition. In community recognition, only five teachers indicated good recognition, while twenty-three indicated fair recognition. Twelve teachers thought that the community recognition of the club is poor.
To further establish the status of the club in the community, each teacher was asked to state an approximation of the parent attendance at community functions of the club. The teachers were also asked to report on how difficult it was to get speakers or sponsors for programs from the community. Table XXIV shows these data.

Table XXIV
Club Status

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Attendance</td>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Community Cooperation</td>
<td>--</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

Only five teachers reported on parent attendance at functions of the club. These five teachers reported the attendance as good. Thirty teachers stated that it is not difficult to get members of the community to address or sponsor activities of the club. Five teachers stated that it is difficult to get community cooperation in this matter.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was undertaken in an attempt to answer the following six questions:

(1) How many industrial arts co-curricular activities are available to students in the high schools of the San Joaquin Valley?

(2) What are the purposes of these activities?

(3) Are the students in the industrial arts program taking advantage of the co-curricular activities of their school and to what extent?

(4) What is the status of the industrial arts co-curricular activity in the school and in the community?

(5) What is the program and organizational structure of industrial arts clubs?

(6) What is the recommended type of activity for the industrial arts clubs?

The area included in the survey was the eight counties composing the San Joaquin Valley. The people of this area are quite transient in that they move with the harvesting of the crops.

In a study of the literature, no record was found of a survey of the status of co-curricular activities in industrial arts for this area.
In proceeding with this study, state leaders in industrial arts were contacted in order to discover what had already been accomplished. The writer found that the only work which had been attempted was dropped because of lack of response from a questionnaire concerning industrial arts co-curricular activities. After a study of the available literature and interviews with industrial arts teachers, a questionnaire was formulated. This questionnaire was sent to each teacher of industrial arts in the high schools of the San Joaquin Valley.

This study next traced some of the historical developments and implications which led to the formation of co-curricular programs. The schools have progressed from using a narrow, bound academic curricula to broadening the curricula to include as many aspects of a life-like atmosphere" as is possible. Schools of today must provide for the "whole child." This must include individual interests, capabilities, aptitudes and personal-social relationships.

One method of gaining student response in these areas is through co-curricular activities.

The questionnaire contacted one hundred and seventy-seven industrial arts teachers. The teaching experience of this group ranged from one to forty years. Approximately half of this group were found to have at least one period free of teaching duties. The most frequently
taught subject was found to be woodshop; mechanical drawing was found to be second.

Fourteen of the sixty high schools contacted were found to have a club. The most frequent club activity areas were in radio, automotive, mechanical drawing and general industrial arts. The program of the clubs seemed to emphasize the social. The primary function of the clubs was found to be promoting or developing interest in the fields of industries or hobbies. Approximately half of the clubs were started by the faculty of the school. Although fifty percent of the clubs had school time available for activities, a frequent comment was that there was not enough school time allowed. The most general meeting times for the clubs was found to be once a week or whenever necessary. The greater part of the sponsors for the clubs were teachers who had volunteered. In the majority of clubs, student attendance at the meetings was voluntary. A third of the clubs reported that no special requirements were placed on admission. Eighty-eight percent of the teachers reported that the meetings were held in the school. The clubs ranged in age from one to thirty-two years with the median at three and one-half years. Twenty-three percent of the students that the teachers represented were members of an industrial arts club. Only thirty-three percent of the industrial arts students were members of any
school club. The most general method of selecting officers was found to be by popular vote.

An attempt was made to evaluate the status of the club in the school and community. The recognition of the club in the school ranged from good to fair. In the community the recognition was found to be from fair to poor. It was found that there are few community functions carried on by these clubs.

Conclusions

The following conclusions were based on the findings of this study:

1. Since most of the clubs are comparatively recent in origin and over one-half of the teachers contacted had taught only a relatively short time, one through five years, it is apparent that there is some movement toward the formation of clubs among the new teachers.

2. Only forty-seven percent of the teachers were found to have any time in the school day free of teaching duties. More school time is needed for the sponsorship of club activities.

3. Although woodshop was the most frequently taught industrial arts course, it was not proportionately represented in the club activity areas. This probably indicates a lack of student interest in this area as a club activity.
4. Of the sixty high schools contacted, only fourteen had a club in the industrial arts field. Only twenty-five teachers indicated that they were contemplating the formation of a club. Since seventy-six teachers stated that they were not contemplating any organization, it seems likely that any movement toward more clubs is relatively small.

5. Seventy-five percent of the teachers thought that club activities were worthwhile. All but one of the teachers reporting on clubs in existence thought the club was worthwhile. This would indicate that if time and facilities were available, more clubs might be formed.

6. A number of teachers thought that the students who needed the most help did not join the club. Also, the students who did join seemed to want the teacher to take all the responsibility for the activities. These data would seem to indicate that the clubs do not have the proper program to interest the students to participate fully in the clubs' activities.

7. Promoting or developing interest in the field of industries or hobbies was thought to be one of the main functions of the clubs. The clubs, for the most part, have varied programs for the meetings with emphasis on sociability.
8. Most of the clubs were formulated by the faculty. This might indicate that some clubs were forced on the students by the interests of some faculty members rather than through students' interests.

9. There is not enough school time allotted for the activities of the clubs.

10. In general, the requirements for admission to the clubs are low. There is some emphasis in requirements on the major field of study.

11. Too few industrial arts students are members of an industrial arts club. Furthermore, a relatively small group of the industrial arts students concerned in this survey are members of any school club.

12. There are indications that the physical organization of the clubs in existence is weak.

13. Few of the clubs take advantage of community functions to gain interest in the work of the club.

Recommendations

The following recommendations are based on the findings of this study:

1. Many teachers need help in the organization and sponsorship of club activities. Some attention to this problem should be given by the teacher education institutions.
2. Industrial arts should have a state sponsored club organization. The California Industrial Education Association would be the logical organization to instigate and sponsor such a plan.

3. Teachers should have free time available during the school month for club activities. At least four hours a month should be provided in the school program for this purpose. Of these four hours, two hours might be spent in preparation for club meetings.

4. At least two hours a month should be allotted in the school calendar for the students to participate in a club.

5. Future clubs should be varied enough and interesting enough to encourage all students to participate. Those students who tend to join too many clubs should be limited to one club in their major field of interest.

6. Clubs should strive to cultivate community interest in their program as much as possible. This could be accomplished by using community speakers and by having the parents and community invited to certain programs during the school year.


APPENDIX

Materials Used in the Study
I. GENERAL DATA

A. Your Name ________________________________

B. School where employed ________________________________

C. Type of school

   __ 1. Four year High School
   __ 2. Six year High School
   __ 3. Other ________________________________

D. Type of Program

   __ 1. Trade
   __ 2. Industrial Arts

E. Teaching Experience

   __ years

F. Number of Industrial Arts students you teach ____

G. Number of periods in total school day ____
   Number of periods you teach ____
   Number of periods of Industrial Arts you teach ____

H. What subjects do you teach?

   1. ____________________________  5. ____________________________
   2. ____________________________  6. ____________________________
   3. ____________________________  7. ____________________________
   4. ____________________________  8. ____________________________

II. ORGANIZATION AND STATUS OF HIGH SCHOOL INDUSTRIAL ARTS CLUBS IN THE SAN JOAQUIN VALLEY

A. TYPE OF ACTIVITY

   1. Is there a club in the Industrial Arts field in your school? Yes ___ No ___

   2. If no club is active now, are you contemplating organizing one in the near future? Yes ___ No ___

   Comment:
3. If the club is functioning, do you feel that it is worthwhile? Yes ___ No ___
   Please check below if any of these statements apply in your situation:
   ___ a. Students who need the most help do not join
   ___ b. Too much time consumed
   ___ c. Comments:

4. What type of club is functioning now in the Industrial Arts Program? Check one or more of the following or list others in available space:
   ___ a. Automotive     ___ k. Printing
   ___ b. Book repair    ___ l. Radio
   ___ c. Blue printing  ___ m. Safety
   ___ d. Electricity    ___ n. Shop foremen
   ___ e. Hobby          ___ o. Woodworking
   ___ f. Household mechanics ___ p. __________
   ___ g. Mechanical drawing ___ q. __________
   ___ h. Metal shop     ___ r. __________
   ___ i. Model building
   ___ j. Photography

5. What are the activities carried on at the club meetings?
   ___ a. Social     ___ f. Hobby work
   ___ b. Visiting speakers ___ g. Other: __________
   ___ c. Movies     ___ h. __________
   ___ d. Awards     ___ i. __________
   ___ e. Sponsors some
                      activity or program

6. What is the primary function of the club? Please rank the following 1, 2, 3 in order of importance in your estimation.
   ___ a. Social - Main function to get the students together under pleasant surroundings to better group relationships
   ___ b. Personal goals - Main function to develop the individual to his fullest capacity
   ___ c. Interest - Main function to promote or develop interest in the field of Industries and Hobbies
   ___ d. Other: __________

B. ORGANIZATION

*NOTE: Please answer QUESTION 10 even though there is no Industrial Arts Club in your school.
1. How was the club initiated? Initiated through:
   ___ a. Administration
   ___ b. Faculty
   ___ c. Students
   ___ d. County, state, or national sponsorship
   ___ e. Combination of which of the above _________
   ___ f. Other: _________________________________

2. How much school time is allowed for the activities? Hours per month ___

3. The meetings are held:
   ___ a. Once a week
   ___ b. Once a month
   ___ c. Whenever necessary
   ___ d. Other: _________________________________

   Comments:

4. Method of securing sponsors:
   ___ a. Elected by students
   ___ b. Appointed by administration
   ___ c. Teacher volunteered
   ___ d. Other: _________________________________

5. Student attendance at meetings:
   ___ a. Required  ___ b. Voluntary

6. Requirements for admission to membership:
   ___ a. Grade average  ___ d. No special requirements
   ___ b. Year in school
   ___ c. Major
   ___ e. Other: _________

7. Where are the meetings held?
   ___ a. School  ___ c. Homes
   ___ b. Community  ___ d. Other: _____________

8. How long has the club been organized: ___ years

9. How many of your students are members of an Industrial Arts Club? _____

*10. How many of your students are members of other school clubs? ___

11. Does your club have a constitution? Yes ___ No ___
12. How are the officers selected?
   ___ a. Popular vote  ___ d. By rotation
   ___ b. Appointed  ___ e. Other: __________
   ___ c. Merit system

C. STATUS OF THE CLUB IN THE SCHOOL AND COMMUNITY

1. How well recognized is the club in the school?
   ___ Good recognition  ___ Fair recognition
   ___ Poor recognition
   Comment: ______________________

2. How well recognized is the club in the community?
   ___ Good recognition  ___ Fair recognition
   ___ Poor recognition
   Comment: ______________________

3. When the club has a community function is the parent attendance good?
   ___ Approximate percentage of parent attendance
   Comment: ______________________

4. Is it difficult to get members of the community to address or to sponsor some activity of the club?
   ___ Yes  ___ No

D. Do you wish to receive a copy of this survey and a summary of the findings when completed?  ___ Yes  ___ No

   Name: ____________________________________________

   Address: __________________________________________

E. I would appreciate any additional comments you might wish to make concerning this survey. Please use the space below for this purpose.
F. IF RETURN ENVELOPE IS LOST, PLEASE MAIL TO:

Forrest Bingham
Arvin High School
Arvin, California
Dear Sir:

I realize that you will receive this questionnaire at a time when you are very busy, since there are few times in our profession when we are not busy. However, I feel that you will be interested enough in the results of this survey to complete the items which pertain to your situation. The questionnaire itself is of the Read and Check type and will require very little of your time. If you have any comments on either the makeup or function of this questionnaire please feel free to note these in the space available.

If any item is so worded that you question its meaning, please write me for clarification, if you so desire.

I am confident that the results of this study, when completed, will make a distinct contribution to our profession. Since the successful completion will not be possible without your help, I would appreciate your cooperation in completing and mailing this questionnaire as soon as is convenient for you.

I thank you for your help in this matter and wish you a pleasant year.

Sincerely yours,

Forrest Bingham
Instructor, Woodshop
Arvin High School
Dear Sir:

Another school year is near closing and our time is becoming more valuable every day. I dislike the necessity of requiring more of your time but it is imperative that I have the results of the questionnaire which was sent to you some time ago.

Perhaps you have misplaced your copy so I am sending another with return envelope. I would appreciate your completing and mailing this questionnaire as soon as possible.

Sincerely yours,

Forrest Bingham
Instructor, Woodshop
Arvin High School
Mr. Forrest Bingham
856 Stockton
Arvin, California

Dear Mr. Bingham:

In reply to your recent letter, I do not have a list of the schools who have Industrial Arts clubs as an extracurricular activity.

There has been some consideration of attempting to start a state-wide club of this nature through the California Industrial Education Association. I know this has been discussed in the executive council meeting on several occasions. I do not have any record as to what the outcome of this discussion has been. I would like to refer you to Mr. Lee D. Bodkin, Secretary of the C. I. E. A., whose address is 405 Hilgard Avenue; University of California; Los Angeles 24, California. No doubt Mr. Bodkin can give you the latest information on this.

I am very much interested in the promotion of such a club in California.

Sincerely yours,

O. D. Davis, Consultant in Industrial Arts Education

ODD:mel

cc: Lee Bodkin
Mr. Forrest Bingham  
856 Stockton  
Arvin, California  

Dear Mr. Bingham:  

Mr. O. D. Davis has requested that we give you the background on the Industrial Arts clubs in California as far as the C.I.E.A. is concerned. A committee was formed two years ago to investigate the possibility of clubs within the Industrial Arts and Vocational classes. A questionnaire was distributed state wide (approximately 3,000) and slightly over 300 teachers responded. This response was about evenly split for and against clubs, with the common comments: "Schools are over-clubbed now," "Too many extra-curricular activities," etc. In view of the lack of enthusiasm in the field generally on the part of teachers, upon whose shoulders would rest the success or failure of such a venture, the C.I.E.A. Executive Council felt it best to shelve the idea.  

I have personal knowledge of two schools which have very effective Industrial Arts clubs - namely, Inglewood High School and Whittier High School. We are enclosing a booklet on the Inglewood club which might be of some use to you. You could probably secure more information regarding these clubs from: Mr. Allen Austin, Coordinator, Whittier High School, 610 West Philadelphia Street, Whittier; Mr. Karl A. Thomte, Director of Vocational Education, Centinela Valley School District, 235 South Grevillea, Inglewood.  

If we can be of any further assistance to you, please contact us.  

Sincerely,  

Lee D. Bodkin  
Secretary-Treasurer  

lba  
enc.  
CC: O. D. Davis