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HISTORY OF THE OHIO INDUSTRIAL ARTS ASSOCIATION:
An Analysis of Leadership Elements and Functions

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
George Richard Horton, B.S., M.A.

* * * * * *

The Ohio State University
1967

Approved by:

[Signature]
Adviser
PREFACE

Professional education associations have come into their own during the last fifty years. The Ohio Industrial Arts Association is one of these. Despite its relatively young life, the heritage is rich, and until now, unrecorded.

Interest in this topic has been a result of thirteen years of active participation in the Ohio Industrial Arts Association. Ten of these years involved leadership responsibilities in six different positions including the presidency. During this time, the writer has come to appreciate the unselfish devotion of time and effort that is necessary for the organization to function effectively. Thus, the desire to record the story, and in some small way, to contribute to the further understanding, appreciation, and support of the Association and its leadership.

This study depended upon the cooperation of many individuals. While specific mention is made of most of these men in the body of the dissertation and in the appendixes, the writer is indebted to them and to others, far more than can be stated here. Deep appreciation is expressed for the guiding hand of his major adviser, Dr. William E. Warner. Acknowledgment is also due the other members of his committee, Dr. Andrew Hendrickson and Dr. Robert M. Reese, for their encouragement and interest during the study. Finally, the writer is most grateful for the understanding and confidence reflected by his family over a long period of time.

March 1967

GEORGE RICHARD HORTON
VITA

January 31, 1931 Born - Granville, Ohio

1949-1951 Denison University, Granville, Ohio

1951-1953 B.S., Ed., Ohio University, Athens, Ohio

1953-1956 Instructor, Delaware County Schools, Ohio

1956-1965 Director, Industrial Arts, Urbana, Ohio

1965-1966 Teaching Associate, The Ohio State University, Columbus, Ohio

1966-1967 Assistant Professor, Bowling Green State University, Bowling Green, Ohio

PUBLICATIONS

"Industrial Arts in a Consolidated School System." M.A. Thesis. The Ohio State University, Columbus, Ohio. 1956.

"Facilities for the Basic Graphic Arts Program." Industrial Arts and Vocational Education. March, 1963.

FIELDS OF STUDY

Major field: Industrial Arts under Professor William E. Warner

Minor fields: Adult Education under Professor Andrew Hendrickson

Teacher Education under Professor L. O. Andrews

Trade and Industrial Education under Professor Robert M. Reese
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CHAPTER I

INTRODUCTION TO THE STUDY

A professional organization, such as the Ohio Industrial Arts Association, did not simply happen. To say that it began on the official birthdate of the association, January 4, 1941, would be an oversimplification of the subject. It evolved through a dynamic process called leadership, beginning several years prior to this date. What, then, constitutes the whole story; wherein lies the role of leadership in the course of events? From these queries arose the structure for this study.

Statement of the Problem

The basic problem can be simply stated: no historical study of the Ohio Industrial Arts Association existed. There was no permanent record of the activities or various stages in the development of the association. Further, no one central source existed for the acquisition of this type of information.

The following questions were raised: Why was the Ohio Industrial Arts Association founded? What has been the nature of its growth? What evidence testifies to the nature of its leadership? What recommendations and projections can be made for the future?

Purposes and objectives. The tracing of the founding, including the activities of the decade prior to the actual formation of the association, when certain leaders were first attempting cooperative
efforts with the State Department of Education and the Ohio Education Association, is an initial purpose. As indicated by The Ohio Prospectus of 1934 (21), there was considerable activity during these early years.

A compilation of the activities during the ensuing years was a necessary objective for the historical study. The research literature cautions that such a chronological compilation is not enough in itself to be classified as historical research. There must be a guiding framework with an interpretation of the past, as well as implications for the future. Keeping this admonition in mind, the chronological record remained as only one of the objectives of the study.

Economic, political, and educational forces interact to affect growth patterns of organizations. The causative factors for growth, activities, and the related problems, were to be identified as an integral part of the study.

Another objective of the research was the identification of the elements and functions of association leadership. This parallels the development of the association during the twenty-five years of its formal existence with some interpretation of the early leadership prior to this period.

The implications and recommendations for the future role of leadership resources were also a pragmatic purpose of the study.

Significance and need. The most obvious need for this research was the fact that no such study existed. A particular urgency and timeliness was in evidence. Data for historical research are drawn from the observations of participants and eyewitnesses as well as from formal records and documents. Principal participants and witnesses were still
available for a study of the Ohio Industrial Arts Association. It was noted that the generation most highly involved was beginning to show the inevitable marks of its time. The writer was aware of seven men who could have been key sources of information, but who had passed away within the last five years. Two of these were past presidents of the association.

Such a study should be available to the leadership of industrial arts in Ohio as well as the State Department of Education, the Ohio Education Association, and other interested professional groups. Both liaison and unity would tend to be promoted by establishing a written historical record. Relationships can thereby be identified and strengthened.

This study could also serve as an instrument for the orientation of members and potential leaders to the nature of the association and its inherent responsibilities. It could function as a guideline to internal strengthening and growth.

All states do not have an industrial arts association. A historical study of this type of organization could serve as a basis for comparing progress or organization procedures of other state industrial arts groups.

Limitations. This study is not concerned with other district, regional, state, or national associations except where it is necessary to provide a setting for developments in Ohio, and where there may have been practices or policies directly affecting or resulting from the Ohio Industrial Arts Association. For example, it is not within the scope of this study to describe the activities of district or regional industrial arts
groups in Ohio, regardless of the fact that they may be affiliated with the O.I.A.A.

No scientific measurement or evaluation of the contributions of the O.I.A.A. to the profession in Ohio is made, nor is there any scientific appraisal of individual efforts and contributions.

The era of this study begins in 1933 and terminates with the close of the 1965-66 school year.

**Basic assumptions.** Certain factors underlying the problem were taken for granted in approaching the research. The following assumptions were made:

1. A state association is a necessary vehicle for the leadership of the profession to operate with optimum success.

2. The need existed for such an organization to serve industrial arts education in Ohio.

3. The Ohio Industrial Arts Association was founded to fulfill this need and provide a separate and official identity for industrial arts in the state.

4. Individual states have followed their own patterns of development in providing for associations of industrial arts educators.

5. Leadership is essential for an organization to maintain a functional existence.

6. Affiliations between professional organizations at various levels are desirable goals.

**Related Literature**

A review of the literature revealed sources that were of particular value to certain areas of the study. The first instance was in establishing
the setting from 1933 to about 1940, called in this study, "The Early Years." The second phase necessitating library research was in the area of leadership. It was vital to the understanding of leadership in the context of a professional association, to locate a structure adaptable to the study.

Establishing the setting. The Ohio Prospectus (21) was a fundamental resource in understanding the Ohio Program as outlined and implemented in the 1930's. This 100-page book not only gave the definition and scope of industrial arts in Ohio, but it projected both broad aims and specific objectives in the form of a program for the state. The planning and writing was accomplished through the cooperation of the graduate center at The Ohio State University and backed by the financing and publishing of the State Department of Education and the Ohio Education Association. This document remains as the most outstanding contribution of state leadership in industrial arts education. It is an essential reference for understanding the program and its leadership from 1933 through most of the transition period of the 1940's.

The Bowers study, Evaluation of an Industrial Arts Conference (6), provided some of the background of The Ohio Committee that was formed in 1933. His main topic was a description and evaluation of the state-wide conference on "School-Shop Planning and Equipment Selection" in August of 1936. This was an extremely helpful analysis of an important highlight in state level activity. It portrayed The Ohio Committee in action. The study gave insight to the way the cooperation with the State Department of Education was actually accomplished. Bowers' research also described the pilot programs, a major part of The Ohio Program at the time. The
dissertation of William D. Stoner in 1940, Industrial Arts Teacher Education in Ohio, . . . (30), focused more on the late 1930's. The phase of The Ohio Program receiving the center of the stage was then teacher education. This was another valuable lesson in the involvement of educational leadership with political and governmental structure. The main relevance of Stoner's study was the accurate description of this particular part of the state program in industrial arts.

Perry G. Rawland did a Master's thesis in 1942, entitled: Industrial Arts: Leadership Developments (28). No other source contributed so richly to the overview of the pre-war industrial arts program and its leadership. The term, leadership, in this thesis (28, 13) was defined as, "the kind which should result from research and graduate study . . ." It was the story of leadership developments as they evolved from the graduate program in industrial arts at The Ohio State University. Rawland reviewed the results of this program, citing national impact as well as Ohio growth. The section of this study with the most direct bearing on the setting for a state professional association, was the inclusion of William E. Warner's radio broadcast of June 19, 1940. On the occasion of the ninety-first session of the Industrial Arts Dinner Forum programs, Warner reviewed twenty-eight key accomplishments of professional stewardship from Ohio. This review and the complete study by Rawland aptly pictured leadership as it was conceived by those in the vanguard of industrial arts education before World War II.

A study of national stature was completed by John A. Whitesel in 1940. His Ph.D. dissertation, State Associations of Industrial Arts Teachers (34), was undertaken at The Ohio State University. Whitesel observed that the state was becoming the important geographical unit in
regard to trends in organizing associations of teachers in industrial arts. His emphasis was on policies, practices, and organizations to adopt. Whitesel was also concerned with purposes and objectives of associations. He proposed a set of ninety-nine "Principles for the Guidance of State Associations of Industrial Arts Teachers." Whitesel found that there were two essential types of state programs; one was operated by representatives of a state department of education, while the other was a comprehensive and representational association group. He believed the two to be compatible. At the time, 1940, Ohio was just beginning to develop the latter type. In the next decade, Whitesel's theory of "compatibility" would undergo severe strain.

Whitesel's research constituted a major source for understanding the philosophy of The Ohio Industrial Arts Association from 1940 to 1948. Whitesel was the first post-war president of the O.I.A.A., 1946-1948, and was also active in reviving the American Industrial Arts Association during the same years. His scholarly research stands alone in the field. A comparable national survey would be fertile territory for other researchers.

Later studies. In 1953, Bruce Hahn at Greeley, Colorado, completed A Study of State Associations of Industrial Arts Teachers, With Recommendations for the Colorado Association (10). The Colorado Industrial Arts Association was being formed (1952) while his study was in progress. His ultimate purpose was to make recommendations which might improve effectiveness of state industrial arts associations. While his study was not as comprehensive as Whitesel's, there were some comparative data. Whitesel found some type of industrial education organization in
forty states with eleven of them strictly for industrial arts. Hahn discovered a trend toward state industrial arts associations with forty-seven states having a related association and twenty-three of them exclusively industrial arts. Hahn's study was mostly of value to the Colorado situation at the time. His summarization of purposes was the best found in the literature, but was not used to structure the opinionnaire used in this research.

J. R. Pfund (27) did an interesting study in 1953 of the annual school exhibits at the Ohio Industrial Arts Association Convention. This thesis developed an evaluation of the O.I.A.A. school exhibits from 1947 through 1952. Very few data were available for Pfund's research. He received the cooperation of the O.I.A.A. Executive Committee and made the results of the study available to the association. The basis of the study was formed by a chapter on the origin and development of the Ohio program of exhibits and a second chapter on the characteristics of effective programs. Two main instruments (questionnaires) were used to obtain evidence for evaluation and recommendation. One questionnaire was sent to exhibitors, and the second was sent to spectators (non-exhibiting industrial arts teachers). Pfund submitted a list of recommendations that played a part in the refining of school exhibits for the 1953 and subsequent conventions.

Exploring leadership. The research literature in industrial arts that touched upon professional leadership, notably Whitesel (34) and Rawland (28), took the approach that the primary bases were research and scholarship at the graduate level. Their position was empirical, based on the observation of The Ohio Program of the time and not upon research
or opinions by recognized authorities. Criticism should not be harsh, because their research met the finest standards of educational research of their day. This approach was rejected for this study, however, because to accept it completely would deny that the Ohio Industrial Arts Association had enjoyed any leadership at all in recent years. A more comprehensive structure of leadership was needed.

A handbook for state association officers published by the American Vocational Association (1) is an operational manual that should be a standard reference for association leaders. It stresses how to organize and operate effectively within a formal structure. The book deals very little with the nature of leadership and its theory. It was not meant to be a scholarly resource and quotes no authorities. The book has a great amount of practical implications, and is referred to in some of the recommendations of Chapter VIII. This AVA handbook also had to be rejected because it is more of a "cook-book" approach, instead of a way to view professional association leadership. The book is well worthy of study by officers and other association leaders.

Further research into the field of leadership outside of industrial or vocational education resources, revealed some significant writings of recent vintage. The symposium of Browne and Cohn, The Study of Leadership (7), proved to be of major assistance. A section by Ralph M. Stodgill which surveyed the literature was of help in focusing on the most relevant works. Knickerbocker's (7, 4) opening discussion of background was also helpful. He pointed out that we join groups because they serve as means of fulfilling needs, and leaders exist because their characteristics are seen as means by the group members. Stodgill (7, 58) went into depth on the responsibilities of leaders. Gibb (7, 69) wrote the section explaining
the nature of leadership in relation to the situation. Browne (7, 417) summarized and provided a concise way of viewing the dynamic leadership of an association as a four-way structure: (1) the leader, (2) the followers, (3) the situation within which they are working, and (4) the goal which is being attempted. This entire symposium was one of great value to the study, because of the collection of recognized authorities and their pertinent remarks.

The other valuable literature in the leadership field consisted of the National Training Laboratories, *Leadership in Action* (17). This, too, was a highly relevant publication in the form of a symposium. Felz (17, 43) also stressed the situational approach and stated: "the more the leader helps other members achieve their goals, the greater will be the members' acceptance of him." Lippert (17, 7) provided the other structure used in this study of dividing the major functions of leadership into the four categories of (1) symbolic, (2) decision-making, (3) advisory, and (4) initiating.

The Browne and Cohn (7) and the National Training Laboratory (17) symposiums thus became the major sources of reference in determining how to analyze the leadership of the Ohio Industrial Arts Association.
CHAPTER II

METHODOLOGY FOR GATHERING EVIDENCE

The proposed plan of research called for several techniques of gathering data from three basic sources: archives of the association, observers, and outside (including library) sources. Once the sources were identified, the most appropriate technique for each was developed. Finally, the data were critically examined and synthesized into topical and chronological order. The interpretation was made in view of the opinions and causal factors discovered in the investigation. From this, the historical description of the Ohio Industrial Arts Association and the dynamics of its leadership unfolded.

Sources of Data

In speaking of historical research, Whitney says (35, 202), "The method of writing history which combines the formal records with the recollections of participants and eyewitnesses results in greater accuracy than any other." Keeping this in mind, the first order was to identify all the sources of formal records and then attempt to locate the actual participants.

A preliminary instrument. An instrument in the form of a letter was designed to accomplish two purposes:

1. To arouse interest and cooperation in the historical study.
2. To identify potential sources of data.
A copy of this letter is in Appendix J. The letter was examined by two doctoral candidates and two professors before the final draft was mailed. Thirty-seven of these preliminary inquiries were mailed to known members and observers of stature in industrial arts education. From the thirty-seven letters mailed in July of 1966, there were twenty-seven replies. The attitude reflected, with few exceptions, was one of overwhelming interest and support. A total of twenty-five different names was received from this mailing. Three of the men mentioned were deceased. Eight of the names were mentioned by four or more letters. These logically became considered as key sources. All eight had also responded to the preliminary inquiry that they would be willing to assist. These eight men were:

Dewey F. Barich, Detroit, Michigan
Darwin C. Eaton, Eastlake, Ohio
Dean Kittle, Cairo, Ohio
Richard O. Knight, Columbus, Ohio
William R. Mason, Cleveland, Ohio
F. Theodore Paige, Athens, Ohio
Philip S. Waldeck, Columbus, Ohio
William E. Warner, Columbus, Ohio

The preliminary inquiries provided sources of correspondence, programs, and other vital information. As the need arose for specific data during the course of the investigation, follow-up letters were sent to many of those who had responded.

Archives of the association. There was no single source for archives of the association. Through the preliminary inquiry letters and follow-up communications, a considerable amount of evidence was uncovered. Minutes of the Executive Committee meetings, business meetings, special reports, and correspondence prior to 1953 were in the custody of
F. Theodore Paige. There were two separate books: 1940-1950, and 1951-1953. Paige had been appointed O.I.A.A. historian by Richard O. Knight in 1958 to care for these documents. Official minutes from 1958 through 1966 were obtained from the current secretary, Robert B. Gates. Letters to all members of the Executive Committee for the years 1953 through 1957 turned up many of the remaining recorded minutes. However, no trace was found of minutes for the following meetings: Executive Committee, May and October of 1954; March, May, and October of 1955; January, March, and May of 1956; and January, 1957. Business Meetings: March, 1955 and March, 1956.

The editor of the News Letter, Darwin C. Eaton, had compiled a complete set of forty-five issues from December, 1951 through May, 1966. These were invaluable sources, especially in view of the missing minutes from 1954-1957. Photographs available through the News Letter and other sources proved to be of interest, but of little historical value in the study.

The financial records of the association were detailed and complete. The first ledger dates from November 17, 1947 to October 1, 1958. A second journal recorded transactions to January 1, 1965; and a third journal is currently being used. These were all made available by Marion C. Allen, the present O.I.A.A. treasurer.

Copies of the first constitution in 1942 and the 1950 revision with the By-Laws were included in the original book of minutes, 1940-1950. The 1960 revised copy was readily accessible. Official correspondence of the years 1940-1950 and 1950-1953 were found interspersed with the respective collections of minutes under the care of F. Theodore Paige.
Other correspondence was traced through sources mentioned in the prelim­inary inquiry.

The official programs of the annual conventions were assembled after extensive writing to individuals mentioned in the inquiry. The result was a collection of programs complete with the exception of the 1950 convention. An entry in the journal verified the printing of pro­grams that year, but none was discovered.

Commercial exhibits records were in the custody of Robert B. Gates, current secretary. These were made available for the study.

The original incorporation papers for the Ohio Industrial Arts Association had been in the care of Dean Kittle since the death of C. R. Hawes, O.I.A.A. secretary, 1954-1958.

Primary observers. Past officers and other Executive Committee members were considered to be primary observers of happenings during their terms. Of course, in many cases an observation or recollection would be relevant but not a part of the direct experience of the individual. In such an instance, he would become a secondary observer. For the most part, primary observations came from individuals actively involved in O.I.A.A. operations.

Teacher educators were a resource group that was close to the state level industrial arts scene. These were men from the industrial arts staffs of Bowling Green State University, Central State College, Kent State University, Miami University, Ohio Northern University, The Ohio State University, Ohio University, and Wilmington College.

The three men who have served in the capacity of State Supervisor of Industrial Arts were primary observers. These were Philip S. Waldeck,
1946-60; Albert R. Squibb, 1960-62; and Edgar Hare, 1963-. In addition to representing the State Department of Education, these men were ex-officio members of the Executive Committee.

The Ohio Supervisors as individuals served and participated in many capacities. As the informal discussion group organized in 1954, they were very much a factor in state level industrial arts activity. Records and notes from the supervisors' meetings were made available by James D. Bickel.

Other sources. The office of B. I. Griffith of the Ohio Education Association proved to be a cooperative and valuable assistance in verifying official relationships of the Ohio Industrial Arts Association as a department of the O.E.A.

The library services, especially the inter-library loan, of both The Ohio State University and Bowling Green State University were used. The resources in the library of the State Office Building in Columbus, Ohio, were checked, but were of no assistance.

A notice was run in the November, 1966 issue of the News Letter informing the industrial arts teachers of Ohio that this study was under way. Request was made for anyone possessing documents, correspondence, or photographs pertinent to the study, to make contact with the writer at the given address. No tangible results came from this announcement.

Techniques

The several ways of gathering the data, once the sources were identified, included both planned and accidental techniques. At least one of the planned techniques (tape recording) turned out to be less than successful.
The preliminary inquiry. This instrument, as discussed earlier, was designed to arouse interest and locate data. It also was used to identify key personnel for the jury selection. One of the accidental bonuses was the fact that five of the twenty-seven replies had valuable information included.

Library research. Exploration of the literature was particularly necessary for certain sections of the study. This technique was used extensively for gathering data of the period 1930-1940. It was also valuable in reviewing other studies of industrial arts and other professional education associations. In locating a structure of leadership applicable to the Ohio Industrial Arts Association, library research was essential.

Interviews. One of the planned techniques was to tape record interviews with primary observers. The supposed advantages would include elimination of note-taking and a complete record of questions and answers. This technique did not prove effective with the first experiments. Even though the majority of responses on the preliminary inquiry gave permission for tape recorded interviews, the actual attempts proved that the recorder served as a barrier to conversation and the reaction to questions. This technique required a greater degree of sophistication in its use than was available without extensive experience. Therefore, the tape recorder gave way to the more conventional note pad for interviewing purposes. The interviews revealed very little factual data, but were valuable in providing background of understanding for the interpretation of the data.
Examination of documents. The systematic examination of inten­tional testimony in the form of documents and publications was the most time-consuming and valuable technique used. This produced the bulk of the data to be treated, interpreted, and woven into the story. A thumb indexed system was devised for the chronological recording of entries on each topic or theme for a chapter. News Letters, programs, minutes, correspondence, journals, and other documents were examined again and again with pertinent entries made on the indexed pad. This was the system used to organize a topical approach to the history rather than the strictly chronological method.

Direct communication. On occasion there would be missing data or unclear records. Correspondence with primary observers was used to advantage in these situations. Long distance telephone calls were also used to collect information. In some cases these took the form of an interview.

The opinionnaire. While not responsible for obtaining the bulk of evidence for the historical study, the opinionnaire was the chief technique used in the phase of studying the leadership aspects of the association. There were five main purposes for the opinionnaire:

1. To provide assistance in the interpretation of the data.
2. To serve as a check on bias of individual jurors.
3. To provide a basis for generalizations concerning both the elements and functions of leadership in the association.
4. To provide a perspective for viewing the events.
5. To assist in the formation of realistic recommendations for the leadership.
Once the framework of leadership was established through library research, the opinionnaire took the form of an interview. The questions were designed to:

1. Stimulate memory and reflection.
2. Focus on a particular element or function of leadership.
3. Remain open-ended for additional listings or comments.

An attempt was made to recognize the limitations of this type of instrument and compensate for them in its design. Hemphill (11, 15) quotes Jenkins and Lazarfeld:

Among these limitations may be listed the following: first a question may be interpreted in an entirely different manner by two individuals; second, the answers to questions are in part, at least, a function of the way the questions are asked; third, a respondent may not have the necessary information to answer the questions; and fourth, there may be good reasons that prompt a respondent to give an answer which he knows to be inaccurate. He may, for instance, give a socially acceptable rather than an accurate answer.

These limitations were kept in mind during the development of the opinionnaire. After the first exploratory questions were tested on several doctoral candidates, there were major revisions, then further trials. The revised instrument was then presented to a group of seven graduate students unfamiliar with the history of the Ohio Industrial Arts Association. This group carefully scrutinized the opinionnaire. The two purposes of this inspection were to eliminate ambiguities, and to clarify the directions. After minor revisions, this graduate group again reviewed the instrument. At this point, the opinionnaire was tested along with the cover letter by two professors who were to be actual members of the jury. This resulted in further refinement. The last step was to photographically reduce the copy and style it to a compact three pages.
Selection of the jury. A jury of twenty was selected as one of the initial steps in the research. The criteria for this selection follows:

1. Professional maturity evidenced by a minimum of fifteen years in education.
2. Recognizable service to the industrial arts profession in Ohio.
3. Representation of different segments of the industrial arts profession.
4. Completion of the preliminary inquiry with indication of willingness to cooperate.
5. Most frequently mentioned key resources on the preliminary inquiry were automatically included.

Twenty jurors fitting the above criteria represented the following groups: eight teacher educators, five supervisors, five classroom teachers, and two state department officials.

The twenty jurors are listed alphabetically as follows:

Barich, Dr. Dewey F., President of Detroit Institute of Technology, Detroit, Michigan. Past-president of the O.I.A.A., 1948-1950.


Boyer, Robert, Cleveland, Ohio, Secretary of O.I.A.A., 1958-1962.

Deafenbaugh, Robert S., Newark, Ohio, Member of O.I.A.A. Executive Committee, 1958-1966, President, 1962-64.


Hare, Edgar, State Supervisor of Industrial Arts, Columbus, Ohio. Member of O.I.A.A. Executive Committee, 1956-60.
Haws, Dr. Robert W., Professor of Education, The Ohio State University, Columbus, Ohio. Charter Member of the O.I.A.A.


Olson, Dr. Delmar W., Professor of Education, Kent State University, Kent, Ohio.


Stark, Dr. Menzo H., Professor of Education, Wilmington College, Wilmington, Ohio. Member O.I.A.A. Executive Committee, 1948-52.

Swigart, Russell A., Bowling Green, Ohio. Member O.I.A.A. Executive Committee since 1963.

Tischendorf, E. W., Professor of Education (retired), Kent State University, Kent, Ohio. Member O.I.A.A. Executive Committee, 1951-54.

Waldeck, Philip S., Columbus, Ohio, State Supervisor of Industrial Arts, 1946-60; member O.I.A.A. Executive Committee, 1946-60.

Warner, Dr. William E., Professor of Education, The Ohio State University, Columbus, Ohio. Chairman, State Level Committee, 1933-1942.


**Treatment of the Data**

The procedure of treating the evidence involved weighing the data in terms of historical criticism, synthesizing, and interpreting.

Organizing the data into a meaningful historical essay depended on these three steps, however, the historical criticism refers also to a procedure applied to the study as a whole.
**Historical criticism.** There are three basic areas of concern in critically treating the data uncovered in historical research. First is the establishment of authenticity, referred to also as external validity. This attempts to answer such questions as: Are the documents original or fake? The discovery of forgery, fakery, and counterfeiting plays a big part in some types of historical research. No evidence in this study was of the nature to be suspected as to its authenticity.

The second area of historical criticism is the internal examination of data to establish credibility and accuracy. This was an important step in viewing correspondence, interviews, and reactions to the opinionnaire. The opinionnaire itself played a major role as an instrument for internal criticism. As reported in Chapter VII, the opinions expressed were in many cases strongly biased, at times representing opposite ends of the spectrum. The nature and qualifications of the jury provided a stabilizing influence. By forming a consensus and generalizations of the jury's reactions, the data took a credible form that could be incorporated in the study. This also provided guidelines with which to view the evidence in the form of documents and publications. Where possible, the accuracy of minutes and other documents were cross checked with News Letter accounts and correspondence of the period. The thumb indexed technique, described earlier, assisted in verifying events in addition to systematically examining the testimony.

The third phase of criticism was intended to nullify any intentional bias on the part of the writer that would be harmful to the profession and/or association. Each historian has his own concepts and attitudes that either consciously or subconsciously serve to influence
the interpretation of subjective data. The first step in control (total elimination is improbable and possibly undesirable) is to recognize the inevitability of bias. The next step is to set up a system of checks. In this study, four of the jurors were consulted at different stages and asked to read specific sections of the study. In addition, two of these jurors with a combined total of twenty-six years' experience on the Executive Committee read the body chapters in their entirety before the final drafts. Three other jury members reviewed the rough draft of the entire study. All of these were internal checks on the credibility of the study.

Synthesis and interpretation. Following analysis and examination of the information obtained from the various sources, a synthesis took place. This consisted of the arrangement of data to correspond with the topical outline of the body chapters, III, IV, V, and VI. Each chapter had a central theme, but the subheadings are all divided into separate topics. Within the topics, data had to be arranged in chronological order.

The final step of writing the history was to select which of the data to emphasize, delete, or subdue, in order to constitute a significant and interesting narrative. Kaplan (14, 367) calls this "colligation." (Explaining an event by tracing its relations to other events rather than listing successive actions as a bare sequence.) The jury reactions as reported in Chapter VII were advantageous in the interpretation of raw data and the explanation of events.
CHAPTER III

EARLY YEARS IN OHIO

The state industrial arts association in Ohio passed through three discernable phases. The first, which forms the basis of this chapter, was that period circa 1933 to 1942. During this time the Ohio Program was "tied closely to a scholarship or research program" (34, 59). More specifically, the leadership was centered in the graduate program of The Ohio State University. During the period 1942 to 1950, a transitional period saw much of the same leadership resources function within the structure of the new organization, the Ohio Industrial Arts Association. Growing pains were sharp in the late 1940's and were somewhat calmed by a shift in leadership to the public school personnel who developed a different type of state program. This third phase, ushered in about 1950, is more completely discussed in topical form in following chapters.

Existing Circumstances

During the years in which the seeds of professional organization were beginning to germinate, the economy of our nation was at low ebb. The Great Depression was having a profound effect upon the general operation of schools, but did not seem to dampen the groundswell of professional unity. Parrot and Kerns (15, 28) speak of the difficulty of training institutions in placing teachers during the early 1930's:

(a) Schools have not been adding Industrial Arts departments due to retrenchment programs necessitated by shrinking
school funds. (b) For the same reason, in many cases where teachers have been retired, their classes have been absorbed by the remaining teachers in the school. (c) Some schools have abandoned, temporarily, their entire Industrial Arts program in the name of economy. (d) Other larger schools have reduced their Industrial Arts personnel with the attendant increase in load on the remainder.

Factors such as the above undoubtedly contributed to apprehension and insecurity in the feelings of the industrial arts teacher in the field. This type of circumstance tends to emphasize the need for unity, leadership, and direction.

Early associations. Early mention of professional state associations can be found in Bennett (3, 505) where he cites the Illinois Manual Arts Association as being organized in February, 1904. Prior to 1933 there was no recorded activity of professional industrial arts organizations at the state level in Ohio, but significant happenings were already in progress. Elsewhere, the Western Arts Association and The Manual Arts Conference of the Mississippi Valley were already professional discussion groups of national stature.

Vocational education lost little time in forming professional associations. The Ohio Vocational Association was founded in 1922. The American Vocational Association was formally organized in 1925 after evolving from the National Society for the Promotion of Industrial Education (1906) and the Vocational Association of the Middle West (1914).

The emphasis on vocational programs throughout the 1920's had a negative effect upon the potential leadership in the area of industrial arts. In a 1939 article Warner (32, 6) spoke of this effect:

...some of the more promising men who had been working in these older fields were suddenly transferred to splendid new
positions made possible by the Smith-Hughes Act. It was inevitable that industrial arts as such should experience an age of professional darkness that persisted until the post-depression awakening.

Rawland (28, 9) was even more emphatic when he wrote, "Nothing even faintly resembling an industrial arts profession existed prior to the last depression . . ." He described the professional and social standing of the industrial arts teacher in those days as being on a rather low plane (28, 79):

He (the shop teacher) used the back door . . . he was a "silent partner" in the business of education. Yes, there were sectional and even state associations of shop teachers where quiet, almost surreptitious gatherings were held, but when general conferences of educators assembled, in their own schools, the shop teacher, shoes unshined and with paint under his finger nails, slipped unnoticed into a back seat.

This was the usual role of the industrial arts teacher.

District and regional groups. There was, for the record, a Drawing and Manual Arts Department of the Ohio Education Association as early as 1913 (2, 78). By 1928 this department no longer existed, but two of the eight departments then listed by the Ohio Education Association were those of Vocational Education and Applied Arts. An Industrial Arts Section was listed under the Department of Applied Arts. During these years the industrial arts teachers met together during the annual December meeting of the Ohio Education Association in Columbus. In the program of the December, 1932 O.E.A. meeting there was a listing for the Industrial Arts Education Department. Departmental status has been official for industrial arts in Ohio since that time.

During the early 1930's, Ohio probably had more industrial arts teachers than any other state. According to figures from a survey by Parrot and Kerns (15, 25), there were 1488 full-time shop teachers
in 1933-34. This total included vocational agriculture teachers. This study also referred to Fred C. Whitcomb's files which showed a total of 1945 teachers in Ohio (1688 full and part-time, excluding agriculture and art teachers).

By 1933 there was considerable grass roots activity in the form of industrial arts meetings. Evidence is found in The Ohio Prospectus (21, 9):

Ten Industrial Arts teachers' meetings occur each year in the state. These include the conference held at The Ohio State University each April, the state meeting of the OHIO EDUCATION ASSOCIATION at Christmas time, and the six district meetings of the Association in October, in addition to meetings of the Miami Valley Industrial Arts Association and the Ohio Valley Industrial Arts Association. While all of these meetings are devoted to Industrial Arts, they are entirely independent of one another.

The six district meetings referred to in The Ohio Prospectus (21) represented the districts of the Ohio Education Association, a relationship officially established in 1913. Bliss (5, 38) describes the nature of the district associations and their birth dates:

A characteristic aspect of the Ohio scene for many years has been the District Associations, originally called Sectional Associations ....

The beginnings of these associations--the original six of them--were in the 1870's with the exception of the Northwestern which was launched in 1869. The relatively recent creations are the Western Ohio Association, which split off from the Central Ohio Association in 1953, and the East Central, which was created from parts of the Eastern and Northeastern in 1959. The births of the others occurred as follows: Central, 1870; Northwestern, 1870; Eastern, 1871; Southwestern, 1874; Southeastern, 1878.

No recorded evidence was uncovered to describe the nature or extent of industrial arts gatherings at the district meetings of the early years. It is speculated that the programs varied between districts, were local in nature, and had only indirect bearing on the formation of a state-
level organization. Evidence that district associations of industrial arts teachers were active in the formative years of the state group can also be found in the October 5, 1940 minutes of the Industrial Arts Department of the O.E.A. Reports were made at the time from Southwestern Ohio Teachers Association, Northwestern Ohio Teachers Association, and Central Ohio Teachers Association. In recent years, some of the district groups have become rather highly organized and meet more than annually. Notable among these is the North Eastern Ohio Industrial Arts Association. This group has a constitution, executive committee, and well attended meetings.

Also mentioned in the reports of the October 5, 1940 meeting were the Cleveland Industrial Arts Club, the Greater Cincinnati Industrial Arts Club, the Miami Valley Club, the Montgomery County Industrial Arts Club, and the Cuyahoga County Industrial Arts Club. Notably missing was any report of the newly formed Midwestern Industrial Arts Association (8), however, it was less than a year old at this time.

The Miami Valley Industrial Arts Association was an all Ohio group centered in the Dayton-Oxford area (50). It was not politically bounded, and the meetings usually consisted of a one-day session with a speaker and an industrial trip. The area served by the Miami Valley Industrial Arts Association is that drained by the Miami River. Roughly speaking, it consists of the extreme southwestern portion of Ohio; north to Piqua; south to Cincinnati; west to the Indiana border; and east to Wilmington (76). Founded by Fred C. Whitcomb prior to World War I, the principal leadership has centered around Miami University, Wilmington College, and the metropolitan areas of Dayton, Middletown, Hamilton, and Cincinnati.
The Ohio Valley Industrial Arts Association, not entirely an Ohio organization, was centered in Southeastern Ohio and the Kanawha Valley of West Virginia (50). It was not particularly influential in the state-level activities of Ohio. Activities of this type of association were traditionally of a social or a fellowship nature.

Bowers (6, 14) also cites the Franklin County Industrial Arts Committee as being active in the years 1937 and 1938 with Kenneth G. Wise and Willis A. Whitehead as chairmen.

The Midwestern Ohio Industrial Arts Association consisting of twenty-two counties in northwestern Ohio has been active since it was organized in late 1939 (8, 7). This group adopted a constitution in January, 1940, and by December of the same year was recognized as an affiliate of the American Industrial Arts Association (7, 10). This is further proof that the professional interest of industrial arts teachers in Ohio was increasing just before the onset of World War II.

Emerging Leadership

Even without any organized professional efforts at the state level, pockets of leadership began to emerge. The most effective proved to be in Ohio, centered at The Ohio State University. The study by Perry G. Rawland (28) traces this story of leadership well.

Evidence of professional consciousness. Professor William E. Warner at The Ohio State University had already displayed evidence of professional awareness through the founding of Epsilon Pi Tau, the international honorary fraternity of the profession in 1929, the Annual Series of Industrial Arts Forums in 1931, and several research projects.
While these events were not directly responsible for the birth of a state industrial arts organization, they were an integral part of the scene. These were some of the circumstances and setting in the first years of the 1930's which spawned needs and goals demanding leadership at the state level. Bowers (6, 10) mentions in his study of 1937, "Real impetus for progress in Industrial Arts education in Ohio came only a few years ago when Industrial Arts people began to voice desires for an active and unified program." There was still no national program or organization, but the professional evolution seemed to progress from district, to state, to national levels.

A state organization. The culmination of need, interest, and desire for direction and leadership for industrial arts was reached in the formation of a state "steering" committee on December 7, 1933. On this date the State Committee on Coordination and Development of Industrial Arts Professional Interests in Ohio was officially recognized by the Ohio Education Association. One will find several shorter versions of this descriptive, but rather unwieldy, title in the literature, such as "The State Committee", "The Ohio Committee", "The State Steering Committee", and others. In this study the convenient term "The Ohio Committee" is used.

The members of The Ohio Committee were Frank C. Moore of Cleveland, Elmer W. Christy of Cincinnati, William E. Warner of Columbus (chairman), and Fred C. Whitcomb of Oxford. Whitcomb was ex-officio member representing the Ohio Education Association (program chairman). This committee established working relationships and official recognition from the State
Department of Education which was then (1934) under the direction of Dr. B. O. Skinner. Dr. J. G. Collicott was president of the Ohio Education Association. For the next seven years, or until World War II precluded any activity on the professional education scene, The Ohio Committee was to serve as an active and effective force in establishing and achieving goals for industrial arts education.

The Ohio Program

The overriding purpose of The Ohio Committee was to coordinate and develop all industrial arts interests in the state toward common goals. A master program of six phases was formulated.

The Ohio Prospectus. Number one priority was to "Draw together all Industrial Arts groups concerned with the development of a forward looking program in the state." A series of organizational meetings and developmental conferences were immediately initiated. Plans to publish The Ohio Prospectus by the fall of 1934 were carried out on schedule.

This publication was in the vanguard. It was an organized, scholarly description of the status of the profession as well as the needs, the bases, and objectives of industrial arts. A major portion of the book was devoted to "The Industrial Arts Program." The places that industrial arts occurs in our lives were discussed in terms of the many conventional types and levels of school programs and also the special programs for the handicapped and gifted. A final description included the ways that industrial arts surrounds us apart from the formal school. A last chapter listed the various content areas necessary for a comprehensive secondary school program. This was a foreshadowing of the
"Curriculum to Reflect Technology" which was to emerge after World War II.

Five thousand copies of the 100-page edition of The Ohio Prospectus were printed, and the supply was exhausted within four months. Each industrial arts teacher and each principal in Ohio received a copy. This was the first major step in the forming of a concerted program.

Professional cooperation. This phase included compilation of a directory of Ohio industrial arts teachers, a glossary of professional terms (the lack of common terminology was a hindrance to professional unity), and a program of cooperation with the State Department of Education and the Ohio Education Association.

This cooperation was evident by the sequence of several events. Among them were: the publication of The Ohio Prospectus in 1934, the initial conference on Industrial Arts Teacher Education in 1935, the establishment of exemplary centers in the public schools, the state-wide conference on "School-Shop Planning and Equipment Selection," the writing of the section on industrial arts for the Ohio High School Standards of 1937, and the program of up-grading Industrial Arts Teacher Education in 1939. At the first annual conference of the Ohio Industrial Arts Association on January 3, 1942, a research paper was presented by an Ohio State student. This contained data concerning terminology, types, combinations, loads, salaries, and teacher supply for Ohio industrial arts programs.

Curriculum development. This was approached to some degree by the actual publication of The Ohio Prospectus which gave us phase number three (21, 11):

Develop curricula based on techniques derived from professional objectives for various types and levels
of Industrial Arts, with essential elements for each, including teacher preparation.

Much of the work in this area took the form of research in the graduate program at The Ohio State University. Whitesel states (34, 166): "the state program is very closely related to the graduate school of Ohio State University where many of the industrial arts teachers are working on advanced degrees." The development of manuals and guides for elementary and secondary schools was never fully realized under The Ohio Program.

Conferences regarding teacher preparation were undertaken with success. An initial study conference sponsored by The Ohio Committee was called by Dr. B. O. Skinner, Director of Education, on July 22, 1935 (30, 1). During the school year, 1936-37, an informal questionnaire revealed inconsistencies and need for reconstruction in the state industrial arts teacher education program (30, 3). In 1939, William D. Stoner served the State Department in the capacity of inspector to make an appraisal of the preparation program in Ohio. The efforts to improve curricula were closely related to teacher certification and culminated in an "Industrial Arts Teacher Education Clinic" held in Columbus on March 18, 1940 (30, 85).

The "New Curriculum to Reflect Technology" was developed at The Ohio State University in 1946-1947, but was not a part of The Ohio Program in this context.

Certification. The Ohio Prospectus (21, 12) had as the fourth phase to "Assemble data for a program of teacher certification." This was done, as mentioned previously, through the conferences of 1935 and 1940, the survey of 1936-37, and the appointment of an inspector of the
teacher education programs. The factor that needs to be mentioned here is The Ohio High School Standards 1937.

The Standards were written and considerably up-graded by The Ohio Committee on the request of the State Department of Education. During a radio report of accomplishments in Ohio, given by Dr. William E. Warner on June 19, 1940 (28, 230), he mentioned the release of the revised standards:

This statement was wisely written to stimulate and give direction to the modern program instead of standardizing it. Also, the statement provided for doubling the minimum requirement from one to two units of Industrial Arts offerings for graduation and recommended that four units be developed.

Note that The Ohio Prospectus, pilot models in Ohio, and The Ohio High School Standards 1937 all were in advance of the programs of the training institutions. Stoner found (30, 4),

In the light of the preliminary survey of 1936-37, no Industrial Arts teacher education program in the state provided either curriculum or facilities adequate to prepare teachers for the program required by the State Department for the public schools.

The Ohio Committee directly attacked this situation with a professional workshop, the "Industrial Arts Teacher Education Clinic" on March 18, 1940. This was attended by the industrial arts faculty and deans of seven Ohio colleges, four members of the State Department of Education including the director and the certification officer, plus a representative group of five county and five city administrators. There was a morning, an afternoon, and a dinner session.

In writing of teacher education and certification, Rawland reviews the outcomes of these activities (28, 115):

Three definite results are clearly discernable from the combined efforts of Stoner, the State Department of Education,
and the State Committee on industrial arts. The first was a redefinition and enforcement of Ohio's certification requirements for industrial arts teachers, so as to make them consistent with the now widely accepted philosophy of orientation. The Cleveland Conference on Teacher Education was a second outcome of the leadership program. This conference was held in conjunction with the 1939 Convention of the American Association of School Administration. A third outcome of Ohio's teacher education researches are seen in their being brought to national attention for a second time in two years. Milwaukee was the scene when Stoner, speaking under auspices of the American Industrial Arts Association, reported at the February, 1940 meeting of the American Association of School Administration.

Certification was certainly one of the major focal points in The Ohio Program of 1933 to 1941.

Organization and administration. The fifth phase of "The Ohio Program" in the 1930's was to (21, 12):

Analyze and present various problems of organization, supervision, and administration concerning the development of industrial arts in:

1. Elementary schools
2. Secondary schools
3. City systems
4. Teacher preparation
5. State
6. Special programs

Pilot model programs in the public schools played a large role in working toward the objectives of this phase. Whitesel praised the efforts of Ohio in this respect (34, 187):

The Ohio Committee has sponsored experimentation in teaching methods and administrative organization in certain schools set aside as experimental centers. No other state has come near to meeting the criterion of research and experimentation in teaching methods and administrative organization. The one state which has been continuous in its study of physical plants and laboratories is Ohio. Extensive research has been carried on there under the Ohio Committee since 1933 and cooperation with school administrators as well.
Bowers also describes some of these activities (6, 13):

Through the efforts of the State Committee and the cooperation of the State Department of Education, $3250 was appropriated from state funds to establish exemplary centers at Grove City and New Albany. Franklin County was officially designated as an Industrial Arts developmental center for the entire state and the State Committee for Industrial Arts was asked to supervise the work of planning and installation.

More than 700 people from 25 states visited the Grove City Laboratory of Industries during 1936-1937.

Between the years 1934 and 1939 numerous county and city developmental and exemplary programs were sponsored by The Ohio Committee. The graduate program at The Ohio State University has fostered pilot models from 1929 to the present, but the five years cited were years of concentrated efforts in cooperation with the State Department of Education as part of "The Ohio Program."

A state-wide conference in 1936 was also devoted to these problems, specifically shop planning. An M.A. thesis by Victor Lee Bowers in 1937 (6) evaluates this conference. The conference, which might be called a forerunner of today's O.I.A.A. annual convention, was held on the O.S.U. campus Saturday, August 22, 1936. It had as its central purpose the acquainting of professional and public groups with the industrial arts program. There was even a half-hour radio broadcast from the conference. Highly publicized beforehand, the conference drew 380 registrants and included $40,000 worth of exhibits shipped in by over seventy manufacturers (6, 68). Some commercial exhibitors were present, but the majority of displays were manned by graduate students. A no sales and no sales talk policy was in effect, although Bowers states that "Selection had been made in some cases . . ." (6, 62).
This conference was unique and highly successful according to Bowers' study (6). He quotes Dr. G. H. Reavis, Director of Instruction for the State Department of Education, on April 19, 1937 as saying (6, 87):

...At present a new Ohio High School Standards is being written and this manual will contain a section on Industrial Arts. In view of the cooperative manner in which the standards are being written, it seems highly probable that these standards will reflect in some measure the general thoughts of the conference on last August 22 at Ohio State University. Dr. William E. Warner of Ohio State University is the Chairman of the Committee which undertook the task of writing the section on Industrial Arts for the Ohio High School Standards.

The leadership of "The Ohio Program" used the state-wide conference, pilot models, and graduate studies to promote industrial arts and provide patterns for its organization and administration.

Long range development. The last phase of The Ohio Program looked ahead to continued professional growth and coordination (21, 12).

In general, to develop a long-time program involving stronger teachers' meetings and the preparation and dissemination of professional literature concerning Industrial Arts addressed not only to teachers, but to superintendents of schools and other controlling groups for purposes of developing Industrial Arts at all times along unquestionably valid lines.

The writers of The Ohio Prospectus, by the inclusion of this summarizing sixth phase, displayed foresight and understanding in the realization that this was only the beginning of a long range program. It was a program that would necessarily involve the teachers in a stronger organizational sense than had previously existed. The minutes of the October 5, 1940 meeting of the Industrial Arts Department of the Ohio Education Association are testimony to the progress in bringing the various clubs and district associations closer to a unified program.
The Ohio Industrial Arts Association

When one traces the events in industrial arts at the state level, it appears that the Ohio Industrial Arts Association evolved as a logical extension of The Ohio Committee and the implementation of The Ohio Program. After being stymied by war-time problems and then going through a transitional period, the association was to become a different type of organization. At the beginning in 1940, however, The Ohio Program simply began to pursue the objective of coordination within a new structure.

The founding. The Ohio Education Association's annual conferences in Columbus during the Christmas Holidays provided the setting for several leadership conferences in industrial arts. During these meetings in the late 1930's, the feeling for a larger organization with greater representation as implied by The Ohio Prospectus (21, 12) became stronger. In the radio report by William E. Warner, June 19, 1940, on accomplishments in Ohio, it was stated (28, 230):

...Extension in 1940 of the Ohio Committee on Industrial Arts Education to include an urban and a county system school teacher from each of the six districts of the state in addition to state department, state education association, and other leaders. This move has served to extend the representation and work of the committee into every section of the state and should serve materially to clarify and extend the state program.

The idea of an expanded committee was suggested at the 1939 O.E.A. Christmas conference, but was not really put into effect until after the structure of the Ohio Industrial Arts Association was established. Even then it was considerably modified by having the presiding officers of the district associations serve on the Executive Committee.

A key meeting of the Industrial Arts Department of the Ohio Education Association was held on October 5, 1940 in Hearing Room No. 3
of the State Office Building in Columbus (88). Leslie E. Frye presided. Twenty-five men were present. Excerpts are quoted here to show the discussion pertinent to the forming of a stronger teachers' group (88).

Mr. Frye spoke of the need for raising the standards of the profession and of the need for leadership in the state. He reminded those present of a motion made at the Christmas meeting of the Industrial Arts Department to increase the membership of the State Committee by having two representatives of each association elected to serve on the State Committee. [The Ohio Committee]

Following Frye's remarks, which set the tone of the meeting, there were short reports from district and regional groups. Significant discussion followed relative to a representative group:

The group discussed the advisability of electing a rural and an urban representative by the District Associations. It was agreed that this should be done. One member to be elected for one year and one member for two years.

A disproportionate section of the historic set of minutes is devoted to concern over pending federal legislation and the need for official representation of industrial arts teachers. This paragraph is quoted in its entirety:

Mr. Christy was called upon to report on the National Defense Program. He told of being in Pennsylvania during the summer and hearing Mr. L. A. Dennis speak before a group at Penn State University. Mr. Dennis told of a bill before Congress or being prepared that would place Industrial Arts under the control of the Vocational Group. Mr. Christy went to Washington to find out all he could about the proposed bill and had conferences with Dr. Studebaker, Dr. Goodykoontz, and others to find out all he could regarding the bill. Dr. Warner had joined Mr. Christy in Washington for these conferences. They (Dr. Warner and Mr. Christy) pointed out that there were over 25,000 industrial arts teachers in the country and only about 7,000 Trade and Industry Teachers and that it did not seem reasonable to put the control of the Defense Program in the hands of the Vocational people. At the present time little is known of the progress of the bill but it is known that a recent bill has placed seven and a half million dollars in the hands of Dr. Studebaker to be used in the educational program. There is a struggle for the control of the program. This struggle is between the school system and the Federal Agencies that have
been set up for the education of post school age people. In view of this development it seems highly desirable that a strong organization of Industrial Arts Teachers be formed immediately.

The last sentence seems to confirm that a final impetus was needed to establish a state organization of industrial arts teachers. Although there was no further mention of the above situation in subsequent meetings, it provided the stimulus to carry out official organization procedures.

The legislation referred to was probably Public Law 668, Vocational Education for National Defense enacted in 1940. Congressional appropriations were administered by the U. S. Office of Education. Using vocational schools, the largest phase of the program trained production workers for war jobs. Immediately following the close of World War II the V. E. N. D. law was abolished.

After Christy's legislative report, there was considerable discussion of organizing. The consensus of the group was that the unification of local groups and the formation of a state industrial arts association was highly desirable. Any new organization should be of broad scope yet within the framework of either the Ohio Education Association or the National Education Association. Mr. Whitehead was appointed to explore the constitutional situation relating to the O. E. A.

This meeting will have to be recorded as a pivotal point in the history of industrial arts in Ohio.

The next meeting, January 4, 1941, though historic, was involved with more of the routine details of organization. At this meeting, the approval of the O. E. A. was reported. Mr. Whitehead moved and Mr. Robert W. Haws seconded the resolution to form an Ohio Industrial Arts Association as a department of the Ohio Education Association. A
constitution had been prepared for the occasion, and after discussion of certain articles, it was adopted tentatively with the provision of a wide study and careful revision. Immediately after the adjournment of the departmental (association) meeting, the Executive Committee held a session to modify the composition of the committee to include five members-at-large.

Thus, the founding of the Ohio Industrial Arts Association was virtually a routine matter. The actual dynamics of the situation and the culmination of the influencing factors took place three months earlier.

Initial operations. In addition to the January, 1941 meeting, the O.I.A.A. met in only two annual sessions prior to war-time curtailment; January 3, 1942 and December 30, 1942. Both sessions followed the traditional pattern of the O. E. A. departmental meetings; the founding of the new association created little visible change in the nature of the industrial arts meetings. The Executive Committee held its annual caucus on the evening prior to the two Saturday sessions mentioned above.

The power structure also remained virtually unchanged. The new constitution allowed the Executive Committee to choose its own chairman and also to serve as the nominating committee for selecting officers. This arrangement permitted the leadership of The Ohio Committee to guarantee its perpetuation if it so chose. This was to become a point of contention during the transitional period after the war, when the association began to rapidly expand and the need for greater sophistication in its operational structure became apparent.
Summary

Many circumstances of the 1930's decade interacted to spawn the Ohio Industrial Arts Association. The early depression years fostered the need for unity, leadership, and direction in the education profession. The existing structure of the Ohio Education Association provided a means of industrial arts teachers airing their concerns and observing developments in the field through discussion at annual meetings. A sub-structure of the body, the district associations, further developed these concerns and began to expose potential leadership. Regional associations and city clubs were being formed. These helped in providing the elements of communication and representation. The potential industrial arts leaders in a sense were looking for a vehicle of leadership.

At The Ohio State University, a graduate industrial arts program emphasizing leadership was being developed during the same decade by William E. Warner. The group at this university recognized the needs of the profession. Geographical location aided the implementation, as Columbus was also the site of Ohio Education Association headquarters and meetings, as well as the seat of the State Department of Education operations. The first effective state industrial arts organization in Ohio was The Ohio Committee formed on December 7, 1933. Composed of Christy, Moore, Warner, and Whitcomb, this group could act officially through established relationships with the State Department of Education and the Ohio Education Association.

The outstanding contribution of The Ohio Committee was the planning and implementation of The Ohio Program. This consisted of publishing The Ohio Prospectus (21) in 1934; the Industrial Arts Teacher Education
Conference of 1935; the state-wide conference on "School Shop Planning and Equipment Selection" in 1936; the establishment of pilot programs and exemplary centers; the writing of the Industrial Arts Section of the Ohio School Standards in 1937; and the appointment of an Inspector for Industrial Arts Teacher Education programs. The Ohio Program was successful. The Ohio Committee and the industrial arts graduate center at The Ohio State University formed an effective and flexible vehicle for the promotion of industrial arts interests in the state. As professional enthusiasm was aroused in the public school personnel, the industrial arts teachers began to feel an increased need for representation and participation in the happenings of the period. This resulted in requests to expand The Ohio Committee to include representatives from both county and urban schools in the six districts of the Ohio Education Association.

In the fall of 1940, the interest in a representative association reached a climactic point at the industrial arts departmental meeting of the O. E. A. The stage was well set by discussion of forming a more highly organized group of teachers. Awareness of pending federal legislation provided the impetus for action in carrying out organizational proceedings. The Ohio Industrial Arts Association was formed on January 4, 1941, with the tentative adoption of a constitution, as a department of the Ohio Education Association and as an affiliate of the American Industrial Arts Association. The Ohio Committee continued to be the main power structure for industrial arts by serving on the Executive Committee of the newly formed state association.
CHAPTER IV

STRUCTURE OF THE ORGANIZATION

This chapter describes how the Ohio Industrial Arts Association works and the guidelines that the Executive Committee follows. Subsequent chapters (V and VI) will explain the nature of association projects and activities. A review of the constitutional base and organizational relationships forms the introduction to discussion of the functioning of the Executive Committee, the business practices that have been followed, and the sources for the economic support of the association.

Formal and Informal

The constitutional structure of the Ohio Industrial Arts Association has been relatively stable. There has been one major revision, in 1950. The essential changes are discussed in this section. Amendments have been rare. The story of affiliations and resulting organizational relationships is at times confusing, but usually directly related to the constitutional structure.

The original constitution. The first constitution was tentatively adopted at the January 4, 1941 meeting with the entire group acting as a committee. This group was the Industrial Arts Department of the Ohio Education Association at the opening of the meeting and during the program.
However, at the close of the business session after adopting a constitution, the meeting adjourned as the Ohio Industrial Arts Association. According to the minutes, there was considerable discussion on the various Articles of the proposed constitution, and to expedite the situation, the unique move for "tentative adoption" was enacted. Following the meeting, the Executive Committee met to work out some more of the details to form a permanent constitution. No copy of this original constitution was to be found.

At the next meeting of the association, with William E. Warner presiding, business item Number Seven was the report of the Whitehead Committee on Constitution Revision, presented by Roy F. Deal. This was Saturday, January 3, 1942. A prefatory note was attached to the circulated copy of the proposed constitution, and it is conceivable that the accurate wording of circumstances had much to do with the acceptance of the constitution. With little discussion and minor changes, the constitution was unanimously adopted.

The 1950 Revision. The 1950 Revision of the O.I.A.A. Constitution was a major one. Reactions of certain members who had been sensitive to the structure of the new organization began to culminate in the spring of 1948. There was a growing feeling that the teacher educator group and the industrial arts people in one or two major cities were perpetuating control of the association. Teachers, particularly those in the county systems, were desiring greater representation. The association was about to experience some growing pains caused by grassroots interest that would eventually be a major factor in the growth and stability of the association. Two significant happenings were recorded at the April 17, 1948,
annual business meeting. First was the appointment of a constitution committee composed of David Wherry, Cincinnati; Robert E. Smith, Ohio State University; and William D. Stoner, Miami University. This committee was (according to the wishes of the Executive Committee) supposed only to delete Article IV, Section B, Sub-section 5, dealing with the presidents of affiliated organizations having a seat on the Executive Committee. The second incident caused considerable heated argument. It seems that the Executive Committee had recommended the extension of another two-year term for the present five members-at-large. This was perfectly legal under the constitution, but hindsight showed that it was not a politic move. Some members contended that nominations from the floor should be allowed; also an acceptable procedure under the constitution. After four nominations from the floor were accepted and a secret ballot cast, Merle Leggett of Medina was elected as the first county teacher representative. Others were D'Arthur Bricker of Cincinnati; Frank Moore, Cleveland; William D. Stoner, Miami University; and William E. Warner of Ohio State University.

A major revision of the constitution was in the offing, as at the March 24, 1949, Executive Committee meeting "the president was authorized to appoint a new Constitution Committee to make a study of and revise the entire Constitution and to make their [sic] report during the following year." At the business meeting on the following day, President Dewey Barich appointed the following men to a new Constitution Committee: Robert E. Smith, Ohio State University; Dwight Spayth, Bluffton; Roland Torgerson, Bowling Green State University; and William R. Mason, Cleveland (chairman).
This new committee reported to the Executive Committee the next fall and the proposed revision of the constitution was discussed in detail before it was approved to go to the floor of the next business meeting. One entry in the minutes is worth note at this time (Sept. 24, 1949).

Article VI ORGANIZATIONAL RELATIONSHIPS, did not receive favorable vote by William E. Warner. It was his opinion that we ought to maintain at least affiliation with the National Education Association. It is his opinion that this would carry out a consistent policy from the state to national level. The majority opinion held that the Constitution should be so written as to permit professional affiliation with any recognized National Education organization or association having as a major purpose the fostering and promotion of industrial arts education.

In effect, this change in the revised Constitution disaffiliated the O.I.A.A. from the American Industrial Arts Association in the opinion of some people. Thus began some of the confusion alluded to elsewhere in this chapter. At the February 24, 1950, business meeting, the new constitution was adopted by unanimous vote.

Review of basic constitutional changes. As one reads the purposes of the original 1942 Constitution and compares them to the purposes of the 1950 Revision, only one change is evident. Section B. reads: "To stimulate and evaluate the professionalization of industrial arts teaching." (1942) In the revision, the same section reads: "To stimulate and encourage . . . ." (1950)

An addition to the 1950 Constitution was Article III, RIGHTS, POWERS, AND RESPONSIBILITIES. This article showed foresight on the part of the writers in that it claimed all the rights, powers, and privileges given to corporations by common law. However, it was to be another three
years before the association would be legally incorporated.

The original constitution under Article III, MEMBERS, Section D. Life, provided for life membership in terms of paid up dues with no relationship to honorary status. The 1950 Revision provided for the life membership upon retirement and called it an "Honorary Membership." In 1960 a constitutional amendment further changed this section by providing a Life Membership and an Honorary Membership.

The officers originally consisted of the president, vice-president, and secretary/treasurer. In 1950 this last office was divided into two separate responsibilities. During the election at the business meeting in 1954, a situation arose that was not covered by the constitution. The election for vice-president between Ernest Stotler and Joy Mohrhardt resulted in a tie. In a resourceful move, President F. Theodore Paige named Stotler, vice-president in charge of program, and Mohrhardt, vice-president in charge of exhibits.

The composition of the Executive Committee is another area that has undergone basic changes. In a move to promote better representation and unity, the 1950 Constitution specified that the four members-at-large represent each of the following types of programs: City, Exempted Village, County, and Industrial Arts Teacher Education. Representation was also guaranteed to the several Industrial Arts Sections of the O.E.A. districts. The original constitution called for the presiding officer of these district associations to be on the Executive Committee, but the revision implied that this should be a separate representative. Presidents of all affiliated organizations were also part of the Executive Committee according to the original 1942 version. This was deleted by an amendment
at the March 25, 1949, annual business meeting. The continuity of leadership was improved by the addition of the immediate past president to the Executive Committee in the 1950 Revision.

The original constitution mentioned a Standing Committee on Field Service; one of the stated duties of the vice-president was to serve as chairman. This committee was abolished in 1950 when the responsibility was not mentioned in the new constitution.

The last major change between the two constitutions involved the national affiliations under ORGANIZATIONAL RELATIONSHIPS. The 1950 constitution permitted affiliation with any national organization having as a major purpose the fostering and promoting of Industrial Arts Education. The 1942 constitution only maintained affiliation at the national level with the American Industrial Arts Association.

Affiliations. The Ohio Industrial Arts Association became a department of the O.E.A. on the very first day of its official existence (January 4, 1941). In 1928 the Ohio Education Association consisted of eight departments, one of which (Applied Arts) contained a section for Industrial Arts (5, 31). In the December, 1932, program of the O.E.A. Annual Convention, there was a listing of the Industrial Arts Education Department. The O.E.A. Executive Committee minutes of March, 1935, stated: "the request of the Industrial Arts Department for a definite allocation of funds was deferred," thereby, recognizing the existence of this department. This is significant because in 1935 a revision of the O.E.A. constitution recognized all departments and sections which presented programs at O.E.A. meetings in 1934 or 1935, as existing departments. This constitution further granted the right of these departments
to elect officers, present programs, and carry on activities not inconsistent with O.E.A. policies (5, 40). Therefore, the group that met in January of 1941 as the Industrial Arts Department of the Ohio Education Association acted in a proper framework when they adopted the proposed constitution of the Ohio Industrial Arts Association as a Department of the O.E.A. In fact, the group had sought counsel from the O.E.A. and explored its constitution. After correspondence from Walter Bliss, Executive Secretary of O.E.A., was read at the January 4, 1941, meeting of the Industrial Arts Department, the resolution was passed to form an Ohio Industrial Arts Association as a department of the O.E.A.

As a department of the Ohio Education Association, the O.I.A.A. has no official delegation to the Representative Assembly of that body. It receives the minimum yearly financial grant given to the majority of other O.E.A. departments. The O.E.A. has attempted to strengthen liaison with its twenty-four departments. An O.E.A. Structure and Services Committee met in November of 1962 and then sponsored a workshop in March, 1963. Albert R. Squibb represented the O.I.A.A. and reported at the March 20, 1963, Executive Committee meeting. Another significant step in clarifying the relationship between the two organizations has been the formation of the Ohio Council of Departments, "The Presidents' Council." This was authorized on November 11, 1965. Among the purposes of this council are to improve and promote services and departmental programs (63). It is also the practice of the O.E.A. to invite two departmental representatives to the August Leaders Conference. The O.I.A.A. has participated in the Presidents' Council since its exploratory meeting in 1964 and the August Leaders Conference since 1962.
In regard to national affiliations, Article V, ORGANIZATIONAL RELATIONSHIPS, of the January 3, 1942, revision of the O.I.A.A. constitution, contained four sections:

1. Local. Local industrial arts organizations in the state may affiliate with this Association as provided in the By-Laws.

2. District. This Association shall include the industrial arts sections of the district education associations defined by the Constitution of the OHIO EDUCATION ASSOCIATION.

3. State. This Association shall maintain departmental affiliation with the OHIO EDUCATION ASSOCIATION.

4. National. This Association shall maintain professional affiliation with the AMERICAN INDUSTRIAL ARTS ASSOCIATION.

These sections remain in the constitution today with the exception of section 4 which was amended in the 1950 Revision. Section 4 of Article VI now reads:

This Association may maintain professional affiliation with any recognized national educational organization or association having as a major purpose the fostering and promoting of Industrial Arts Education.

It appears that this constitutional change was initiated primarily to facilitate affiliation with the American Vocational Association.

Frank C. Moore of Cleveland, Ohio, was president of the A.V.A. at this time and also on the Executive Committee of O.I.A.A. The Executive Committee minutes of December 17, 1949, reveal the beginnings of confusion, concerning affiliations, that were to linger for over two years.

Moved by Mason, seconded by Leggett--that the Executive Committee recommend at the annual business meeting of the Association at the February, 1950 Convention that the Ohio Industrial Arts Association affiliate with both the American Industrial Arts Association and American Vocational Association. Discussion in connection suggested that Frank Moore, Cleveland, and Arthur D. Bricker [D'Arthur Bricker], Cincinnati, be invited to speak at the convention to the subject of affiliation with their respective association.
After debate, this was moved and passed at the 1950 business meeting. Thus the association was faced with the problem of what procedures to follow in becoming officially affiliated with two national organizations, one of which it was already supposedly an affiliate (A.I.A.A.). Evidence of the A.I.A.A. affiliation includes the listings in the "Advance Copy" of the 1947 American Industrial Arts Association Convention Program, the official 1945 Program of the Ohio Industrial Arts Association, official letterheads of 1947 used by John A. Whitesel, President of the Ohio Industrial Arts Association and in charge of affiliates for the American Industrial Arts Association.

Over a year after the decision at the February, 1950, business meeting, Frank C. Moore, acting as past-president of A.V.A., requested a letter explaining how the O.I.A.A. was affiliated with the A.V.A. The Executive Committee had been under the impression that no further action was needed after the motion of February 24, 1940. This inquiry by Moore led to the appointment of an affiliation committee on March 16, 1951, which was directed to clarify the situation. This committee chaired by William R. Mason reported at the September 22, 1951, meeting of the Executive Committee:

... the A.V.A. and the A.I.A.A. required a resolution indicating a desire of the organization to become affiliated and a list of ten members who were also members of the organization with whom affiliation was desired. The thought was that the O.I.A.A. would become the collecting agency for memberships of all three organizations.

In separate motions it was passed to meet the requirements and affiliate with both the A.V.A. and the A.I.A.A.

Other relevant notations in the Executive Committee minutes include a report on December 15, 1951, that application for affiliation with both
the A.I.A.A. and the A.V.A. "have been accepted and the O.I.A.A. was now affiliated." A subsequent report, March 28, 1952, indicated that affiliation procedures were complete and the O.I.A.A. members could join both national organizations at reduced rates.

The Ohio Supervisors. Feelings for the need of a supervisors' meeting were expressed to State Supervisor, Philip S. Waldeck, prompting him to call a meeting for November 19, 1954. An initial letter from Waldeck's office in October resulted in twenty men being present at the Ohio Union in Columbus for the first meeting. Richard O. Knight of Columbus chaired the morning session, while the afternoon program was led by William R. Mason of Cleveland. The format of the meeting was very informal with discussion of trends and common problems. Certain agreements were reached. Among them was the decision not to organize formally as a group, and a second decision was to hold two meetings a year. The spring meeting was to be in conjunction with the O.I.A.A. convention while the fall meeting would be hosted by a different supervisor each year.

Subsequent Fall meetings.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>Dayton</td>
<td>E. J. Robinson</td>
</tr>
<tr>
<td>1956</td>
<td>Toledo</td>
<td>Joy Mohrhardt</td>
</tr>
<tr>
<td>1957</td>
<td>Warren</td>
<td>W. K. Dunton</td>
</tr>
<tr>
<td>1958</td>
<td>Sandusky</td>
<td>Darwin J. Laessle</td>
</tr>
<tr>
<td>1959</td>
<td>Kettering</td>
<td>R. S. McAllister</td>
</tr>
<tr>
<td>1960</td>
<td>Parma</td>
<td>J. Herbert Detrick</td>
</tr>
<tr>
<td>1961</td>
<td>Cincinnati</td>
<td>D'Arthur Bricker</td>
</tr>
<tr>
<td>1962</td>
<td>Columbus</td>
<td>Richard O. Knight</td>
</tr>
<tr>
<td>1963</td>
<td>Cleveland</td>
<td>William R. Mason</td>
</tr>
<tr>
<td>1964</td>
<td>Akron</td>
<td>George Wetzel</td>
</tr>
<tr>
<td>1965</td>
<td>Ohio University</td>
<td>Jim Bickel and Robert S. Deafenbaugh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Donald E. Perry (host)</td>
</tr>
</tbody>
</table>
During each year there was a meeting at the convention with the chairman of the previous fall meeting presiding.

While the Ohio Supervisors of Industrial Arts have never formally organized and recognize no official affiliations, there has always existed a close relationship with the Ohio Industrial Arts Association. Many of the members of this group are and have been active in various phases of the Ohio Industrial Arts Association.

The programs at the supervisors' conferences have ranged from speakers, to school trips, industrial trips, round table discussions, and demonstrations. The informal nature of the organization has not prevented its influence from being effective on the Ohio Industrial Arts Association. Notable instances include the encouragement of a state level committee (Warren meeting, 1957 and 1958 convention session) and the resolution promoting the seven curriculum guides at the 1962 convention. While the supervisors' organization has never had official representation on the Executive Committee of the O.I.A.A., there have usually been members (often the City Representative) present to serve as liaison.

The Ohio Supervisors of Industrial Arts currently number over fifty with an approximate attendance at the fall meetings ranging from twenty to twenty-five. Records from the group are incomplete. Minutes do not exist from many meetings.

Teacher Educators. In an interview with William E. Warner (50), it was learned that the teacher educators of industrial arts in Ohio had conferences as early as 1933. The group meets once each year and the turns
for hosting are taken in alphabetical order. Participating institutions include:

- Bowling Green State University
- Central State College
- Kent State University
- Miami University
- Ohio Northern University
- The Ohio State University
- Ohio University
- Wilmington College

The teacher educators have no formal organization, dues structure, or stated guidelines for operation, and have consistently resisted any suggestions from within to change from an informal discussion group.

There has been little evidence of direct relationship to the Ohio Industrial Arts Association. There is a teacher education representative on the Executive Committee, but he is elected by the membership at large for a four-year term. This representative serves as liaison between the two groups.

The Executive Committee

The Executive Committee is meant to be a representative and democratic body, representing not only different geographical sections, but different sized communities, and both secondary and higher education, plus the State Department of Education. It is the governing arm of the Ohio Industrial Arts Association.

Composition. The members of the Executive Committee can be divided into three official groups: elected officers, elected representatives, and ex-officio members. The elected representatives can be further divided into the district representatives and the members-at-large.
The make-up of the committee is illustrated below:

**OFFICERS:** President  
Vice-President  
Secretary  
Treasurer

**MEMBERS-AT-LARGE:** Teacher Education Representative  
Exempted Village Representative  
City Schools Representative  
County Schools Representative

**DISTRICT REPRESENTATIVES:** Eastern District  
Central District  
Southeastern District  
East Central District  
Southwestern District  
Northeastern District  
Western District  
Northwestern District

**Ex-officio:** Immediate Past President  
State Supervisor

The positions of school exhibits manager, commercial exhibits manager, publicity chairman, and **News Letter** editor were traditionally appointed from the committee. However, in recent years the practice of appointing a man to these positions who has had some experience in assisting with them for two years, has resulted in a different situation. These positions are often filled by a competent individual who sits on the committee but has no constitutional right to take part in the official business of the meeting. This situation, though awkward, has not hampered the operation of the committee to any visible extent.

**Constitutional responsibilities.** Article V, OFFICERS, Section E. Responsibilities, of the 1950 Constitution lists the essential duties of the four officers. In item number five, the main tasks of the Executive Committee are given:

1. The President shall have general administrative responsibility for the program of the Association. He shall preside at all
meetings of the Association and the Executive Committee. He shall execute or administer the execution of all policies, programs, or instructions adopted by the Executive Committee.

2. The Vice-president shall act as president in the absence of the president, shall serve as parliamentarian, and shall perform all other duties assigned to him by the president or the Executive Committee.

3. The Secretary shall keep a true and complete record of the proceedings of all meetings of the Association and of the Executive Committee. He shall keep a record of the membership, both past and present. He shall conduct such correspondence and fulfill such other duties as the Executive Committee shall assign.

4. The Treasurer shall receive and collect all monies due the Association and act as the custodian thereof. All monies disbursed shall be by checks signed by the President and the Treasurer. Expenditures made shall be according to the policies approved by the Executive Committee. The Treasurer shall keep a true and accurate record of all monies received and disbursed, and shall submit an itemized report of same, which shall be available for audit, with vouchers, to each annual business meeting of the Association and to the Executive Committee upon its demand. Following a conference with the President, he shall submit to the Executive Committee, at least thirty days before each annual business meeting, a proposed budget of the expenditures.

5. The Executive Committee shall initiate and determine, or define, the policies of this Association, and authorize their execution. It shall fix the time and place for holding all regular meetings of the Association in accordance with the provisions of Article VII. It shall appoint the requisite number of delegates and alternates to the Annual National Educational Conventions of all affiliated associations. In case the delegate and the alternate cannot serve, the president, as chairman of the Executive Committee, shall appoint a delegate. It shall revise and/or approve the annual budget and submit the same to the annual business meeting for adoption.

This, and the original constitution that preceded it, comprised the only officially recorded source for determining the duties of the Executive Committee.
Traditional responsibilities. Accepted practice was, and still is, for the officers and especially the appointees to pass on information to their successors concerning duties and responsibilities. In some cases this information has been in the form of a scrapbook, such as in school exhibits. In other situations a very detailed list of duties and a timetable have been given to the new man. This has been done in commercial exhibits.

The problem of communicating the varied responsibilities to new committee members became increasingly evident to the Executive Committee. When Robert Boyer made his motion in March, 1958, "that the new Executive Committee work on a booklet containing a list of the duties of the officers of the O.I.A.A. and to include the constitution . . . ." it carried with little discussion. The committee lost little time on this project, and on October 11, 1958, copies of the new manual were distributed to the committee by President Richard O. Knight. The various duties were compiled from lists turned in to President Knight from members of the Executive Committee. The lists were divided in several ways and ranged in length from three responsibilities of the teacher education representative to twenty-seven for the commercial exhibits manager.

A prefatory statement and history listed in the index were never completed for this manual. Specific duties were listed for the four officers, the district representatives, members-at-large, and the appointed positions of News Letter editor, commercial exhibits manager, school exhibits manager, and publicity chairman. The past-president and the State Supervisor were somehow omitted. Room was provided at the end of each list for additions and notes. The last five pages of the
eighteen-page mimeographed booklet contained the latest revision of the Constitution and By-Laws (1950). The 1958 Manual has much information that is still pertinent. However, many of the duties no longer exist or have been changed, especially in regards to certain convention details.

Operating Procedures

A review of the minutes of both the Executive Committee meetings and the business meetings, revealed that the bulk of business procedures, decisions, and actions were carried out within the framework of the Executive Committee. Other necessary action such as the election of officers is normally handled through the business meeting at the annual convention. There are other situations that may call for special meetings. Committee work, representation, and liaison with other groups also are essential to effective operation. Expenses are inescapable as a part of operating procedures. The working policies governing this facet is discussed last.

Meetings. The Executive Committee, by constitution, is required to have an annual caucus or planning conference (Article VII, Section B). Traditionally, the pattern of Executive Committee meetings has evolved into a May meeting, an October meeting, a January meeting, and a meeting just prior to the opening of the annual convention, usually in March. These meetings have always been held in Columbus. For many years they took place in the offices of the State Department of Education. In 1958, the length of the meetings to cover the necessary business prompted the choosing of a meeting room at a hotel for the convenience and saving of time during meals. An extra meeting, that has virtually become a regular meeting in recent years, is held at Saturday noon immediately following the close of the convention. At this session the newly elected members
and appointees are present along with several retiring members. The purpose is to review problems of the convention and make immediate suggestions for their elimination. The convention manager for the hotel is frequently present at this meeting.

The constitution, in Article VII, Section C, also gives the Executive Committee the power to call special sessions of either the committee or the membership. No evidence was found of the membership ever being called into special session. One special meeting for the Executive Committee was recorded on November 21, 1956. The purpose was to make recommendations to the State Board of Education concerning the minimum standards for elementary schools.

The four officers are not required by the constitution to hold any type of meeting. However, under Article V, Section E, No. 4, the president and treasurer must confer on the budget and submit a proposed budget to the Executive Committee at least thirty days before each annual business meeting. The writer has participated in regular, but unrecorded summer meetings of officers and their families in which the men discussed budget, program, and projects for the coming year. This has been another informal, or traditional business procedure.

The annual business meeting is referred to in Article VII, Section A, of the constitution. "There shall be an annual professional and business meeting of the Association at a time and place to be determined by the Executive Committee approximately one year in advance." Beginning with the 1949 convention, the business meetings have been held on late Friday afternoon. Prior to this they took place on Saturday mornings. The election of officers and their terms are so arranged that they are
elected every even numbered year. The members-at-large are elected for four-year terms. The terms are so arranged that each year one of the members is elected. Occasionally there is new business from the floor, however, the annual meetings are normally relatively short, with elections and announcements taking the bulk of the time.

**Delegates and representatives.** At the national level there are only two organizations with which the O.I.A.A. is affiliated. These are the American Industrial Arts Association and the American Vocational Association. The Ohio Industrial Arts Association is not eligible for representation in the House of Delegates of the American Vocational Association according to the Articles of Incorporation of that organization (37, 6).

The American Industrial Arts Association provides for representation under Article X of its constitution (36). Section 3 reads in part:

...each affiliated association shall be entitled to elect one delegate and one alternate to the Representative National Assembly for the first twenty-five of its members who are regular or life members of the American Industrial Arts Association. One additional delegate and alternate may be elected for each additional fifty members, or major fraction thereof, who are regular or life members of the American Industrial Arts Association.

Section V of Article X states:

The election and financing of delegates to the annual meeting of the Representative National Assembly shall be considered one of the major functions and responsibilities of affiliated organizations.

Under these provisions The Ohio Industrial Arts Association has delegates in attendance at each A.I.A.A. convention. The business meeting minutes
of March 12, 1965, quote L. V. Ebenhack as reporting "... Ohio is now entitled to an additional voting delegate at the 1965 A.I.A.A. convention, making a total of five votes for Ohio." The Executive Committee has followed a policy of appointing the voting delegates and alternates from those eligible committee members who are planning to attend the A.I.A.A. convention. However, a notice in the November, 1965, Newsletter requested the name of any A.I.A.A. member who wished to serve as a delegate. It was stated that no reimbursement was provided for this service and privilege.

As a department of the Ohio Education Association, the O.I.A.A. has no official delegation to the Representative Assembly of that body. The O.E.A. has attempted to strengthen liaison with its several departments by organizing a council of O.E.A. departmental presidents. The presidents are also invited to the O.E.A. Representative Assembly each year, but have no status as delegates.

Expense policies. The overall governing factor in the use of funds by the Executive Committee is contained in the By-Laws, Article III, SPECIAL ADMINISTRATIVE EXPENDITURES.

1. ...

2. Expenses of the officers, incurred in connection with official attendance at the annual meeting of the Association, shall be paid by the Association.

3. Travel expenses, automobile or train, of all members of the Executive Committee, necessitated by their attendance at a minimum of two committee meetings a year shall be paid by the Association.

4. Payment of special administrative expenditures as listed shall be subject to the approval of the Executive Committee and the ability of the Association to pay them.
Officers, other members of the Executive Committee, and appointed chairmen and managers, have never received any compensation or salary for services performed. Records indicated that the policy of reimbursement has been strictly adhered to. This reimbursement covers such items as postage, telephone, mileage, and hotel room, only if required to be at the annual convention because of specific responsibilities. Costs for meals including banquets have never been reimbursed.

A policy on paying mileage to the Executive Committee members was set on May 6, 1950, when it was recorded in the minutes that "travel expenses of members of the Executive Committee be paid at the rate of three cents per mile round trip. This is to be paid at the annual executive meeting prior to the convention." This figure has been periodically adjusted. The last figure of eight cents per mile was established January 13, 1962. This same rate is used in reimbursing for mileage incurred for committee meetings in regard to association projects.

The firmest policy found covering convention program expenses is in the October 14, 1964, minutes:

It was basically agreed that out-of-state speakers' reimbursements be based on honorariums and travel. In-state program participants (1) non-potential members, to receive all expenses, (2) members to receive travel plus cost of duplication of material only. However, these are not and should not be hard and fast rules, only guidelines.

The program chairman usually tries to work his budget within the framework of this general policy.

Policy on the travel expenses of the association president began to take shape in 1953. A motion was made at the March 25, 1953, Executive Committee meeting to pay the railroad fare of the president and the vice-president to the A.V.A. and the A.I.A.A. conventions respectively.
On January 16, 1954, a motion was passed "to pay the president of O.I.A.A. $50 per year to visit neighboring industrial arts associations. A total of $50 would be paid for a total of two years to President Mason for his travels to these areas." The wording is confusing, but the interpretation was evidently "retroactive" because the president received $100 for these expenses (52). The practice since then has been for the president to receive the standard mileage allotment rather than a lump sum.

The policy on presidential expenses was approached again in the May 10, 1958, meeting:

Treasurer Dean Kittle pointed out that in the years prior to the election of Mr. Mohrhardt as chairman the association had paid part of the president's expenses to conventions. Mr. Bartlett moved that the O.I.A.A. underwrite the president's expenses to national conventions up to $75 per year upon prior approval of the Executive Committee. ... carried. A motion by Hare, seconded by Deafenbaugh that the association reimburse past-president Mohrhardt $100.00 for convention expenses during the past two years carried.

This was the policy until the March 11, 1966, business meeting when the membership moved to not put a restriction on the amount, but to leave the provision of the president's annual convention expenses to the discretion of the Executive Committee. Thus, President Riggle, in 1966 was the first president to have all convention expenses paid under the new policy.

Incorporation. First mention of incorporating the O.I.A.A. as a non-profit institution was made at the Executive Committee meeting of March 15, 1951. By the following November, the purposes and procedure for incorporating had been explored by Joy Mohrhardt (Northwestern Representative) and reported to the Executive Committee.

At the May, 1952, Executive Committee meeting it was moved and passed that the association incorporate. Mohrhardt was instructed to carry
out the necessary steps. The report was given at the next meeting, October 4, 1952:

He (Mohrhardt) had found that a part of an organization may be incorporated to carry on the business of the organization as a whole. ... It was decided to incorporate the Executive Committee with the officers to act as trustees for incorporation purposes. The address of the O.E.A., if approved by the O.E.A., is to be used as the principle address of the organization, and Mr. Waldeck is to act as the "original appointment of agent." Action on incorporation is to be completed at the next Executive Committee meeting.

During a recess (to locate a notary public) in the January 17, 1953, Executive Committee meeting, the necessary forms for incorporation were completed, signed, and notarized. The original incorporation papers were found in the investigation for this study, and examination revealed that the Ohio Industrial Arts Association was in fact the incorporated group and not just the Executive Committee. No mention of this is in any of the minutes.

In the March, 1953, News Letter there appeared a notification to the membership concerning the purposes of incorporation. The three benefits quoted were:

1. Establish the Association on a more realistic basis.
2. Perpetuate the existence of the group and enable it to make contracts, etc.
3. Limit the element of liability on the part of convention participants.

The incorporation papers were renewed in 1965 with the permanent address given as the State Department of Education. Edgar Hare was named as the statutory agent.

The 1953 date is currently used on the official O.I.A.A. stationery as the "Charter Date."
Bonding. In an interview with Dean Kittle (46), it was learned that he was the first treasurer to be bonded; this was in 1954, at his request. For the protection of the association, it was decided to bond the treasurer as a standard policy. An entry in the journal revealed the date as October 28, 1954, and the amount of the fee as $5.00. The bond now costs $10.00 to cover the treasury in case of misuse of funds up to $4,000.

Auditing. The original journal carries a date of May 6, 1950, and a note "Balance on Hand 821.56, (signed) M. E. Leggett, President, Auditing Committee." The next evidence for any concern in auditing the treasurer's books is in the Executive Committee minutes of October 31, 1953. "Mason commented that the financial status of the treasury was excellent and asked if any aids could be offered on behalf of the treasury. Paige requested an audit of the books, and Mason suggested that the finance department of the Ohio University be asked to perform the task. Suggestion approved." The balance turned over by Treasurer F. Theodore Paige on May 21, 1954, was $1618.29.

No further auditing record can be found until O. F. Tilley, an accountant did a complete audit from May 21, 1954, to September 17, 1958. The recorded balance on hand was $3319.86. O. F. Tilley again audited on April 30, 1960, recording a balance of $1202.66. The next audit on October 13, 1962, gave a verified bank statement balance of $3910.68, and the latest audit to April 30, 1965, was $6366.53.

The policy of auditing, like that of bonding, is a standard business procedure designed to protect the treasurer as well as the treasury, and to continue the confidence of the membership.
Financial Support

A review of the Treasurers' reports from 1948 to 1965 revealed the development of five sources of income to the association. These were, in order of their appearance:

1. Annual O.E.A. grant, since founding of the organization.
2. Commercial exhibitors fees, since spring, 1949.
3. Dues, since fall, 1952.
5. Interest from savings, since spring, 1955.

Other minor sources can be discounted for these reasons: the first record of monetary gifts was discovered in the first issue of the News Letter, December, 1951. It was a notice thanking the Brodhead-Garrett and Freeman Supply Companies for a total contribution of $200.00 to cover expenses of addressograph plates needed to distribute the News Letter. This was before an advertising policy was established. In correspondence from the Freeman Supply Company to H. F. Edgar, dated May 25, 1953, reference was made to an embossing die for letters and seals that the company was furnishing the association. A special note from the October, 1953, News Letter refers to additional equipment received as gifts:

On several occasions the Ohio Industrial Arts Association has been the recipient of special consideration for equipment peculiar to association needs. We wish to express our appreciation to the Freeman Supply Company, Toledo, and the Brodhead-Garrett Company of Cleveland, for underwriting the cost of our addressograph; to the Dougherty Lumber Company, Cleveland, for our button die; and the Howard and Smith Company, Detroit, for the Association insignia die.

No other records of gifts were found.
Convention registration of $1.00 was charged in 1950 and 1951, however, this was in lieu of a dues structure at that time.

Sales of certain items were listed as receipts in many financial reports. Investigation shows that these never involved profit, therefore, could not be considered as support to the association. These sales were a convenience to the members and involved such things as membership pins and the booklet, Looking in on Ohio School Shops (25).

The O.E.A. Grant. The Ohio Education Association grants varying amounts to its departments on an annual basis. This is authorized under Article VI of the By-Laws to the O.E.A. Constitution which reads in part:

The Representative Assembly shall make such grants of money to each of the several departments and divisions as it may decide is necessary for the conduct of the department's business and/or the presentation of its annual programs, which grants shall be a part of the annual budget approved by the Assembly.

Prior to 1949, this annual O.E.A. grant was $100.00 per year. At the O.I.A.A. business meeting of April 17, 1948, it was recommended that the new president (Barich) investigate the possibility of getting more than the usual $100.00 since O.E.A. dues had increased. It also was moved that a workable plan be developed to show how the money would be used prior to the request. In 1949 the O.E.A. allotment was increased to $200.00 and remained at that figure until 1955 when it was decreased to $150.00. The only deviations from this latter figure since 1955 have been in 1956 and 1958 when no record is found for a check from the O.E.A. and 1964 when the recorded amount of the grant was $100.00.
The commercial exhibitors fees. These monies are collected from the sale of booth spaces at the annual convention. The 1949 convention at the Deshler-Wallick in Columbus was the first time that this became a source of funds for operation of the association. The total fees collected from exhibitors that year was $1050.00; compared to $5950.00 for 1965. This has been, by far, the greatest source of revenue for the O.I.A.A. While a gradual increase of rates has been a factor (in 16 years the rate of a standard size booth has approximately doubled from $45-55 to $90), the largest influence on the amount of income from this source was the change in location for the 1964 convention. The move from the 1963 site at the Neil House to the Columbus Plaza increased total booth capacity from 34 booths to 60. Coupled with price increases, this put the association on a higher plateau of financial operation.

The decision to enter the business of financing an entire convention through the sale of commercial booths perhaps was made with more apprehension than is now apparent. John A. Whitesel, the first post-war president of O.I.A.A., commented strongly on commercial exhibits in his 1940 study (34). He found that receiving income from manufacturers, distributors, and publishers was a common practice at state conferences in 1939 and 1940. However, one of the principles of financial practices as agreed upon by Whitesel's jury was (34, 44):

While making moderate charges for exhibit and advertising space is justifiable at conferences, the demanding of exhorbitant sums of manufacturers, distributors, and publishers is contradictory to the professional tone that should prevail.

Whitesel spoke in similar terms before the A.I.A.A. on July 2, 1940 (34, 245), stating that "sums frequently charged...are exorbitant..." In neither case were any standards revealed that could be used in judging the fairness of prices.
At the 1947 A.I.A.A. convention at which the O.I.A.A. held its annual meeting, there were thirteen "Sustaining Members." Four of these firms still exhibit each year with the O.I.A.A.: American Technical Society, Charles A. Bennett Company, McKnight and McKnight Publishing Company, and Brodhead-Garrett. The term "Sustaining Members" implies a fee, although no record has been found. It is certain that no income was received by O.I.A.A. from this meeting, because in fact $100.00 was granted from O.I.A.A. to the A.I.A.A. to help defray expenses (85). The next year, 1948, recorded no commercial exhibitors at the annual O.I.A.A. meeting. It is quite probable that there were some exhibitors present, but the booths were not sold (46).

At a June Executive Committee meeting in 1948, a motion by D'Arthur Bricker to invite commercial exhibitors to the 1949 convention was passed unanimously. Merle Leggett was named manager of this phase and a profit of $1000.00 was predicted (85). By 1952, printed forms, floor plans, and other materials reflecting a business-like procedure were being used in the booth sales. At the October 10, 1952, Executive Committee meeting, the booth prices of $65 and $75 were set. Commercial Exhibits Manager, Ernest Stotler, voiced some "hesitancy" as to the effect of price on the number of exhibitors. The spaces continued to be sold out.

In recent years the Executive Committee has become increasingly sophisticated in this phase of financial enterprise. The practices are closely observed to insure a favorable comparison to those in other states and at the national shows on the normal circuit of the regular exhibitors.
Dues. The pattern for dues in the infant association was a long
time evolving. At the very first official meeting on January 4, 1941,
William D. Stoner's suggestion of fifty cents per year was defeated.
Lacking a treasury and any visible means of acquiring one, Stoner then
moved that a voluntary contribution be made by those present to reimburse
Warner for expenses in printing the proposed constitution. Thus, $10.62
was collected and turned over to the treasurer. One hundred dollars was
customarily given by the O.E.A. to the Department (now the O.I.A.A.) for
annual meeting expenses and there seemed to be little need for a dues
structure at the time.

Dues were not mentioned until the January 17, 1948, regular
business session. Item number two read:

The advisability of assessing members a fee in addition to
their O.E.A. dues was discussed and tabled pending the out­
come of the request for an additional appropriation from
the O.E.A.

The revised constitution of January 3, 1942, in Article III,
Section A. states in part:

Any member of O.E.A. who is certificated to teach industrial
arts or industrial arts and other general education classes
in Ohio may become an active member of this Association by
paying the annual membership fees as provided by the By-Laws.

There was never any by-law written to cover dues as mentioned in
this constitution. In fact, no evidence was found that any by-laws
existed until the revised constitution of 1950. In this 1950 constitution
the conditions of membership were virtually unchanged, however, the
constitution was amended by certain by-laws, the first one, Article I,
MEMBERSHIP DUES AND REGISTRATION FEES, read:

The Executive Committee of the Association shall be empowered
to assess yearly membership dues and shall also be empowered
to assess a registration fee at any annual meeting of the
Association to the extent of its needs.
A $1.00 registration fee was charged at both the 1950 and 1951 conventions. These were the only conventions at which such a fee was required. The $1.00 membership dues was not established until the May 12, 1951, Executive Committee meeting.

Student (college) dues were first established on September 22, 1951, and have remained at the figure of fifty cents until the present. The advisability of raising the regular dues was discussed in Executive Committee on October 4, 1952, at which time the dues were raised to $2.00. This figure was to stand for at least the next fourteen years with no serious attempt to change it.

Advertising. Records of decisions on advertising policies are not prevalent in the minutes of the Executive Committee. There has appeared to be a reluctance of the committee to assume responsibilities for the necessary details in selling advertising and publishing the News Letter. Traditionally, the News Letter editor has made the majority of recommendations and decisions.

First mention of advertising was found in the minutes of March 26, 1952, four months after the publishing of the first News Letter.

"Mohrhardt asked concerning the selling of advertising and the charge to be made. He was instructed to investigate during the convention, feeling out the exhibitors." The response to this request was evidently positive, for in the December, 1952, issue of the News Letter, there appeared five commercial ads of varying size. No further mention of this innovation is made in the minutes. Even though the ads were carried in each issue from then on, the first entry of payments in the journal is December of 1954.
Whatever the first advertising rates were, they remained static until after 1960. Discussion of rates was begun at the spring, 1960, Executive Committee meeting. The new rates for advertising based on $80 for a full page and $50 for one-half page were approved by the Executive Committee on October 14, 1961. In 1963 a 10 per cent discount was allowed to companies advertising in the three consecutive issues (43). In recent years there has been increased effort to sell advertising space to commercial exhibitors showing at the annual convention. It has been customary for the News Letter editor to handle the sales of all advertisements. In 1966, President Riggle created a new position of Business Manager for the News Letter to handle these responsibilities.

A comparison of income from advertising between 1955 and 1965 (see Charts 1 and 2) shows very little change: $485 vs. $562. Note the greater relative change in the volume for memberships and also commercial exhibits fees. While the advertising represented 11.4 per cent of the total financial support of O.I.A.A. in 1955, this percentage dropped to 6.4 per cent in 1965 despite the gain in total advertising income.

Savings dividends. The accumulation of dividends on certificates of deposit, while not a major source of income, has proven to be a significant means of additional support. The first treasurer's report to show this use of funds was September 30, 1954, when it was stated that $1500 was on deposit at the City Loan in Lima, Ohio. Since that time the amount on deposit has fluctuated between $1000 and $5900, depending upon the projects being undertaken by the association.
Fig. 1.—Financial Support of the O.I.A.A. 1955

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Education Association Grant</td>
<td>150.00</td>
</tr>
<tr>
<td>Commercial Exhibits Fees</td>
<td>2630.00</td>
</tr>
<tr>
<td>Membership Dues</td>
<td>994.00</td>
</tr>
<tr>
<td>Newsletter Advertising</td>
<td>485.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4259.00</strong></td>
</tr>
</tbody>
</table>
Fig. 2.—Financial Support of the O.I.A.A. 1965

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Education Association Grant</td>
<td>150.00</td>
</tr>
<tr>
<td>Commercial Exhibits Fees</td>
<td>5950.00</td>
</tr>
<tr>
<td>Membership Dues</td>
<td>1979.50</td>
</tr>
<tr>
<td><em>News</em> Letter Advertising</td>
<td>562.00</td>
</tr>
<tr>
<td>Savings Dividends</td>
<td>203.70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8845.20</strong></td>
</tr>
</tbody>
</table>
It has been customary to maintain a checking account with a bank in the home city of the treasurer. A balance is normally maintained adequate to cover the major expenses of the annual convention without transferring from the savings account. The checks require a double signature— that of the president and the treasurer.

Since 1954 it has been the policy to have the treasurer bonded. This is further evidence of the growing sophistication in business procedures of the association.

Summary

The original O.I.A.A. constitution was tentatively adopted on January 4, 1941, refined and officially adopted on January 3, 1942. A major revision involving changes in national affiliation and the composition of the Executive Committee, along with some minor changes, was accomplished by February 24, 1950. The O.I.A.A. has maintained a departmental relationship to the Ohio Education Association. Affiliation with national organizations has had a confusing history, but the O.I.A.A. is now affiliated with the American Industrial Arts Association and the American Vocational Association.

The Executive Committee is composed of the four elected officers, four members-at-large, eight district representatives, the immediate past president and the State Supervisor of industrial arts. The school exhibits manager, the commercial exhibits manager, the Newsletter editor, and the publicity chairman (appointees) traditionally take part in the Executive Committee meetings. There are specific responsibilities listed for the officers in the constitution. A 1958 "Manual of Duties" has supplied a list of essential duties for a majority of the Executive Committee.
The bulk of association decisions are made at regular Executive Committee meetings. Special committees are used for association projects. The Ohio Industrial Arts Association regularly has voting delegates at the American Industrial Arts Association business meetings. Representative relationships with the Ohio Education Association have been improving since 1962. Ohio Industrial Arts Association members receive no compensation in the form of salary or honorariums for any association work. The policy is to reimburse for mileage, telephone, postage, and, in some cases, secretarial help and hotel room. The association was incorporated on January 17, 1953. The treasurer of O.I.A.A. has been bonded since October, 1954; the current figure is for $4000. A periodic, but not regular, audit is made of the treasurer's journal.

The association has five main sources of income: O.E.A. grants, commercial exhibits, dues, News Letter advertising, and savings dividends. The O.E.A. grant is less than it was during 1949 through 1954, and represents a decreasing percentage of total income. An attitude of reluctance to use commercial exhibits as a source of income was overcome in 1949. This now represents over two-thirds of the economic resources of the association. Income from dues has increased due to membership growth. There has been no change in the dues structure since 1952. News Letter advertising has increased very slowly in recent years. The percentage of total income from this source has decreased. Dividends from savings are increasing in total, and have surpassed the O.E.A. grants as a source of income. A checking account is maintained for association business.
CHAPTER V

THE ANNUAL CONVENTION

While the spring convention is not the only activity or project sponsored by the Ohio Industrial Arts Association, it is certainly the best known. The convention has gone through periods of evolution, but the line of descendancy can be traced back at least to the O.E.A. departmental meetings of the 1930's. As certain phases were added to the program and business meeting, the convention emerged in the shape we know today. There are three large divisions that appear in the format of recent conventions. These are the general sessions, the commercial exhibits, and the school exhibits. Other divisions of lesser magnitude have been grouped together for purposes of description though they are not necessarily related to each other. These are the registration, banquets, ladies' program, security, and locations.

General Sessions

The main program, including business meetings, has taken on various aspects of change over a twenty year period. The purposes of this section are to describe typical formats; point out basic changes in nature, length, and other features; record unique programs; and observe any evidence of trends and patterns.
Early formats. The first annual meeting actually held in the name of the Ohio Industrial Arts Association was Saturday, January 3, 1942 (Appendix I). William E. Warner presided because the president, Mr. Frye, had resigned due to the pressures of other work and the vice-president, Mr. Whitehead, had accepted a professorship in Massachusetts. The scene was the Council Chamber of the City Hall in Columbus. The morning program was the business session with a series of reports from various men on aspects of the Ohio program. The afternoon session included a luncheon at the Y.M.C.A. E. J. Robinson spoke on the Dayton program and T. E. Hook and Paul Lerner described the public relations at Troy. Much of the organizational business of the association took place the night before in a caucus of the Executive Committee. This meeting is historically significant because of the adoption of the January 2, 1942, Constitution.

A very sketchy and difficult to read, handwritten notation on the back of a letterhead is the only evidence of a December 30, 1942, meeting. It was an afternoon session at the Central Y.M.C.A. Certain main topics were recognized as follows:

- Mr. Hill spoke on Industrial Arts in ... schools in the war effort.
- Mr. Harold V. Bowers. Industrial Arts Teacher Shortage and Remedies.
- Dr. William E. Warner's Speech.
- Movie of Chicago Industrial Arts program.

An election of officers, with the secretary being instructed to cast a unanimous ballot, was also part of the business proceedings.

For purposes of contrast and historical interest the minutes of the December 28, 1945, annual meeting were closely examined. This meeting
was another Saturday meeting in conjunction with the Ohio Education Association "Holiday Conference." It followed a format typical of the O.E.A. departmental meetings prior to World War II and the January 3, 1942, meeting. This particular meeting was the first post-war gathering, and although Roy F. Deal was still the presiding officer, John A. Whitesel of Miami University, handled the responsibilities of organizing the meeting as program chairman. According to the minutes, the "program consisted of speeches dealing with present problems and future planning."

The topics were "Availability of War Surplus" and "The Scientific Planning of Industrial Arts Departments." For these morning presentations there were seventy-two men present. Sixty-two stayed for a luncheon program sponsored by Epsilon Pi Tau at the Columbus Y.M.C.A. to hear Clyde Hissong, then State Director of Education, speak on current problems. Following Hissong, William D. Stoner, Miami University, discussed the teacher shortage. At the afternoon business sessions there were important decisions. It was decided to change the date of the O.I.A.A. meeting to the latter part of March, or the first of April, in an attempt to attract a larger audience. The day was to be changed to a Friday and possibly a Saturday, having the representative dismissed from school to attend the educational meeting. Columbus was chosen as the central location. The nominating committee presented a report which in those days amounted to an election. The following men were elected by acclamation:

<table>
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<tr>
<th>Office</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td>John A. Whitesel</td>
</tr>
<tr>
<td>Vice-President</td>
<td>D'Arthur Bricker</td>
</tr>
<tr>
<td>Secretary-Treasurer</td>
<td>Richard O. Knight</td>
</tr>
</tbody>
</table>
The five members-at-large were: William E. Warner
William D. Stoner
Frank C. Moore
Richard O. Knight
D'Arthur Bricker

This was the last of the annual meetings to follow the one day format in the tradition of the O.E.A. departmental gatherings.

The 1947 program. This program must be treated separately because there are distinct differences between it and those that followed. The program was for all intent and purposes a rejuvenation of the American Industrial Arts Association following World War II. Ohio personnel cooperated in managing the commercial exhibits, school exhibits, and other arrangements, but in regards to the program, the O.I.A.A. had only a short business session on Saturday morning, April 26. The theme of the convention was "Reconstruction in Industrial Arts Education." Attention was focused on critical problems of a professional nature such as research, degree programs in teacher education, and the functions and nature of state supervision. The Friday morning and luncheon sessions were devoted to the presentation and discussion of a new industrial arts curriculum to reflect the technology. This was presented in symposium form by a group of mature graduate students from The Ohio State University. At the luncheon, several outstanding national leaders discussed implementing this new approach to the curriculum. All sessions at this convention were general. There were no demonstrations or special interest groups. This convention had all the stature and vision of a national meeting, and all of the sessions but one were predominately oriented to the teacher educators. One can assume that in 1947 it was easier for the college faculty
member to attend a three-day national conference than it was for a public school teacher to attend a like meeting.

1948 through 1952. The only two-day annual meeting to be held was the conference at the State Office Building on April 16-17, 1948. There were only two general sessions in addition to the business meeting and the banquet. One session dealt with the viewpoints of three superintendents, while the second was an address by Philip S. Waldeck on the progress of state supervision of industrial arts. This was followed by a panel discussion.

A distinguishing feature of the 1949 convention was that it set the precedent for a three-day meeting. Another first (and last) was the use of a field trip to industry as one of the general programs. This was a visit to the Lustron Plant (steel pre-fabricated houses) with a luncheon at the plant cafeteria on Friday. A third new development in the program saw the first session that was specifically aimed at the shop teacher; a program on plastics.

The 1950 program has not been located, and was not recorded in the minutes. A journal entry of $100.00 for honorarium indicates that Harry E. Wood was the featured speaker. Wood was Director of Vocational Education and Industrial Arts in Indianapolis.

The next year, 1951, a six person committee under the direction of Menzo Stark, Wilmington College, put together a well balanced program; balanced in the sense that there was ample opportunity for those interested in shop techniques, as well as those looking for discussion of issues and problems. The Thursday afternoon, evening, and Friday
afternoon sessions were devoted to speeches and panels on the four following topics:

1. In-Service Training of Industrial Arts Teachers
2. How We Can Improve the Industrial Arts Program in Ohio . . .
3. Industrial Arts in the Current Educational Scene
4. Critical Analysis of Industrial Arts Education

This program also featured an out of state speaker. Professor R. C. Wenrich, University of Michigan, spoke on the fourth topic listed.

The Friday and Saturday morning program was a "Craftsmen's Fair." This consisted of demonstrations on the following:

<table>
<thead>
<tr>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior High Electricity</td>
<td>Electronics and Ceramics</td>
</tr>
<tr>
<td>Leatherwork</td>
<td>Plastics and Photography</td>
</tr>
<tr>
<td>Plastics</td>
<td>Electricity and Leatherwork</td>
</tr>
</tbody>
</table>

The format of this 1951 convention was influenced by extensive discussion at the September 30, 1950, Executive Committee meeting. The committee suggested the number of demonstrations be increased to make the groups smaller. After the convention, the May 12, 1951, meeting of the Executive Committee showed that it reversed its recommendations and passed a motion that "three demonstrations be used on the program with each to be scheduled only once." It was also decided at the meeting to have "Safety" as the theme for the 1952 convention. Stark and committee made the suggested modifications for the next convention. One new feature was a Thursday morning program, a symposium on safety. The Thursday morning sessions did not prove to be popular, being tried only one other year, 1954. After that time Thursday mornings were informally reserved for the spring meeting of The Ohio Supervisors group. These two years of 1951 and 1952 greatly influenced the format of the O.I.A.A. annual convention for years to come.
1953 through 1956. In 1953 the vice-president was instructed to "develop a general type of meeting and use commercial exhibitors for demonstrations as much as possible." (85) Thus, there were no demonstrations as part of the official 1953 program. Another full swing of the pendulum brought a series of eight simultaneous demonstrations in various craft areas on Saturday morning of the 1954 meeting. The only other item of special note in 1953 and 1954 was that the International Graphic Arts Education Association held a special district meeting on Saturday each of those years. The members paid the O.I.A.A. dues and had their agenda listed in the official convention program. In 1955 and 1956 the same format continued with Thursday and Friday meetings reflecting current problems at the state level, and then the usual Saturday morning demonstrations.

1957 through 1960. Variety and quality became more apparent during these years. In 1957 Closed Circuit Television was demonstrated on Friday afternoon. The next morning the members were given a choice between a panel discussion and the craft demonstrations. This year Wesley Ketcham, Industrial Arts Consultant for the State Department of Education in Connecticut, became the first out of state speaker in several years. He ushered in a new era as it became a part of the regular format to have a well recognized leader in industrial arts from outside Ohio on the main program. In 1958, it was Lawrence Borosage of Michigan State, in 1959 Hoyt H. London of Missouri and Marshall L. Schmitt from the U. S. Office of Education. In 1960 Kenneth Perry of Colorado State College was featured. During 1960 the State Level Committee reports and the progress on the development of the Curriculum Guides were prominent in the program.

1961 through 1966. The next six conventions saw a continuance of the parade of noted personalities in industrial arts:

1961  Charles B. Porter, University of Illinois
1962  John A. Jarvis, Stout State College, Wisconsin
1963  R. Lee Hornbake, University of Maryland
1964  Dewey Barich, Detroit Institute of Technology
1965  Denver Sams, Purdue University, Indiana
1966  Earl Weber, Millersville State College, Pennsylvania

In 1962 the Thursday evening session was keyed to foreign programs with Sam Biedler speaking about the Philippines, and Donald E. Perry discussing Nigeria. As in 1961 there were two Saturday morning demonstrations. The 1963 meeting had a second non-Ohio speaker for Friday in the person of C. R. Crakes of DeVry Technical Institute of Chicago addressing the impact of automation. The Saturday program was concentrated on Foundry with a representative from the American Foundry Society and a panel of teachers.

1964 had programs on "guidance," the Curriculum Guides, and a NASA representative speaking on space exploration and its relation to education. A new type of Saturday program was initiated with four separate special interest sessions operating simultaneously. They each featured an out of state industrial or education specialist. The attendance was recorded for these sessions and ranged from 46 to 102. In 1965 these special sessions were continued successfully. A Thursday program was devoted to the teacher shortage and a Friday afternoon College Students' Meeting was tried; this was continued in 1966. The 1966 program was unique in that the usual format was upset. The Friday morning block of time was utilized
by five Special Area Discussion Forums each starting at 10:00 a.m. These were Drafting, Electricity-Electronics, Metals, Power Mechanics, and Woods. The Saturday program was then a general session entitled "How a Good Program Can Be Sold."

Trends and observations. There has been a trend from programs that were almost entirely visionary and directed toward teacher education and supervision, toward a more balanced variety to match the varied interests and increase in the numbers of the teachers "on the line." The programs, especially since 1957, have shown a greater degree in variety and range of topics. The patterns of responsibility for planning the program have shown some tendency away from a committee with Executive Committee modifications, toward the vice-president organizing, with Executive Committee approval. A continued pattern of the use of out of state personalities is in evidence since 1957. The membership and Executive Committee have been inclined toward fickleness in their reactions to the demonstration type of program.

From a mimeographed copy in 1948, the printed program quickly improved to a plateau of high quality printing in 1954. The basic layout has changed little since then, although a standard cover design was adopted in 1956. The convention began as a three-day affair in 1949. The most common type of programs, outside of demonstrations, are symposiums, and speaker-panel discussion (forum).

Commercial Exhibits

The growth of the commercial aspect of the convention parallels the rise in attendance and the development of school exhibits. Commercial exhibitors played an important role in the 1947 American Industrial Arts
Association meeting at the Neil House. At the two-day Ohio meeting in April of 1948, there was no record of exhibitors or booth sales. The Executive Committee decided to invite exhibitors formally for the next year. This started a policy that has resulted in a major part of the meeting, both in drawing attendance and in supplying the bulk of financial revenue for the association.

Organized exhibits. At the 1949 convention in the Deshler-Wallick Hotel, the first organized commercial exhibits were held. Merle Leggett was appointed as the first manager. Eighteen companies displayed their wares in the parlors under rather congested conditions. The George E. Fern Company of Cincinnati was contracted to provide backdrops for the booths at $14 each, and the hotel provided the space free of charge (85). This was undoubtedly the largest show of commercial exhibits expressly for industrial arts teachers since the 1936 conference on The Ohio State University campus.

Investigation in the journal disclosed that the amount paid the association in fees by twenty-one companies was for twenty-four booths. In the January 13, 1951, minutes an entry points out some difficulties:

Due to the International Situation commercial exhibitors are not anxious to display at the various conventions. As a result only 23 of the 34 booths available have been sold. Mr. Mason is to be congratulated for beginning his work early as a majority of these reservations were made before the Korean incident.

The size and nature of the commercial exhibits did not vary greatly until 1953 when the convention was relocated in the Neil House. The number of companies displaying jumped from twenty-two to thirty with a total of thirty-six booths. The display area on the mezzanine of the Neil House
offered a much more satisfactory arrangement. The number of booths and companies gradually increased during the next ten conventions at this location until a peak of thirty-seven firms occupying forty-four booths was reached in 1963. The fact that several companies were on a waiting list helped influence the move to larger quarters at the Columbus Plaza in 1964, where one of the ballrooms housed sixty-seven booths. This was not only the result of better facilities, but also the result of concentrated promotion on the part of the manager, W. D. Ernsting, in contracting new companies.

The commercial exhibits, like school exhibits, began as an incidental phase of the state professional meeting and has grown into not only a major attraction for the membership, but the greatest source of financial support for the association. The diversity of materials and tools shown in these exhibits is impressive to the professional teacher, as well as the layman. Many booths displaying power equipment have the machinery running and being demonstrated. The information supplied by these firms is eagerly sought by the association members who grasp the importance of staying abreast of new developments in tools, materials, and processes. The open hours of the exhibit have changed little over the years, essentially being Thursday afternoon, all day Friday, and Saturday morning. The exhibit has always remained closed during the dinner and evening hours.

The commercial exhibitors have been very gracious in supplying favors and door prizes for the ladies programs. Another area of service is the provision of equipment for program demonstrations. One exhibitor has been assigned a free booth space either in the commercial exhibits area or near the entrance. This is the Coca-Cola Company, which has provided a courtesy service for the association since the early 1950's.
As a gesture to the commercial people, a coffee hour was initiated by the Executive Committee in 1959 for Thursdays, immediately following the close of the exhibit. Within a short time of the close of the convention, the association provides a duplicated membership directory of those in attendance. This list is restricted to the exhibitors of the latest convention.

**The Ship's Program.** The Ship, an organization of commercial exhibitors in the field of industrial arts, was organized at St. Louis in 1922. The Captain of this national group appoints a Deck Officer for each convention. This Deck Officer cooperates with the commercial exhibits manager of the association and supervises the awarding of door prizes. The Ship's Program is traditionally the last session of the convention.

Chester L. Messmore of the International Textbook Company was Deck Officer at the 1947 A.I.A.A. convention, while at the 1949 convention the Deck Officer was Bruce "Bart" Bartee, of the Brodhead-Garrett Company. The Ship promotes good will between exhibitors and members, maintains the ethics concerning the donation of prizes, encourages visitation to all booths, and also helps hold the attendance until the end of the convention.

In very recent years, The Ship has become more interested in the regulations and conditions of exhibiting. The organization has attempted to stimulate, if not influence, the thinking of the Executive Committee in regards to exhibits. On May 1, 1965 (85), Tom Rogers from the Brodhead-Garrett Company, acting on behalf of The Ship, presented a list of ten ideas for consideration by the Executive Committee. These ranged from rotating the site of the convention to different Ohio cities, to adding additional booth fees for non-members of The Ship.
School Exhibits

The school exhibits are now an integral part of the annual convention. This was not always the case. What was once incidental window dressing has now developed into a major phase of the state meeting.

Beginnings. The first school exhibits program was organized by Philip S. Waldeck for the A.I.A.A. meeting in Columbus, April of 1947. The convention headquarters was the Neil House, but Hearing Room No. 2 at the State Office Building was used for several sessions, and this is where the school exhibits were located. According to the program, it was a continuous exhibit of the work of county schools. Place awards were given to Jefferson, Portage, and Muskingum counties by a judging committee of three industrial arts teachers. Three individual awards were also given (85). The assumption in J. R. Pfund's research (27, 6) that the first school exhibits were in 1946 is erroneous, as there was no 1946 convention. Waldeck again handled the school exhibits for the 1948 and 1949 meetings. He did considerable correspondence with the county schools to arouse interest. The same general format was followed during these years with the location of the exhibits being shifted to convention headquarters at the Deshler-Wallick for the 1949 meeting.

Revision and development. Dwight Spayth refined the rules and procedures in 1950, and initiated the use of college faculty for judging. The big boost in the school exhibits program came in 1953 with the change in headquarters to the Neil House, where the entire Junior Ballroom was used. With the increase in size of the exhibits came additional problems. A committee on revising the school exhibits was appointed by President
Mason on May 9, 1953. Howard Shull was named chairman. Many further refinements were reported to the Executive Committee on October 31, 1953 (85). Shull was school exhibits manager for four consecutive conventions, and during this time, 1953-56, this facet of the convention program became highly developed. By the 1956 convention the exhibits overflowed the Junior Ballroom into the parlors, necessitating a move to the Grand Ballroom in 1957. Since these years of rapid development, the school exhibits have steadily increased in number, quality, and sophistication of display techniques. At the 1957 show, a total of 1300 projects from 59 schools were on display. Compare the growth to 2565 projects from 104 schools in 1963 (85).

Innovations. There have been some noteworthy innovations and changes in the school exhibits. One such innovation initially proposed by Richard O. Knight in 1960 and then implemented by Herbert Detrick at the 1961 convention was a special exhibit of teaching aids (85). This was a category supplemental to the school exhibits and open to students as well as instructors at all levels. The purpose was to direct more attention to various aids in teaching the technology of industrial arts such as developmental mock-ups, instructional units, charts, jigs, and other devices. At the 1962 convention another idea was put into effect, that of having an "open division" where individual projects could be entered in competition and displayed by area (wood, metal, etc.) and not be a part of a school booth. At this same convention the use of industrial men to assist on the judging teams was started.
Awards. The awards for schools and individuals have taken the following form. All schools receive a certificate of participation suitable for framing. The outstanding schools in each division (City, Exempted Village, County) receive trophy cups or a certificate of honorable mention. The cups were discontinued experimentally for only one year in 1957. Every student showing a project is awarded a certificate of participation, and those who have projects selected as "outstanding and worthy of merit" receive a ribbon. This has been the general pattern since 1953, however, there have been numerous rule changes and minor modifications in the ensuing years. College booths, while never eligible for competition, have been encouraged since 1953 (85). The categories for competition were changed in 1961 to conform to the seven areas as named in the State Guide for Industrial Arts (24).

Registration. Accurate registration became necessary by 1950. In the early years of the association the registration was an informal thing. The last year that the association met during the Holiday Conference of the Ohio Education Association was 1945. The typical registering process was to pass a sheet of paper at the meeting and have each member sign it. Such a list of sixty-two autographs was found in the original book of minutes. The next annual meeting was to be held at the Neil House in conjunction with the American Industrial Arts Association convention. At this meeting registration became an issue, as Philip S. Waldeck, acting as spokesman for some of the Ohio group, voiced resentment at having to join the A.I.A.A. in order to attend the sessions. The result of this was the deletion of the O.I.A.A. as a co-sponsor of the convention in the official program. Such were the growing pains of the
times. The fact that this registration problem was not smoothly resolved is one factor in the reluctance of Ohio to jointly host another A.I.A.A. convention.

No registration fee was charged in 1948 or 1949. A typed list of those in attendance for 1948 was also found in the first book of minutes. The growth in three years was impressive. A total of 228 including thirteen students, five administrators, and five industrial arts teachers who were part-time administrators (a breed now extinct) attended. No registration figures were found for 1949. Many issues of the News Letter carried convention registration figures; other totals were occasionally placed in the journal. The different methods of breaking down the figures make it impossible to draw firm conclusions. The peak was reached in 1965 with a registration of 860 regular members, and a total of 2001 including college and high school students, visitors, and guests.

Part of the customary responsibilities of the treasurer involves the handling of convention registration. The 1958 Manual of Duties states that the secretary shall assist. Since 1950 there has been professional assistance provided by the Columbus Convention Bureau. Executive Committee members and their wives have provided volunteer service during peak hours. Registration also involves selling memberships, banquet, and luncheon tickets.

**Banquets.** Beginning with the 1948 convention the banquet has consistently been an integral part of the annual meeting. The official program for the 1948 meeting listed the Annual Industrial Arts Dinner from 6:00 - 9:00 at the Auditorium Dining Room of the Columbus Y.M.C.A. This was April 17, 1948. It was sponsored by Alpha Chapter of Epsilon
Pi Tau with everybody invited and welcome. E. A. Hauenstein, of Lima, was the toastmaster, while the speaker of the evening was Donald P. Cottrell, Dean, College of Education, The Ohio State University. In 1949, the first of the three-day conventions saw the innovation of two banquets, a Thursday night affair in the Hall of Mirrors at the Deshler, and a larger Friday banquet at the Y.M.C.A. The Executive Committee minutes of June 12, 1948, tell of the planning:

The Thursday evening session will be of such nature as to attract school administrators and supervisors...Since no decision was reached regarding the Friday evening program, a committee was appointed to determine its character. They were Knight, Kersell, and Waldeck.

These excerpts are quoted because they established the patterns for the banquets that followed. For the next two years there were also Thursday night banquets. Each time it was geared to the interests of supervisors and administrators. The attendance at these three sessions was eighty-five, sixty-three, and fifty-four in 1949, 1950, and 1951 respectively. In contrast, the Friday night banquets were attended by 238, 224, and 173 respectively. The 1949 Friday night banquet, which set the pattern, featured Mack Sauer, humorist, author, and lecturer, followed by music by the East High School Boys' Ensemble. At the May 12, 1951, Executive Committee meeting the decision was made to omit the Thursday banquets.

What finally evolved was a Friday evening program with a main speaker addressing a topic supposedly interesting to the ladies as well as the men, a State Department of Education official or other dignitary to give greetings, and local talent for musical entertainment. One banquet was notable in having the Honorable Frank J. Lausche give the greetings; he was then Governor of Ohio (1954). The main speaker often
has been a professional staff speaker sponsored by General Motors, Ford, or another industry. A customary phase of the banquet program is the awarding of trophies for the winners of the school booth exhibits. Honorary and life memberships are also a regular part of the program, as is the introduction of guests.

Attendance figures are not complete for all of the Friday banquets; 1957 and 1964 are missing. Enough figures are available from the treasurer's journal notations to make some observations. 1949 and 1950 were big years with 238 and 224 respectively. The next nine years saw a range of 162 to 197. The 1960 banquet overflowed the ballroom with a sellout of 248 tickets. It may be coincidental that the two most highly attended banquets both featured humorists as the speakers. The smallest banquet (162 in 1958) had an "education" topic. One might speculate that the membership looks forward to this evening as a change of pace from the normal theme of the convention. Recent conventions, 1963, 1965, 1966 have been well attended at the Columbus Plaza (now the Sheraton). In viewing early banquet photographs, the small percentage of ladies was noted; this is also changing in recent years. Total attendance at the annual banquet has now followed a recognizable pattern of growth as have other phases of the convention.

The banquet program has become the responsibility and prerogative of the president, although this was not always the case. The local arrangements chairman, sometimes with the aid of a committee, planned the banquet at least through 1950. Beginning in 1951 the president has served as the chairman of the banquet session. Since that time the president has become increasingly involved in the details and planning of the Friday
evening program. In 1965 two innovations were added. The first one was a short reception prior to the dinner for the Executive Committee and honored guests. The second, the opening of the school exhibits area for viewing, immediately followed the main speaker as a part of the evening's agenda. This was in lieu of live music for entertainment, however, dinner music was piped into the ballroom. The guest list is made up by the president and includes representatives from such bodies as The Ohio Education Association, The State Department of Education, The State Board of Education, in addition to members receiving honorary awards.

The costs of the banquet tickets have been subsidized by the association since 1949. The association picked up the price of the tax and gratuity in 1949, 1950, and 1951. On December 15, 1951 (85), the practice was more firmly established and has not been broken since.

Mason reported concerning the menu for the Friday evening banquet. 3.00 was given as the minimum price available and tax and tips were to be additional. It was suggested that the guest list be reduced and the 0,1,A,A. pay for the tax and tip. Discussion followed. Stark moved and Mohrhardt seconded that 2.50 be charged for the banquet with the 0,1,A,A. to pay for the difference in price. Passed. The next year the ticket was priced at $3.50 where it remained until 1964 when the prices at the new location (Columbus Plaza) forced an increase to $4.00 and then $5.00 in 1965. However, the total cost of the meal to the association has always been more. Expenses such as honorariums (which have ranged from zero to $100), floral decorations, and musical entertainment have never been included in ticket price.

The Ladies' Program. The wives of the industrial arts men have added charm to the convention scene since 1949 when President Dewey Barich appointed a committee of five ladies to plan a day of varied activity.
This first program is notable for its ambitiousness. The ladies who followed all of the tightly scheduled tours, teas, and talks from 10:30 until 5:00 were undoubtedly somewhat tired by banquet time. Records from the 1950 program were not found, however, each succeeding year testified to the ingenuity of the chairmen in arranging an interesting program.

Since this first program, a trend has been evident toward a luncheon and an early afternoon program. This tendency shifts away from the original plan of closely scheduled activities, late afternoon teas, and morning trips.

Ladies are an integral part of the modern convention and must be involved and considered in the planning. Margaret Hill, a feature writer for several women's programs (national), calls attention to current changes evident in the attendance at conventions (12). She says it is a basic fact that an increasing number of wives make the necessary arrangements to accompany their husbands on these annual conferences. The ladies not only go for the holiday, but also because they are interested in meeting their husband's co-workers and socializing with their families. They are desirous of becoming aware of their husband's role in his business world. "However, it is unrealistic to expect these ladies to attend all the meetings . . ., therefore, it is the province of the convention committee to provide suitable entertainment for the ladies."

The responsibility for planning the Ladies Program has become that of the president's and vice-president's wives. Originally there was a committee appointed, then the appointment of just a chairman, finally by accepted practice it has fallen to the "First and Second Ladies."
The Executive Committee has always financed various phases of the Ladies Program. This practice has never followed a very consistent pattern. Entries in the journal indicate that at one time or another this support has taken the following form: providing flowers for the tables, financing a "Tea," honorarium for a speaker or entertainer, subsidy of a luncheon ticket, corsages, transportation. Each year's programs and requests have been considered separately by the Executive Committee.

**Security.** Many thousands of dollars in value are represented by both the school exhibits and commercial exhibits. Evidence shows that the association has attempted to provide protection for these displays since 1950. An entry in the journal shows that a guard was employed for the 1950 convention at a cost of $20. The average cost for the 1951 through 1954 conventions was $41, indicating a probable increase in protection. In an interview with Dean Kittle (46), it was learned that amateur help (university students) was often used during these years in guarding exhibits during closed hours.

Conditions for security are described in the Executive Committee minutes of January 16, 1954.

Mr. Bateman was appointed local chairman of arrangements for the convention and stated that the following things will be in order at the convention: (a) use of ropes around displays, (b) no admittance without badge, (c) no school students will be permitted without teachers to see displays. Mason added that a fully paid guard will be near the door and that no one will be permitted to enter without a badge. There must be one teacher for every five students and everyone will register. To exhibit, each teacher must be a member of OIAA. Police guards will be on duty Friday and Saturday morning to guard displays. Motion on this carried. The guard schedule is as follows: 5 to 8:30 in the evening on Thursday, 8:30 to 5 on Friday, and 8:30 to 12 on Saturday.
There was no mention of guarding during the closed hours of the exhibits. This type of security was relatively simple at the Neil House because the school exhibits area could be locked, leaving only the mezzanine to be patrolled. Complete sets of Executive Committee minutes are missing from 1954 through 1957, however, the March 26, 1958, minutes state that "police will be on duty from 5:00 p.m. to 8:00 a.m. Wednesday, Thursday, and Friday."

In 1964, with the move to the Columbus Plaza, the arrangement necessitated an increase in manpower. Since 1964 the Burns Detective Agency has guarded the entrance to the exhibits around the clock, allowing only those with the proper registration cards to enter the exhibits during the open hours. This has, of course, multiplied the security costs many times to a 1965 figure of $265.50 (54).

In a rare move at the March 23, 1963, business meeting, the membership requested that high school students be barred from the commercial exhibits area. Exhibitors had generally favored this move for some time.

Security, as evidenced by the 1954 minutes, was originally the concern of the local arrangements chairman. Some years the commercial exhibits manager took the responsibility. In more recent conventions the treasurer has assumed this responsibility as a part of the registration duties. The 1958 Manual of Duties states no policy on this.

Location. The general location of the annual convention has always been Columbus. This would not appear to have much historical interest on the surface. However, an examination of the minutes and correspondence uncovered a rich series of entries over the years reflecting why the site has consistently been Columbus, and what
influenced changes of location within the city.

Tradition has no doubt played a large part in the location. The O.E.A. departmental meetings were always held in Columbus. A unanimous vote at the 1947 business meeting more firmly entrenched the practice of a Columbus meeting (86).

D'Arthur Bricker was asked to make recommendation for next year's meeting. He suggested another spring meeting in the early part of April, stating that this year's was not a fair test as it was a joint meeting. He suggested that the programs be planned considerably ahead of the meeting date. ...Bricker then made a motion that next year's meeting be held in Columbus sometime in April. It was seconded by Grinnell and carried unanimously.

The next developments can be understood best by reviewing parts of some correspondence from President John A. Whitesel to his Executive Committee December 2, 1947:

Place of Meeting: Last spring the members of the Association voted to hold the 1948 Spring Meeting in Columbus. Since then we have had invitations to meet with two of the district associations. First we were invited to hold the state meeting in Athens with the Southeastern Ohio Industrial Arts Association. Then this week the Midwestern Ohio Industrial Arts Association sent their invitation to us, through the courtesy of Dr. Warner, to meet with them in Lima. This latter group has been quite active and no doubt would help us put on a splendid meeting.

However, since the members of the Association expressed a desire to continue to meet in Columbus, I must abide by their wishes unless you as the Executive Committee decide otherwise. ...Perhaps more careful consideration should be given to the place of meeting before another year.

The same invitation was again extended from the Midwestern group at the April 17, 1948, business meeting, but a majority vote again favored Columbus. This 1948 meeting was the first of a series of five annual meetings at the Deshler-Wallick Hotel. There was very little recorded concerning meeting location until 1951 and 1952 when the entries picked up again. Up until 1951 the convention dates were only set one year
in advance. There had evidently been some difficulty in establishing a clear week-end in March of the previous year, hence the February convention of 1950.

At the March 15, 1951, Executive Committee meeting the need for longer range planning became evident:

Mr. Mason reported on dates for the 1952 convention. The Deshler-Wallick had March 27, 28, 29 open and no other dates until very late or early in January. It was discussed about having the convention in other cities. It was moved by Sauer, seconded by Barich, to hold the 1952 convention in the Deshler-Wallick, March 27, 28, 29 and tentatively a similar date for '53 and '54. Carried.

From this time it was customary to clear convention dates with the hotel for three years in advance.

Dissatisfaction between the Deshler-Wallick management and the 0,1.A.A. mounted to the point that a committee was appointed on March 26, 1952, at the convention, and requested to give a report the next evening on the investigation of a new convention location. The ensuing report prompted action (March 27, 1952):

Waldeck said the reception given the committee by the Deshler-Wallick was very ungenial. The Neil House was very helpful to them. Stark gave the following requirements for exhibiting at the Neil House. Ten per cent of the charge to exhibitors or 12½¢ per square foot for commercial exhibitor's space. Space for meetings and school exhibits would be more satisfactory than at the Deshler. Committee recommended the convention go to the Neil House . . . moved . . . seconded . . . passed. It was agreed to announce only the dates and the general location of Columbus to prevent friction with the Deshler.

That next year, all was not green on the other side of the fence. The Executive Committee meeting at the convention site of The Neil House on March 25, 1953, recorded further grumbling. Considerable discussion at that meeting on the merits of moving or staying finally resulted
in a motion to stay at the Neil House another year. An entry in the
minutes of January 1, 1954, was probably recorded with no little satis-
faction:

The Deshler-Hilton [note the change of management] sent an
invitation to the OIAA for us to move back with them for future
conventions. Invitation received, stated and filed with no
action taken.

President Mason reported that numerous hotels had invited the O.I.A.A. to
hold the 1955 convention with them, but things went relatively smoothly
for the next several years before the pinch for room was felt. In fact,
the Neil House was convention headquarters for eleven years, 1953 to
1963. After the 1959 convention, it became increasingly obvious that
the association could use more convention room if it were available. At
the May 14, 1960, meeting Richard O. Knight presented the following report
to the Executive Committee:

The Neil House provides 5500 sq. ft. for exhibits, 4600 in
the Ball Room and 2600 in the Junior Ball Room - a total of
12,000 sq. ft. of space plus six complimentary rooms. Rental
for the Memorial Bldg. would be $750 for the convention, $250
per day or fraction thereof. The Youth Bldg. at the Fair-
grounds would be $125 per day (with no meeting room), and the
Arts and Crafts Bldg. would be $75 per day.

In the light of this report, the Executive Committee decided to
remain at the present location until new and competitive facilities were
available. Excerpts from minutes over the next two years show the con-
cern for space:

School Exhibits Manager, Douglas Ernsting, reported a
'sell out' in school displays (3/22/61).

School Exhibits Chairman, Douglas Ernsting, reported space
problems (1/13/62).

Commercial Exhibits Manager, George Horton, said that all
exhibit space was reserved by November 30 (1/13/62).
At the business meeting on March 30, 1962, a premature motion to move the convention to the Fairgrounds was amended to refer the matter to the Executive Committee. That spring a committee was appointed to study the possibility of making a move to the Columbus Plaza Hotel, then under construction. A thorough investigation by a committee headed by Joseph Zupancic compared the facilities of the new Plaza with other alternatives. The Executive Committee favored the change of location to the Columbus Plaza because of the increased facilities for all three phases of the convention; the school exhibits, the commercial exhibits, and the general sessions. The investigation was reported to the membership at the March 23, 1963, business meeting and two-thirds of those present indicated a desire to use the new quarters for the 1964 convention. The official action was taken at the May 11, 1963, Executive Committee meeting.

The pressures to change locations are still present, but they are not of quite the same nature. In 1965 the publicity of the Neil House remodeling and a concerted effort on the part of its management to regain lost business caused further investigation on the part of the O.I.A.A. Executive Committee. Suggestions from the commercial exhibitors via The Ship organization to rotate the convention between different Ohio cities have been brought to attention. There is some concern over the need for more room for the ever expanding school exhibits, but the commercial exhibits phase is not experiencing the early registration and waiting lists that it once did. In the last few years the Executive Committee has displayed considerably more thoroughness in analyzing the merits of convention sites than it did in the early 1950's.
Summary. The annual convention of the Ohio Industrial Arts Association is now composed of three major divisions: general sessions, commercial exhibits, and school exhibits. Lesser phases include the banquet and ladies program. The early meetings of the association followed the pattern of the Ohio Education Association departmental meetings. A reorganization meeting of the American Industrial Arts Association in 1947 provided the setting for the O.I.A.A. business session that year. The first independent meeting of the O.I.A.A. was April 16-17, 1948. The school exhibits were first developed in 1947 and 1948. Commercial exhibits, although present at the 1947 A.I.A.A. convention, were not an official part of the Ohio convention until 1949.

Nationally known industrial arts leaders have been main program speakers since 1957. Changes in general sessions, school exhibits, and commercial exhibits have been effected by changes in the convention location in 1953 and 1964. Conversely, the evolution of these major phases made changes in the location necessary. Up to 1965 there has been a steady growth of total convention registration. High school student registration has remained relatively static. Security problems and costs have risen sharply since 1963. The ladies program has been an accepted part of the convention since 1949. A Friday night banquet is a regular feature; prior to 1952 there was also a Thursday night banquet program. The general location of the annual convention has always been Columbus. Occasionally there are pressures and invitations to locate in other cities.
CHAPTER VI

PROJECTS AND ACTIVITIES

Few would contest the statement that the annual convention is by far the largest association project. Some would even say it is the only major activity of the Ohio Industrial Arts Association. The history of the association, however, is studded with efforts by leaders in the membership, on the Executive Committee, from the State Department of Education, or with a group related to the O.I.A.A., to go far beyond the convention in offering services and promoting industrial arts in Ohio.

This chapter selects the projects and activities recorded in the official minutes, News Letter, programs, and correspondence. Some are continuing that were intended to be of shorter duration. Others were aborted before they were fully developed. Some projects have been controversial within the association; others, highly popular and successful. In the discussions that follow, an attempt is made to show the initiation of the ideas and then their chronological development. There has been no attempt to rate or scientifically evaluate any association activities.

Publications

The Ohio Industrial Arts Association has been involved in the publishing of three major projects. The News Letter has been a continuing project since it was begun in December of 1951. A booklet called Looking in on Ohio School Shops (25) was financed in 1957. The next year
the association embarked on its most ambitious project, the publication of *A Guide for Industrial Arts in Ohio Schools* (24) and a series of curriculum guides. This last project has spanned eight years and is not yet complete.

News Letter. Prior to 1951 the Ohio Industrial Arts Association had no official organ or other practical means of communication with the membership. First mention of such a project came on May 6, 1950, when the possibility of sending out an annual news letter was discussed but no decision reached. No record of any progress was found until March 15, 1951, when President Barich again prodded the committee to consider issuing memberships and "publish a news letter or some other material for the members and really sponsor Industrial Arts in Ohio in addition to just having a yearly convention." He approached the topic again the next evening, March 16, 1951. By the May meeting, some progress was reported by Barich. Two regular commercial exhibitors had donated $200 for addressograph plates.

The September 22, 1951, meeting saw considerable discussion on the pending first issue of the *News Letter*. Michael Radock from Kent State University had been contacted to assist with a public relations program (85). Radock planned on two issues per year. He indicated the need to dramatize the activities of the association with such ideas as "Ohio's Master Craftsman Award and a Safest Shop Citation." An appropriate name of the new publication was desired; the descriptive, but unimaginative name, *News Letter*, was to stick for at least the next fifteen years. The first issue of the O.I.A.A. *News Letter* was sent out December of 1951. It was a four-page issue full of concise news bulletins, with the last page
containing several small half-tones of the officers and 1951 banquet scenes.

At the December 15, 1951, Executive Committee meeting, President Leggett appointed Joy Mohrhardt as the editor with Michael Radock as a consultant.

It is not clear where the first three issues—December 1951, March 1952, and July 1952—were printed. However, an entry in the journal and the masthead of the March 1952 issue indicate that at least this one was printed at Bowling Green State University by Daniel J. Crowley. From December 1952 through May 1954 (six issues), the printing was done commercially in Toledo. The first four letters were sent by first-class mail, but by February 1954, the association had received a permit for third-class mailing.

Originally, the mailing of the News Letter went to each industrial arts teacher in the state. This was because the Executive Committee saw publicity benefits in addition to the function of a communications aid. This policy was reviewed after the first two issues had been mailed. On March 27, 1952, "the secretary asked if the News Letter was to be sent to all industrial arts teachers or to members only. It was agreed that the organization was not yet ready to limit the mailing to members only. Suggestions were discussed for raising memberships. It was agreed to send News Letters to all superintendents." By March 24, 1954, the mailing policy was still unclear as "it was suggested that the News Letter be sent to school administrators and especially those who had industrial arts teachers at the convention. Eaton suggested that the next secretary get out letters to all school superintendents early next fall to get
an official and correct mailing list for next year." The next policy statement found on distribution of the News Letter was in the November, 1957, issue:

With this issue of the News Letter there has been a change in distribution. Every high school in the state is getting one issue, every member of the O.I.A.A. of last year is getting an issue, and the Supervisors are getting enough issues for their system. In systems where there are more than one industrial arts instructor, we ask the supervisors or the heads of the departments to please check and see if all are getting the News Letter. If not, the chairman of the system should write to the News Letter editor and enough copies will be sent to your system. Our policy for this year is that every teacher teaching Industrial Arts in the state should receive the News Letters. All cooperation helping to carry out this policy will be greatly appreciated.

It is recorded on October 19, 1958 (85), that "News Letters will be sent to all Junior High Schools in the state in the future." This indicates the continuation of the policy to mail to all teachers. Since 1964 there have been twenty-five copies of the News Letter sent to the Ohio Education Association offices for further distribution to other departments.

The quality and the size of the News Letter gradually increased. On October 31, 1953, after the publication of the sixth issue, a large part of the Executive Committee meeting consisted of discussion of the News Letter. There was talk of increasing the number of pages with a smaller size. Concern was raised about sufficient copy. The main ideas of copy at that time centered around "kinks" and project ideas, with few ideas for fundamental changes in content. This type of discussion dominated several News Letter reports found in the minutes. However, a new idea was presented and the May issues began carrying summaries of convention programs.
After editor Joy Mohrhardt became a vice-president of the association in 1954, President Paige appointed Darwin C. Eaton as the new editor. The April, 1955, News Letter was a standout. The front page was a half-tone of the convention while the center spread gave a complete summary of the general sessions. Lists of school and commercial exhibitors were also included. Little change was noted from 1955 to 1960. The largest and one of the finest issues at that time was the May, 1960, issue consisting of sixteen pages. The center spread contained six photographs of trophy winning school booths; other half-tones were also in the issue. One innovation attempted in 1960 was less than successful. This was the offering of cash for project plans and photographs suitable for publication (85). This gimmick did not last past its second issue. The all-time peak for size and perhaps quality was reached with a twenty-four page giant in May of 1962. Credit was due not only to the editor (Eaton), but to the program chairman (Deafenbaugh) for supplying resumes of all convention speeches.

On January 11, 1964, a letter from American Industrial Arts Association President, Walter Brown, commending the News Letter and its articles was read to the Executive Committee.

Concerning the costs of the News Letter, Darwin Eaton reported on January 11, 1964, that each copy costs the association approximately fourteen cents delivered. At the time of that report, 1850 copies per issue were being printed. Entries in the journal indicate a maximum of forty-three cents each for the May, 1962, issue mentioned earlier. Advertising, although not making the News Letter self-supporting, has nonetheless contributed to the financial support of the association. Advertising rates were reviewed on October 14, 1961, and again on
May 11, 1963 (85). In March of 1966, President Riggle appointed a business manager for the News Letter to concentrate on the advertising phase over a two-year term.

A picture of the News Letter operation over the fifteen years it has been published, would not be complete without some commentary on other problems that have plagued it. Among them: (1) the turnover in membership and the change in locations, (2) getting copy from the Executive Committee to the editor on time, and (3) a variety of reasons from strikes to illnesses for late publication. The editor's reports in the minutes were frequently interspersed with remarks concerning these troubles.

In retrospect, this is an association project that has been of service and has weathered the test of time consistently and strongly for fifteen years. The News Letter is firmly established as a continuing project of the Ohio Industrial Arts Association.

"Picture Book". The idea of a "picture book" to promote efficient shop organization was brought to the floor of the Executive Committee meeting on January 16, 1954, by President Mason. He had been anxious to rally the association around a project of interest to the teachers. At this meeting, Mason put two ideas before the committee; one was the updating of the state prospectus, and the other was an illustrated manual. In examining the minutes, it appears that there were strong arguments presented for each of the potential projects. There was general agreement that the association should take the lead in one of these ideas. The following entries by the secretary testify to the purposes and influencing
factors of the final choice for a "picture book" (85):

Mason told of a profusely illustrated manual published by the schools of New York. Copy was passed around the group by Waldeck and showed with picture and text, various methods of tool and supplies storage, painting, organization mediums, . . .

Mohrhardt stated he thought that such a book could be accomplished in our state. . . Robinson stated that a picture book similar to the New York one would bring in more new members to our own organization. . . .

The tentative title of "Organizing Industrial Arts Shops" was offered and the president was to appoint a committee for publication and collection of material.

From the beginning, the emphasis in the content of the new state project was to be organization. The manual was discussed again at the pre-convention Executive Committee meeting on March 24, 1954. Mason indicated that he had written to teachers for their suggestions and expression of interest. The March, 1954, issue of the News Letter (Convention Issue) carried an article announcing the decision for the publication and listing the main items to be covered in the booklet. It was said that the project would be outlined in the business meeting, and contributions for photographs were being solicited. The Executive Committee centered much discussion on the speculation of cost for the publication, and one preliminary guess was around $3000, to distribute adequately in Ohio. The plan to proceed was announced at the annual business meeting on Friday, March 26, 1954. The remainder of minutes for 1954, assuming that the customary spring and fall meetings were held, are missing. These minutes would have possibly contained progress reports on the manual.

The greatest solicitation for help from the membership came via a
centerspread in the October, 1954, News Letter. This carried an outline of proposed contents and a plea for help in the way of photographs. Tips and specifications on submitting copy were provided. A tentative publication date of March, 1955, was optimistically set. A letter to the Ohio Supervisors from Mason on November 12, 1954, requested materials and stated the purpose as:

Acquaint IA Teachers of Ohio with some of the excellent teaching devices, plans, and situations which have been developed in Ohio school shops.

No further evidence of notification or progress reports were found until the Executive Committee meeting of October 6, 1956. It is during 1955 and 1956 that the greatest gaps are found in the continuity of association minutes. On October 6, the competitive bid of $1475.79 for 3500 copies was accepted. The organization manual was now going by its official name of Looking in on Ohio School Shops (25). The News Letter issues are complete and the next notice via this publication was a bold center page spread simply stating that Looking in on Ohio School Shops was coming. This was the November, 1956, issue. By spring the new publication had arrived. At the March 20, 1957, pre-convention meeting, a copy of Looking in on Ohio School Shops was autographed by the Executive Committee to be presented to William R. Mason at the Friday evening banquet.

The March, 1957, News Letter carried sample pictures and a notice that the booklet of sixty-four pages could be purchased from the treasurer for $1.00; for non-members the price was $1.50. Subsequent News Letter issues through May, 1959, informed the membership of the publication. Sales were made at the registration desk of the convention in 1957, 1958,
and 1959. In addition, the various members of the Executive Committee took copies with them to sell at district meetings.

Many copies were given away by necessity. The minutes of March 20 and May 4, 1957, explain the distribution to The Library of Congress, publishers of professional magazines, commercial exhibitors, and the teachers and administrators who supplied copy.

The project was the most expensive undertaken by the association at the time. There was never any recorded statement of intent other than to be of service to the shop teachers of Ohio. Profit or even breaking even was not mentioned. However, it is doubtful that the Executive Committee ever expected the sale of books to stop at the relatively low total of $229.25 (53). In 1961, at the May 13 meeting, it was recognized that further attempts at sales were unrewarding. A decision was made to send copies to all of the high schools in Ohio. It was also agreed that they be available to teacher training institutions in "limited quantity."

Thus, in providing an organizational aid to Ohio industrial arts teachers, the O.I.A.A. became initiated to the problems of publications and sales.

A guide for industrial arts. Comments at the 1955 Ohio Supervisors Conference at Dayton, Ohio, indicated a spark of interest in official interpretation of industrial arts at the state level. A suggestion was made by Philip S. Waldeck that attention be given to an outline of industrial arts on the state level. Time was also given to a discussion of the possible revision of The Ohio Prospectus (21), in view of bringing it up to date (89).

At the third annual supervisors meeting, the first priority as a suggested discussion topic was, "What policy should we pursue in
presenting the philosophy and objectives of industrial arts to the State Board of Education?" (89) It was agreed to work with the Ohio Industrial Arts Association in approaching this problem. The pressing factor seemed to be the new State Board of Education which was working on a framework for an overall education program. This was also during the time that the 1957 State Standards were being written.

Definite action was evolving during the two Ohio Supervisors meetings of the 1956-1957 school year. At the fall meeting in Warren, a study committee was directed to look into the possibility of forming a State Advisory Committee for Industrial Arts. The three members of the study group were: Joy Mohrhardt, President of the Ohio Industrial Arts Association; W. K. Dunton, Chairman of the Ohio Supervisors; and Philip S. Waldeck, State Supervisor of Industrial Arts. The spring, 1956, meeting at the annual O.I.A.A. convention was largely devoted to the urgency of establishing an advisory committee. The following resolution was agreed upon by the supervisors and presented at the March 29, 1958, O.I.A.A. business meeting where it was approved by the association.

Resolved: That a state level committee for Industrial Arts be appointed by the President of the Ohio Industrial Arts Association and that this committee be composed of three representatives from teacher education institutions, three representatives of supervisors and three representatives of teachers of Industrial Arts. The State Supervisor of Industrial Arts is to serve ex-officio.

Following this business meeting, the members of the State Level Committee were appointed.

Teachers: Rudy Oaklets, Seven Mile High School, Ohio
Russell A. Swigart, Bowling Green, Ohio
Robert Wright, Springfield, Ohio
Supervisors: J. Herbert Detrick, Parma, Ohio  
Charles Eckert, Newark, Ohio  
D'Arthur Bricker, Cincinnati, Ohio

College Teachers: John Michaels, Kent State University  
Willis E. Ray, The Ohio State University  
Robert Rueggeberg, Miami University

Ex-officio: Richard O. Knight, President, O.I.A.A.  
Philip S. Waldeck, State Supervisor

While the O.I.A.A. Executive Committee was aware of the need for state interpretation of industrial arts, it was not until the October 11, 1958, meeting that it moved (after considerable discussion) the allowance of six cents per mile for not more than two meetings be granted to the new state level committee (85).

These two very significant meetings were reported at the 1959 convention during the Executive Committee meeting and at the business session. Ray reported that the November, 1958, meeting was devoted to determining the purpose. It was decided that the committee continue to work on problems that could be presented to the State Department for approval and publication. Also, that any publication be directed toward local administrators with the possible title of "Interpretation of Industrial Arts in the Ohio Schools." The February, 1959, meeting was spent working on the outline for the suggested publications.

The progress was evidently satisfactory as the O.I.A.A. underwrote four future meetings of this committee (85).

A second report of the State Level Committee was featured in the November, 1959, News Letter. At the March, 1960, Executive Committee meeting first draft copies of the "Guide" were circulated. It was requested and granted that two more meetings of the State Level Committee be underwritten by the association in view of the additional work needed.
It was also learned that the State Department of Education would print the "Guide." At this 1960 annual convention the "Report of the State Level Committee" was the featured Thursday evening program. The format and topics were explained, and hope was expressed by the committee that as a next study, a guide be developed for each subject area for aid to instructors.

With the association underwriting the mileage and room costs for the committee, plus the necessary art work expenses, and the State Department actually printing the publication, it was ready for distribution by the fall of 1960. According to the Executive Committee minutes of October 15, 1960: "...Dick Knight was a 'most happy fellow' as he distributed copies of 'A Guide for Industrial Arts in Ohio Schools'. ...It was felt by many that the publication represents a milestone in Industrial Arts in Ohio." Two weeks earlier the guide had been enthusiastically received at the Ohio Supervisors meeting in Parma.

Curriculum Guides. The Ohio Supervisors of Industrial Arts again initiated action by presenting a motion at the March 30, 1962, Business Meeting of the O.I.A.A. The motion called for the Executive Committee to investigate the development of curriculum guides to accompany the seven areas of instruction listed in the Guide for Industrial Arts in Ohio Schools. In further action the Executive Committee was empowered to spend the necessary monies to prepare these guides.

At the next Executive Committee meeting (May 12, 1962) a Steering Committee was authorized consisting of the President of O.I.A.A., State Supervisor of Industrial Arts, a superintendent of schools, and a classroom teacher. At this point, the former State Level Committee was defunct
for all practical purposes, and the Steering Committee assumed the leadership role.

Electricity was chosen as the program to develop as the first guide, serving as a model for the others. By January 1964, the sub-committee for the Electricity Guide had met eight times under the chairmanship of Donald E. Perry of Ohio University. The draft was finished but it was another two years before the final copies were actually mailed to the schools of Ohio. During this time (January 1964 to March 1966), the Electricity Guide was scrutinized by the Executive Committee, selected teachers in the field, duplicated, and passed out at the 1964 convention for membership reaction. At this convention, attention was focused on the Curriculum Guides project via the Thursday evening session entitled "Curriculum Guides, a Reality." The final cost of the printing of these guides was assumed by the State Department of Education.

As early as March 1963, it was apparent that the guide project was feasible and the pilot guide of Electricity was successfully handled. At this point the Executive Committee gave the go-ahead signal for the Steering Committee to appoint and assign tasks to the other six sub-committees. These sub-committees were: Drawing, Graphic Arts, Woods, Industrial Crafts, Metals, and Power. From May 12, 1962, until the present, the Steering Committee has had two chairmen: Robert S. Deafenbaugh (to October 9, 1965); and Ray S. McAllister, who is presently serving. Various obstacles plagued the sub-committees, among them were illnesses and changes in positions.

Two sub-committees were reorganized in an effort to expedite publishing. These were Power and Graphic Arts. The Executive Committee
minutes are studded with progress reports from 1963 to 1966. The reports fluctuate from optimistic to disappointing.

The most recent report available (May 5, 1966) shows that the Industrial Crafts Guide and the Wood Guide are ready for the printer. These guides are at the State Department of Education awaiting the necessary budget approval before publishing. Metals, Power, and Drafting are apparently near completion. The status of the Graphic Arts Guide is not clearly reported. In fact, a lack of communication from this committee was evident in the regular reports of the Steering Committee.

A Guide for Industrial Arts in Ohio Schools (24) and the subsequent Curriculum Guides combine to make the most significant and the largest project the O.I.A.A. has ever undertaken. The impetus for both phases of the project came from the Ohio Supervisors group. The responsibilities exercised by the membership (in authorizing at business meetings), the Executive Committee (implementing the task forces), and the State Department of Education (in publishing and giving official status) are an interesting study in professional cooperation.

Honorary Awards

The association now has three methods of recognizing and honoring its members: an Honorary membership for meritorious service, a life membership for retirees, and a Teacher of the Year Award. Each November issue of the News Letter carries the criteria for all honorary awards and the procedure by which a member is nominated. The nominations are made to the Honorary Awards Chairman and processed for recommendation at the January Executive Committee meeting.
Honorary and life memberships. A precedent was set at the Executive Committee meeting of February 23, 1950, when it was unanimously voted to present a life membership certificate to Robert E. Smith of The Ohio State University. The presentation took place at the annual banquet on the next evening. Such an award was authorized under the Honorary Life Membership provision of the 1950 Constitution. The especially worded and hand lettered (by Arthur Miller, Columbus) certificate given to Dr. Smith was copied for the citations presented to E. J. Robinson and Horace Jellison at the annual meeting in 1960. These three men received honorary life membership under the 1950 Constitution.

Sentiment for an organized procedure in recognizing retiring members and outstanding contributors to the profession reached a peak during 1959. Letters of divergent opinions were received by the Executive Committee prior to the business meeting on March 20, 1959, at which time the entire question was referred to the Committee by the membership after considerable discussion. Consequently, a large portion of the October, 1959, Executive Committee meeting was devoted to resolving the procedures and policy.

The result of subsequent committee action was a constitutional amendment making a distinction between life membership upon retirement and honorary membership. Notice of the proposed constitutional revision was made in the March, 1960, News Letter. At the annual 1960 business meeting, Section D under Article IV was voted upon by the membership.

During the next year, difficulty was experienced in the interpretation of the new provision particularly for the honorary membership. A list of criteria was finally adopted at the October 14, 1961, Executive Committee meeting. At the same meeting it was passed "that the screening
of nominees for Honorary Membership be done by a committee composed of three past presidents and two members-at-large, all to be appointed by the president, keeping in mind geographic and professional status." (85)

__Teacher of the Year.__ The Executive Committee serving as a committee-on-the-whole unanimously named Darwin C. Eaton as the recipient of the first Ohio Teacher of the Year award sponsored by the American Industrial Arts Association (85).

At the May 11, 1963, Executive Committee meeting the Honorary and Life Membership Committee was directed to formulate the criteria for the classroom Teacher of the Year Award. This was reported at the very next meeting in October and the criteria appeared in the fall issue of the News Letter, 1963. Publication of criteria and procedures for all honorary awards is customary in this issue.

The required criteria stated by A.I.A.A. for this award are brief. The recipient must be an industrial arts classroom teacher below the college level, and he must be a member of the A.I.A.A. at the time of his nomination. Ohio has gone beyond these minimums with the following criteria:

"The nominee must have been a member of the O.I.A.A. for at least five (5) years.

He must have submitted student work for display at the O.I.A.A. school exhibit."

Other guidelines are suggested for the nominating letters in regard to service, participation experience, and other information. Since this is a state recognition program sponsored by the A.I.A.A., each state is allowed to add its own criteria.
Miscellaneous awards. Authorization was received from the American Vocational Association by March 9, 1960, Executive Committee meeting for a certificate of appreciation to be presented to the president upon his retirement from office. The first of these certificates was presented at the 1960 annual banquet by Frank C. Moore to retiring president, Richard O. Knight.

At the May 31, 1961 Executive Committee meeting the decision was reached to present the "Past President" with a hand lettered certificate and a special Ohio Industrial Arts pin with a Past President's service bar attached.

Legislation and Politics

Developments in Federal legislation were an influencing factor in the formation of the Ohio Industrial Arts Association. The urgency of the passing of the Vocational Education for National Defense Act of 1940 caused insecurity among the ranks of the industrial arts men strengthening their organizational bonds. After the remarks in the initial minutes of the association (October 5, 1940), there is little or no reporting of legislation at any level for over eleven years. The instances from 1951 to 1966 of association involvement in legislation and political activity are very sporadic. On May 16, 1951 (85), President Mason appointed a legislative committee to "study and plan how to initiate legislation about immunity of teachers from liability." This proved to be the O.I.A.A.'s only attempt to initiate legislation, and as reported in this chapter, the committee concentrated on an insurance project, abandoning the legislative approach. Another project that the association has promoted is safety. This has certain legislative connections but is treated separately in
this chapter. For purposes of organization, state level involvement will be discussed chronologically and separately from federal legislation.

Federal legislation. During the mid-1950's, the American Vocational Association was raising a $40,000 fund to improve public relations and federal support for Vocational Education. President Mason recommended that the O.I.A.A. cooperate in this venture (85). Considerable pro and con discussion is indicated by the minutes of January 16, and March 24, 1954. At the latter meeting a motion was carried that the Ohio Industrial Arts Association contribute fifty dollars to the promotional fund of the American Vocational Association. So far as all records indicate, this is the only direct lobby money ever donated by O.I.A.A. to any organization.

On March 20, 1957, Mr. Mason then "representing the A.V.A., presented the contents of a bill coming up before Congress concerning area vocational schools and the state supervision of industrial arts." (85) A committee was appointed to study the bill. Correspondence of March 4, 1957, from Philip S. Waldeck, State Supervisor, to F. Theodore Paige, then past-president, indicated that there had already been mention and opinions made of the proposed bill by some of the committee. The result of the committee action was a letter from President Joy Mohrhardt to the Honorable Pat McNamara of the United States Senate, April 17, 1957. The core of the rather lengthy letter is in the following quote:

We are particularly concerned regarding Section 13 which deals with the prerequisites for the allocation of federal funds for supervision of industrial arts education, and vesting the control and administration of such in the Vocational Division.
We realize that much energy and study has gone into the composition of this Bill, and generally speaking, we are in full accord with the first twelve sections. We are, however, anxious that Section 13 be re-worded so that control, administration and expenditures appropos to industrial arts supervision remain within the framework of the Elementary and Secondary Division of the State Department of Education.

Mohrhardt reported this action at the Executive Committee meeting of May 4, 1957. No further mention is made in the records and nothing of the incident was found in copies of the News Letter.

It was seven years before anyone or anything again aroused the interest of the association in legislation. The American Industrial Arts Association began its attempts to get federal aid for industrial arts through an NDEA amendment at the 1963 A.I.A.A. convention. L. V. Ebenhack, Ohio membership representative to A.I.A.A. 1962 to 1966, carried the liaison between the O.I.A.A. membership and the national organization via the News Letter and Executive Committee meetings. His editorials in the News Letters of February 1964, November 1964, and February 1966, kept the membership informed of progress in favorable legislation backed by the A.I.A.A. Ebenhack, also the Secretary for the state association during the years 1962 to 1966, served as a "oneman legislation committee." A letter by Kenneth Dawson, Executive Secretary of the A.I.A.A., published in the May 1964 News Letter, urged support of the Title III amendment to the National Defense Education Act. The issues of the News Letter, 1964 through 1966, are the only ones that contain any reports or editorials of federal legislation activity.

During these same years, the Executive Committee was informed and interested. It was moved on March 11, 1964, that a committee of three formulate a letter to the American Industrial Arts Association in regard
to federal aid to industrial arts. A report to the membership concerning the possibility of federal aid was given at the business session on March 13. The next day at a special post-convention meeting "Edgar Hare stated the State Supervisors were invited to a meeting being held in Washington on March 31, 1964, to discuss the legislation and the implications that it will have on Industrial Arts" (85). The committee moved to pay Mr. Hare's expenses if they were not available through the State Department of Education. Hare gave his report on October 10, 1964; the bill, H.R. 6061, would be reintroduced the next year. A report by Ebenhack to the committee on March 12, 1965, again emphasized the importance of contacting congressmen. No official action was taken by the committee.

The state level. The Executive Committee has become involved with certification, standards, and legislation at the state level in more instances, but with no greater consistency than at the federal level. After the first feeble attempt to explore legislation to protect teachers from liability claims in 1951, the next contact in state politics was a special Executive Committee meeting called for November 21, 1956. The meeting was called "to make recommendations to the State Board of Education concerning the place for Industrial Arts in the State minimum requirements in the Elementary Schools of Ohio." The urgency must have arisen quickly because there was no mention of this at the October 6th meeting six weeks earlier. The following changes in the State Standards were recommended by the Committee (85):

I. Under Standard 5, Part A. Subhead 6
The original standard now reads: The fine arts including music.
The Committee recommends that it be changed to read: The fine and practical arts, including music, industrial arts, and home making.

II. Standard 5, Part C.  
Subhead 4 reads: The balance of the day should be devoted to problems in daily living and individual help.  
The Committee pointed out that this item falls under Subhead 2 which reads: One third of the school time devoted to experiences in such subjects as geography, history, civics, science, and health.

III. Standard 5, Part C. Subhead 3  
The original standard reads: One sixth of the school time to art, music, and directed recreation.  
The Committee recommends the following change: The balance of the day be devoted to fine arts, music, directed recreation and at the seventh and eighth grade level, industrial arts and home making.

Frank C. Moore and Horace Jellison were selected by President Mohrhardt to assist in presenting these recommendations to the State Board of Education.

The March 1957 News Letter reported:

This recommendation was submitted to the State Board of Education at its regular meeting of December 10th. To date this proposal has received no official action on the part of the State Board.

Two brief statements to the Executive Committee from Philip S. Waldeck are also relevant: On October 10, 1957, "he stated few changes would be made, and the State Board is now working on teacher certification." The next March (85), "Philip S. Waldeck reported Industrial Arts is included in the minimum state standards for the elementary schools from grades one to eight, 90 minutes every week to be set aside for industrial arts."

The April 1956 News Letter brought to light another state level problem of concern to the Ohio Industrial Arts Association. A forceful editorial directed to the inadequacy of State Department staff to cover
Ohio, focused attention on the need for leadership from Ohio to meet current challenges in industrial arts education. Reference was made in this editorial to a motion at the March 23, 1956, business meeting (minutes are missing) favoring a study of the problems of state supervision in our field. The March, 1957, News Letter further clarifies this:

During the business session of the 1956 O.I.A.A. convention a committee was authorized to develop a proposal with reference to establishment of a Division of Industrial Arts in the State Department of Education. A copy of this request, dated May 12, 1956, was sent both to Mr. R. A. Manchester, President, and Mr. R. M. Eyeman, Executive Secretary of the State Board of Education. In his reply, Mr. Manchester advised that the request be renewed to the new State Superintendent after such appointment had been made.

In line with Mr. Manchester's suggestion the request was restated and sent to Dr. Harold Vincent on January 10, 1957. His answer will be released at the O.I.A.A. business meeting on March 22nd.

It so happened that because Dr. Vincent was not a resident of Ohio, he was not officially appointed as State Superintendent. This project was never actively pursued by the association after this.

The next occasion for the Executive Committee to contact the State Board of Education was a result of a report from Richard O. Knight, chairman of the Ohio Supervisors, May 11, 1963. The report, read by President Deafenbaugh, called attention to page 31 in A Guide for Industrial Arts in Ohio Schools (24) under item 4: Class Size: "For efficient operation, and in light of apparent hazards, the laboratory should not be overcrowded. Since industrial arts teaching is largely individual, a maximum of 24 pupils per class per teacher is recommended."

The supervisors suggested that a letter from O.I.A.A. recommend the
inclusion of this in the State Standards. The following motion was made (85):

... that the President of the O.I.A.A. write a letter to the State Supervisor of Industrial Arts recommending to him that action be taken at the next meeting held for revision of state standards to include that Industrial Arts Classes be limited to a maximum of 24 pupils per teacher with a minimum of 100 square feet per student.

It was reported at the October 12, 1963, meeting that the letter had been written.

Ohio House Bill #492, "The Compulsory Eye Protection Law", caused a flurry of concern by individual industrial arts teachers. Not having been forewarned, or consulted in any way, the profession was caught by surprise. State Supervisor Hare gave a complete report to the Executive Committee on October 12, 1963, regarding a request for ruling by the Attorney General. The next issue of the News Letter, November, 1963, contained the Attorney General's full report, recognizing the ambiguity of the law and providing guidelines for implementation. Questions from the floor of the March 12, 1965, business meeting were further clarified by Mr. Hare.

No evidence was discovered that the Executive Committee or association ever became involved in recommendations for teacher certification. There were only two reports to the committee on this topic. One on October 10, 1964, when it was stated that "240 temporary certificates... were issued in 1963-64. August 1, 1964, Ohio still needed 86 Industrial Arts teachers." The second report on May 1, 1965, told of efforts of the Ohio Supervisors to arrange a meeting with State Superintendent E. E. Holt relevant to the certification problems.
A recent bill of yet undetermined influence on industrial arts in Ohio was reported to the Executive Committee on October 9, 1965. This was HB 950, dealing with the school foundation program, which in part mandated the school districts to offer or contract for vocational education programs beginning July 1, 1967. The Executive Committee was concerned as to what the interpretation of the State Board of Education would be, and what effect the implementing guidelines would have on industrial arts programs in those schools not having trade and industrial vocational units.

The president of the O.I.A.A. was requested by the committee to write a letter to State Superintendent E. E. Holt expressing the views of this committee. In addition, the president and Edgar Hare were to prepare a progress report on the developments. At the January 8, 1966, Executive Committee meeting, Glenn Rich, Director of Elementary and Secondary Education was a guest and pointed out that federal aid to Vocational Education is having a strong impact upon industrial arts in Ohio. He suggested exemplary industrial arts programs be made available for visitation in Ohio. A third point was that "because of HB 950, the state office may need to change the standards of units required on the junior and senior high level." Responding to a question of what the association could do to help, "Mr. Rich recommended that we make known our concerns . . . in writing, and . . . offer our services to the State Board of Education."

A letter, composed by a sub-committee was sent January 24, 1966. An appreciative reply from Harold J. Bowers, Assistant Superintendent, was returned immediately. State Supervisor Edgar Hare and O.I.A.A. President George R. Horton were then invited to an informal consultation with school superintendents and State Department officials to formulate
workable guidelines to comply with the intent, if not the letter, of the law. The consensus of this group was that the sections of the law in question (Sec. 3313.90 and Sec. 3331.01) were hastily conceived, and could probably not be financed if immediately implemented. Superintendents are to file a report of progress toward vocational offerings with the Principal's Report in October, until the law can be modified. A favorable report of this action was made to the Executive Committee by Mr. Hare on March 9, 1966. No further mention of this action or of the implementing of HB 950 is found in the minutes of the Executive Committee or in the News Letter.

There has been no standing committee on legislation. The Executive Committee has been involved with legislative activity a relatively small number of times, usually to the point of writing a letter and stating a position. These recommendations never took the form of resolutions. There was little communication with the membership by the News Letter except for notices of the A.I.A.A. efforts for federal aid. The bulk of entries pertinent to federal and state legislation have been since 1963, indicating increased activity, if not awareness.

Safety

Safety programs and materials have been prominent from time to time in the activities of the Ohio Industrial Arts Association. Evidence in the form of correspondence, convention programs, entries in the Executive Committee minutes, and News Letter articles attest to interest as an association activity. The 1952 convention theme was "Safety". Ten years later there was another main convention session on safety, although this was not the theme. Aside from annual programs, the association has
approached this topic as a project, usually working with the Ohio Industrial Commission and the State Department of Education.

**School shop inspection.** The school shop inspection program carried on by the Division of Safety and Hygiene, Ohio Industrial Commission, was the result of initiative by leaders in the Ohio Industrial Arts Association. First mention of this was found in the May 12, 1951, Executive Committee in a report by Dewey Barich of a meeting with the Ohio Industrial Commission. Merle Leggett, O.I.A.A. president, and Barich, past-president, had met with the Chairman of the Industrial Commission and his assistant through the cooperation of Dr. Hissong, then Director of Public Instruction. Tentative agreements were reached. Barich, Leggett, and Waldeck, serving as an O.I.A.A. safety committee, followed the project through, cooperating with the State Department of Education and the Industrial Commission. This committee was made a permanent committee at the December 12, 1951, meeting.

During the 1951-52 school year, the inspection program was implemented. The Industrial Commission assumed the responsibility for inspecting every school shop in the state. A safety report was to be filed both with the State Department and the local board of education. A report by Philip S. Waldeck and President Leggett at the March 26, 1952, Executive Committee meeting recorded the progress:

. . . the safety inspection program was really working. Results were being seen in shops that had been inspected and in those not yet inspected. Mason said the Safety Committee had a booth where devices and bulletins were displayed. . .

The annual convention opened the next day with the keynote by W. C. Leonard, Safety Advisor of the Industrial Commission of Ohio.
Further committee activity. During the May 17, 1952, meeting the following entry is representative of the high interest in safety as an association activity:

Waldeck listed some suggested projects for the safety committee. He called for additional suggestions. Kittle suggested a safety poster contest. Mason wondered if some corporation might not back the organization in developing a safety manual. Waldeck told of the manual in progress by the state department of education. Robinson suggested members of the association be added to the mailing list of the "Monitor". Membership list is to be sent to Waldeck who will arrange listing.

All of these suggestions eventually came to pass.

In the October 4, 1952, meeting the safety committee was prominent in the minutes. A report was presented by Ralph Akers, Cleveland. Seven possible projects for the safety committee were mentioned, but not listed. "Waldeck suggested asking the Industrial Commission to take over the publication of a safety manual and indicated the old manual being developed by the State Department was bogged down for lack of funds."

Another suggestion was using the safety violations as reported in the recent shop inspection program as a booth theme for the convention. The safety committee sponsored booths at the conventions in 1952 and 1953. Akers was elected permanent chairman at the October 4, 1952, meeting with the final recommendations being: (1) to make positive recommendations for typical shop hazards, (2) a revision of a safety bibliography, and (3) a letter of suggestions to the Industrial Commission.

The next mention of the safety committee was found in the March 25, 1953, minutes: "Mason recommended the safety committee be discontinued for there seemed to be little interest and cooperation over the state
with their group." Later in the meeting a rebuttal was recorded:

Waldeck expressed his disfavor of the discontinuance of the safety committee. He moved and Eaton seconded that the secretary write a letter to Richard Morse, director of the Industrial Commission of Ohio and to Mr. James Fluker, director of Health and Safety and express the appreciation of the executive committee for the safety inspection program and a hope that the program would be continued with the recovery of the inspector.

A "Safety Corner" was started in the May, 1953, News Letter at the suggestion of the Executive Committee. This first article brought to light further benefits of the interest aroused in safety. The Ohio Industrial Commission began sponsoring a section for Industrial Arts and Vocational Education at the All-Ohio Safety Congress spring meetings. The October, 1953, News Letter announced that monthly safety posters were available to teachers as well as subscription to the monthly Industrial Commission publication, "The Monitor". The March, 1954, News Letter carried a half page editorial on the school shop inspections program and the resulting benefits to industrial arts programs. The "Safety Corner" began to lose prominence in subsequent issues. However, the November, 1958, issue did carry an extensive report of school shop inspection results.

A safety manual. The earliest mention of a safety manual for school shops was Philip S. Waldeck's remarks of October 4, 1952, indicating that some such manual was "bogged down" at the State Department. Fourteen years later in the fall of 1966 the "Industrial Arts and Vocational Education Safety Manual" was published by the Division of Safety and Hygiene, Ohio Industrial Commission in cooperation with the State Department of Education. No direct involvement of the O.I.A.A.
Executive Committee with this project was found. One entry in the May 13, 1961, minutes mentioned this project:

State Supervisor Al Squibb asked for cooperation in the preparation of a booklet on safety in school shops. The publication will be published by the Division of Safety. It was the feeling of the committee that he should and would have the support of the association in the project.

An interview with Squibb (48) and later correspondence (75), revealed more of the safety manual story. The cooperative venture was begun when Philip S. Waldeck was State Supervisor of Industrial Arts and Larry Rhodes was with the Division of Safety and Hygiene. Squibb learned of the project when he took over as State Supervisor in 1961. Sub-committees over the state wrote various sections and forwarded them to Stanley Spring, Circleville, for compiling. The entire project was financed by the Division of Safety and Hygiene. A rough draft was presented at the Ohio Supervisors meeting in Columbus on November 13, 1962. At this point the "austerity" program of the new state administration postponed the project. The manual was finally revived and distributed in 1966. The November, 1966, News Letter featured both front page and center spread articles and pictures describing the new safety program in Ohio.

While the State Safety Manual was not an official project of the Ohio Industrial Arts Association, it seems probable that the relationships established during the early 1950's by the association had some positive effect on the developments through the years.

Others

Several activities and projects did not lend themselves to special categorization. They are discussed in this section.
County organizations. The sponsorship of county industrial arts associations as a grass roots support of the new state organization had a brief history, 1947-51. The stage was set at the April 26, 1947, business meeting with John Fairless, president of the Franklin County Industrial Arts Association, offering a motion "that a committee be set up by the O.I.A.A. to do some missionary work in the eighty-eight counties of Ohio to encourage them to become more active professionally." A committee of three was appointed with Fairless as chairman. The next year a report was given (86) recommending enlargement of the committee and postponing action until "Mr. Waldeck had completed his visits throughout the state." Publishing a news bulletin from Waldeck's office was also mentioned. The following business meeting, March 25, 1949, another report was submitted with the two major recommendations of (1) allowing a committee representative to observe Executive Committee meetings and (2) take action on recommendations of a periodical published by the association.

At the 1950 business meeting (86), after two years, Fairless finally got a member of his committee invited to the Executive Committee meeting by a vote of 30 to 54. It must be kept in mind that there was no county representative, as such, on the Executive Committee until after the 1950 revision of the constitution. At the May 6, 1950, Executive Committee meeting a report from the committee for county organization was called for, but no representative was present. This was the first involvement of the Executive Committee; until this time it was a project entirely sponsored by the membership through the annual business sessions, a situation which was unique. At the September 9, 1950, meeting Fairless was present, but had no report. Mr. Fairless did not feel he was
receiving cooperation from the O.I.A.A. officers, as he resigned from his committee work in a letter of January 11, 1951 (62).

It is difficult to assess the value of the activity of the committee on county organizations. The records imply controversy, and no progress reports. The association never actively sponsored county groups, but had made provision through the constitution for their affiliation from the very beginning. However, with the 1950 revision a county representative was elected as a member-at-large to the Executive Committee, and the News Letter was published in December, 1951. Perhaps all of the talk by the small committee of Mr. Fairless made some indirect contributions that were not evident at the time.

**State Fair Exhibit.** The industrial arts exhibit at the Ohio State Fair (Exposition) has been an orphan as far as any professional association sponsorship. Only two brief entries have been recorded in the minutes over a twenty-five year period. The first was January 2, 1942, and the second was March 19, 1966, when it was decided to allow information to be distributed and announced at the convention. News Letter notices in November 1964, May 1965, November 1965, and November 1966, have testified to increased interest in this phase of state level activity in industrial arts.

**Liability insurance program.** Part of President Barich's plan to create interest and participation in the young state organization was to undertake a project of supposed concern to all teachers. In March of 1951 it was suggested to the Executive Committee that the association "study and plan how to initiate legislation in connection with their professional duties" (85). E. W. Tischendorf was appointed chairman
of a legislation committee to especially look into the topic.

This committee evidently decided that legislation was the wrong cure for the problem, as it made its recommendation a year later under the title of "a final report of the Liability Insurance Committee" (85). The suggested plan was a policy limited to O.I.A.A. members and underwritten by Lloyds of London through the Tubbs Insurance Agency, Inc. of Medina, Ohio. It provided professional liability insurance for bodily injury (including corporal punishment) and property damage. Investigation by the committee had exposed a reluctance on the part of several insurance companies to cover corporal punishment situations.

The official plan was presented and approved at the annual business meeting on March 28, 1952. The policy was to be made available to industrial arts teachers of Ohio, with the assumption or at least implication that they would be members of O.I.A.A.

Two months later, concern was expressed over the fact that only eight requests for coverage had been received. In July, 1952, the News Letter made a notification of the insurance plan and included an application blank. This seemed to facilitate enrollment. By October 4, it was reported to the Executive Committee that there were over 100 policy holders, and by the January 17th meeting, 123 teachers were insured. This proved to be the peak of the enrollment.

According to the May, 1953, News Letter, the Tubbs Agency would accept 124 enrollees as a minimum until October 15, 1954, at which time the applicants must total 250 for continued operation. A by-line in the October, 1953, News Letter contains the obituary of this particular O.I.A.A. project:

"Due to an insufficient amount of applications, insurance was cancelled."
Slides and photographs. For several years the association financed 35 mm colored transparencies of individual projects and prize winning school booths at the convention. Black and white photographs were also taken of the trophy winners in booth competition. The practice of making the slides available to the membership on a loan basis began in 1951 (85). The photographs were taken primarily for the News Letter, however, the membership could purchase extra prints.

A News Letter article of March, 1953, informed the membership that slides could be borrowed from the office of Philip S. Waldeck, State Department of Education. In May of 1961, the News Letter carried an explanation of the slide loaning program with suggestions as to how teachers were using them. This article was prepared by State Supervisor Albert R. Squibb.

The minutes of October 13, 1962, state that a set of 1962 convention slides was presented to the new state supervisor (Squibb). This project has received little participation and publicity in recent years. Observation at the convention would tend to record many members making their own series of slides.

Industrial Arts Clubs. During 1960 an effort was made by Philip S. Waldeck to persuade the Ohio Industrial Arts Association to promote the organization of high school industrial arts clubs. A written request was submitted to the Executive Committee on March 30, 1960, outlining a proposed structure based on the Louisiana Association of Industrial Arts Clubs, Inc. A more complete report with alternative proposals for participation in the industrial arts club project was submitted by Waldeck on May 14, 1960. Considerable thought and planning was in evidence.
At this May Executive Committee meeting President Dean Kittle appointed a committee of three to report at the fall meeting.

A committee report on the formation of Ohio Student Industrial Arts Clubs was filed on October 15, 1960. The report was favorable and recommended a survey via the News Letter to analyze existing clubs in Ohio. The interest was not shared by the remainder of the Executive Committee and the project was never launched. It should be noted that another factor was present although not reflected in any of the reports of discussions. The March 1960 News Letter carried an extensive article by Willis E. Ray on the "Promotional Activities of the American Industrial Arts Association." Item number six of this article follows:

A seven-man committee has been set up to stimulate club organization in the United States. This committee is attempting to set up the content and range of such a program, write a national constitution, design an emblem, etc. A brochure is to be presented for a suggested local constitution, a framework for local organization, and suggestions for promoting local club programs. All proposed clubs will be affiliated with a national chapter of Industrial Arts Clubs of America.

In November of 1965 the A.I.A.A. student clubs became a national organization.

Recruitment. The recruitment of students into industrial arts teacher education institutions has never been organized into an identifiable project. There have been isolated activities that relate indirectly to this objective of the association. The first instance is the encouragement of the eight Ohio institutions training industrial arts teachers to display booths and recruitment materials at the annual convention. This invitation from the Executive Committee is often sent through the teacher education representative, but sometimes is handled by the school exhibits manager.
Scholarships have recently been mentioned as being a favorable project to aid recruitment in addition to honoring deceased leaders in teacher education. A three-man scholarship committee was named at the May 7, 1966 meeting and directed to explore possibilities.

At the 1966 convention a special registration card was used for high school visitors. These cards were then forwarded to the universities for any special mailing they wished to send.

A motion to purchase 4,000 A.I.A.A. brochures entitled "A Career in Teaching Industrial Arts" was passed at the January 8, 1966 meeting. These were distributed to all guidance counselors in the state of Ohio through the state packet mailing system for counselors.

It can be seen, that while recruitment may not be a concerted association project, the related activities have increased. They have lacked coordination toward a clear objective.

Summary

Publications, as a service to the membership and for communications within the association, have been major projects since 1951. The News Letter, first conceived as a four-page annual resume of convention news, now averages twelve pages for each of its three issues per year. It also serves as a source of revenue through advertising. The distribution policy is to provide every industrial arts teacher in the state with a copy. Minor problems have not kept the News Letter from continuing as the most consistent O.I.A.A. project. An organization manual begun in 1954 was published in 1957 as Looking in on Ohio School Shops (25). Credit for the initiative and work in compilation was largely due to the
efforts of former O.I.A.A. president William R. Mason of Cleveland. The book was primarily a "picture book" of various tool and supply storage and other organizational ideas. The association experienced difficulties in the sale of the books, but free distribution of one copy to each Ohio high school was accomplished. A Guide for Industrial Arts in Ohio Schools (24) resulted from the initiative of the Ohio Supervisors group. The project was organized and financed by the O.I.A.A. A State Level Committee did the writing and editing with the State Department of Education publishing. This was the first statement of philosophy for industrial arts in Ohio since the Ohio Prospectus of 1934 (21). Curriculum guides were a direct outgrowth of the "Guide". This series of seven guides for the teacher is nearing completion. It is the most expensive and ambitious project undertaken by the association thus far.

Honorary awards now fall into three categories: honorary memberships, life memberships, and teacher of the year. A constitutional amendment in 1959 clarified the difference between honorary and life membership. Three special certificates of Honorary Life Membership were awarded prior to this amendment. The past-presidents receive certain recognition upon completion of their terms.

In the area of legislation, the O.I.A.A. was formed amid discussion by its leaders of pending federal legislation. There are periods of several years when there was little recorded interest in legislation. Since 1963 the entries in the News Letter and official minutes have shown increased interest, but no actions of a lobbying nature have been taken by the association. The association has been more prone to be involved at the state level. Recommendations have been made concerning standards
in 1956 and in 1963. HB 950 in 1965 caused concern in the industrial arts ranks which was reflected in Executive Committee action. This was in regard to the required offering of vocational education by every Ohio high school in 1967. Direct communication between the O.I.A.A. and the State Department of Education resulted.

Safety has been a major project, especially during 1951-53. The school shop inspection program, poster service to schools, mailing of "The Monitor", accident reports, and a safety manual can be traced to ideas and activities of O.I.A.A. leaders during these years. The safety project of the association was also reflected in the theme for the 1952 convention as well as special articles and editorials in the News Letter 1952 through 1954.

A movement to sponsor county industrial arts associations 1947-51 was endorsed by the membership in annual business meetings but never received cooperation from the Executive Committee. The State Fair industrial arts exhibits have received space in the News Letter for announcements but no other O.I.A.A. support. A liability insurance program was undertaken in 1952. It lasted a little over one year with a peak of 123 applicants. Colored slides of annual school exhibits were financed by the association from 1951 to 1962. These were loaned to teachers out of the state supervisor's office. The state supervisor initiated a project in 1960 of sponsoring student industrial arts clubs. Despite extensive planning and a favorable sub-committee report, the project did not appeal to the Executive Committee. A concurrent effort by the American Industrial Arts Association in sponsoring student clubs culminated in a national organization in 1965. Recruitment is of increasing interest to the association. Booths from teacher education institutions are encouraged
at the annual convention. Several thousand recruitment brochures have been distributed to the guidance counselors in Ohio. The possibility of O.I.A.A. scholarships is being explored.

The Ohio Industrial Arts Association has experienced a wide variety of both long and short range, low budget as well as expensive projects. The leadership has tended to initiate new projects before any extended lag in association activity. The nature of publications especially in the last few years has changed as the resources of the association have been more adequate. An analysis of the leadership follows and should be helpful in understanding the activities that have been described here.
CHAPTER VII

LEADERSHIP OF THE ASSOCIATION

This study can be of greater use to the professional leadership of industrial arts in Ohio if it goes beyond the mere telling of the story. By attempting to construct a framework and show the general nature of associational leadership, the study can be of more value. When the history of the Ohio Industrial Arts Association is viewed in the context of leadership, the recommendations for the future take on added significance. A review of the literature in the field of leadership revealed the symposium edited by Browne and Cohn (7) to be a comprehensive resource providing the main framework for a study of the leadership in an association.

Leadership for purposes of this study is segmented into elements and functions within an associational context. This provides the perspective with which to view the chronological events comprising the history of the Ohio Industrial Arts Association recorded in preceding chapters.

A second major portion of this chapter reports the results of the opinionnaire sent to a jury of twenty experienced industrial arts leaders. The opinionnaire served as an informal instrument in weighing testimony for credibility and internal criticism as well as providing a check against unintended bias on the part of the historian.
Early approaches to leadership attempted to analyze the personal characteristics and combination of traits possessed by an individual in an effort to identify potential leadership. This was done with no relationship to circumstances or the situation. This "trait approach", isolated from the situational context, resulted in inconclusive research attempts and thus lost acceptance.

Current Approaches

Browne (7, 417) reflects current approaches to leadership in the following quote: "For the past fifteen years the study of leadership has increased in importance . . . Earlier work looked upon leadership as a kind of static thing and studied it in terms of the characteristics of leaders; recent work emphasizes the dynamic nature of leadership."

A working definition. A definition based on the readings cited in the first section of this chapter is necessary to understand the functions of leadership and their application to the interpretation of the history of the Ohio Industrial Arts Association.

For purposes of this study, leadership will then be defined as: The process of an individual or sub-group influencing the progress of an organization toward the establishment and achievement of goals in the context of a given situation. This definition incorporates the four elements of leadership as will be discussed: (1) the leader, (2) the group, (3) goals, and (4) the situation.

Leadership can emerge and survive in a professional organization when these circumstances exist: (1) the group agrees upon certain goals, (2) organization and definition of responsibilities are assumed, (3) a
source of potential leadership exists, and (4) urgency of attainment prevails (problem situation).

Elements

Browne's four-way structure of leadership (7, 417) serves as a frame of reference for a discussion of leadership elements. He sees the essentials as being (1) the leader, (2) the group or followers, (3) the situation in which the group and leaders are working, and (4) the goal which is being attempted.

The leader. Despite a lack of substantiating research the emotional concept of a leader persists. Knickerbocker (7, 4) speaks of the "magical aura" and fixed set of personal characteristics that are popularly thought of as basic essentials to leadership. He refutes this belief and concurs with other writers in the symposium with the flat statement (7, 7): "the leader is a product not of his characteristics, but of his functional relationship to specific individuals in a specific situation." The leader thus becomes a part of a larger context because he offers a means to certain objectives and not because he is endowed with a set of special characteristics. Stodgill (7, 60) found in surveying pertinent literature that "The findings suggest that leadership is not a matter of passive status, or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation . . .".

Gibb (7, 68) refers to the traditional search for leaders that have a peculiar personality trait developed to a degree that others have
not achieved. He says, "The truth would seem, however, to be quite different. In fact, viewed in relation to the individual, leadership is not an attribute of the personality but a quality of his role within a particular and specified social system."

The group. The leader cannot exist or function without a group of followers. The nature of the group and its goals determine the type of leadership necessary within a given set of circumstances. Stodgill (7, 60) points out the significance of this element: "It [leadership] appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion." Gibb states (7, 74) that one of the basic principles of leadership is "the attitudes, ideals, and aspirations of the followers play as important a determining role as do the individuality and personality of the leader." Thus, the third element of the leadership context becomes the group (two or more).

The situation. The accepted concept of leadership then, revolves about the description of circumstances and situations. It is the dynamic relationship of individuals with events. Emory S. Bogardus (7, 62) emphasizes the situation in training for leadership. He feels that leadership can be developed by learning to analyze and anticipate situations and then learning appropriate techniques for the control of these situations. Gibb (7, 71) says that,

Leadership is always relative to the situation (a) to the extent that a certain kind of situation is required before the leadership relation will appear at all, and (b) in the sense that the particular set of social circumstances existing at the moment
determines which attributes of personality will confer leadership status and consequently determines which members of a group will assume the leadership role . . .

Knickerbocker (7, 4) in his functional concept of leadership also emphasizes the circumstances under which groups organize their activities toward objectives. Gibb (7, 74) goes so far as to say that leadership flourishes only in a problem situation.

Goals and objectives. Goals and objectives are used interchangeably in this study to refer to the aims of the group. Goals must first be chosen and established to provide direction for leadership. Goal setting is an objective of leadership in itself, however, the dynamic function of leadership is concerned to a greater extent with the achieving or working toward established goals.

Pelz (7, 43) is emphatic in his belief that a basic postulate of leadership is that the more the leader helps the group achieve their goals, the greater his acceptance as a leader. Knickerbocker (7, 11) feels that the leader emerges as a means to the achievement of group objectives. He uses one definition of leadership in which he says it "exists when a leader is perceived by a group as controlling means for the satisfaction of their needs." Gibb (7, 74) refers to the principle of leadership as being always toward some objective goal.

Functions

After describing the elements of leadership, it is necessary to analyze the way in which it works. By what general methods are the goals achieved?
Gordon L. Lippert (11, 7) groups the major functions of leadership into four categories.

"(1) A leader may perform a symbolic function, such as the Queen of England performs at present. (2) Or a leader may perform primarily a decision-making function. This could be exemplified by the political 'boss' who makes decisions behind the scenes to be carried out by other individuals. (3) Another function that most leaders perform in one degree or another is giving information or advise. (4) A function that is common to most positions of leadership is the one of initiating plans."

Symbolic function. Little evidence was uncovered to support an analysis of the symbolic function of leadership pertaining to a professional educational association. This function is of a static nature and does not readily apply in the dynamic definition of leadership as used in this study.

Decision-making function. This function would apply to the progress of a group toward agreed upon objectives. Evidence testifies both as to how the function is implemented and who exercises the responsibility.

Advisory function. This function is not always as obvious as others within a situation. There may be both formal and informal advisory resources. Evidence in the study testifies as to its existence, therefore, it becomes important in understanding the leadership of the association.

Initiating function. Planning and initiating ideas is important both in establishing goals and in achieving them. As in the advisory function, this process does not always come from a formal structure of an organization. It is, however, basic to the existence of an organization.
Through this function the basic element of goals becomes possible. Leadership is dependent upon initiating and planning in establishing one of its four essential elements.

The associational context. It is necessary to relate the framework of leadership directly to the functioning of a state organization, more particularly to the Ohio Industrial Arts Association. A discussion of leadership in general terms can apply to groups and sub-groups of greatly varying nature and size. This must be delimited in terms of the organized group under study.

This study emphasizes the organization and structure of the Ohio Industrial Arts Association. While the contribution of certain individuals is recorded in some instances, basically, the events of history are to be viewed in relation to the entire organization, the circumstances, and the subsequent demand for leadership. Thus the study accepts the premise that people join groups for protection and mutual support, and they organize to more effectively attain goals. Stodgill (7, 34) suggests that leadership cannot emerge unless some organization takes place and responsibilities are differentiated.

The instrument used to collect opinions of the selected jury is shown in its entire form in Appendix M. The accompanying letter is in Appendix L. This section of Chapter VII reports the results of the survey. Each question is quoted in its entirety. The responses are shown in tabular form. The responses are followed by pertinent written comments of the jurors. These comments are not identified, and they have been recorded in random order. Generalizations are formed concerning the responses and comments of the jurors.
The data collected by the opinionnaire were useful in the interpretation of factual evidence discovered by research in the official documents of the association. They helped prevent the distortion of facts that may have resulted in a biased report of the O.I.A.A. history. The data also serve to give substance to certain recommendations that follow in Chapter VIII.

Opinions - Leadership Elements

The first section of the opinionnaire was designed to gain a description of the four elements of leadership as analyzed by Browne (7, 417). In brief, these were: the goals, the leader, the group, and the situation. One question was designed to obtain reactions to each of these elements, with the exception of the last. Two questions were used to discuss situations; one dealing with the past and the other with contemporary and future problems. It was hoped that the second question on situations would assist in forming bases for meaningful recommendations for the contemporary leadership of the association.

Goals and objectives. Goals that were mentioned in the records of the association were used as the bases of this question. It was framed in such a way as to cause the jury to think in terms of specific activities that could be translated into recommendations if a consensus appeared. The first question of the opinionnaire follows:

Objectives of professional associations are traditionally couched in such phrases as "to stimulate and encourage professionalization", "to further the interests of the general welfare", "to promote professional growth", "to develop leadership", "to improve professional relationships", 
however, it is necessary to think of objectives in more specific terms. Please check each of the following and add others:

**TABLE 1**

**GOALS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Top Priority</th>
<th>Secondary Importance</th>
<th>Not Acceptable</th>
<th>No Response</th>
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<tbody>
<tr>
<td>Sponsorship of youth program</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>0</td>
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<td>Certification standards, revisions</td>
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<tr>
<td>Promotion of favorable legislation</td>
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<td>1</td>
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<td>7</td>
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<td>10</td>
<td>2</td>
<td>1*</td>
</tr>
<tr>
<td>Accreditation standards</td>
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<td>4</td>
<td>0</td>
<td>2*</td>
</tr>
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<td>9</td>
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<tr>
<td>Publications, committee reports, brochures</td>
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<td>4</td>
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<td>Curriculum, program, guides</td>
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</tr>
<tr>
<td>Internship</td>
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</table>

*One juror indicated that interest in these objectives should receive top priority, but the final responsibility should remain with the State Department of Education.*
Four jurors commented further on goals and objectives:

1. Develop a state program of industrial arts teacher recruitment. Promote a one-year internship program for incoming industrial arts teachers.

2. A continuous effort should be made to improve the status of industrial arts in the state and to interpret its merits to the general public.

3. If "Sponsoring of youth program" means to interest and recruit high school and college students for industrial arts teaching, then it should also be categorized as top priority.

4. Recruitment of students to teach industrial arts.

The mention of recruitment by three jurors can be considered significant, as it was a write-in objective for the association.

The following goals for the Ohio Industrial Arts Association would appear to be well accepted by the jury as having primary importance:

1. Involvement in curriculum, programs, and guides.
2. Promotion of favorable legislation.
4. Involvement in curriculum and/or methodology research.
5. Raising certification standards.
6. Concern for accreditation standards.
7. Dissemination of technical information.

Receiving relatively evenly divided support for primary and secondary importance were:

1. Exhibits, fairs, and expositions.
2. Clearing house for industrial arts news.

What might be interpreted as a lack of enthusiasm was shown by the majority for:

1. Pilot model programs.
2. In-service workshops.
3. Sponsorship of youth programs.
4. Consultative shop-planning services.

**Leadership changes.** Changing characteristics of the association leadership, if noted, would be the result of the needs of the membership and other contributing factors. The effort here was to discover trends and, if possible, relate them to the needs of the membership. The question was stated:

> In the past twenty-five years have you observed any significant changes in the nature of the leadership of the O.I.A.A.? Such as: visionary, transitional, limited, shifting of influence, or . . . List changes. When did any of these take place? What were the contributing factors?

Three of the twenty jurors did not respond to this question. The concise remarks of the remaining seventeen follow:

1. The association was growing up. The contributing factors were natural causes . . . mostly economic.

2. Changes from dynamic and effective to the opposite in the last fifteen years, after Teacher Educators withdrew, leaving it to high school personnel.

3. Changing from Warner's influence . . . too far out.

4. Trend away from college dominance to leadership from all levels, circa 1950. Factors were increased growth, broadening of convention activities, and promotion of publications.

5. A shift to the rank and file teacher.

6. Teachers and supervisors were elected to positions of leadership . . . no longer dominated by the colleges. Commercial exhibits in 1949-50 was a factor.

7. A shift from the large cities to the smaller cities and rural communities in the last 15 years.

8. Change from passive to dynamic . . . Barich gave impetus, followed by Leggett.
9. A definite shift from college as a source of leadership to the classroom teacher in the last ten years. Contributing factor was that certain college personnel planned the change and enlisted help of the city supervisors.

10. Now controlled by the rank and file, rather than Teacher Educators and administrators. Change came after 1946-47. A mature group of men from WW II changed the constitution.

11. Change to broad representation.

12. Since Barich, the leadership is more conscious of immediate problems of the teacher and less inclined to misty philosophy. The organization was not meeting the needs of the shop teacher.

13. Programs shifted to the classroom teacher. The leadership began to include the classroom teacher.

14. Changed from a struggle to keep it going to professional activities. It started in 1953 with the support of the teachers to a few leaders.

15. Toward the public schools and away from the colleges, and I hope it continues.

16. There was a gap between college and public school concepts. The nature was transitional but resisting change.

17. A change from Teacher Education to Supervisors to Classroom teachers. From progressive to contemporary. Too much gap between college and supervisors. Now, supervisors are too involved with other duties.

Obviously a question such as this lends itself to personal bias. However, the historian, by considering the recorded events, plus the varied opinions of a representative group can form some generalizations about the nature of the leadership.

Evidence supports the general contention that the leadership was primarily from teacher educators prior to 1950, and was unpopular with public school personnel. The years from 1946 to 1953 were critical years as far as the transition in leadership. This included the period of constitutional reorganization. There has been further transition toward
increased participation by the classroom teachers from smaller school systems. Only one juror indicated that the change resulted in less effective leadership. The consensus was that the past fifteen years has resulted in leadership and action more to the understanding and felt needs of the classroom teacher.

**Membership changes.** The question dealing with the nature of membership changes also called for comments on the causes:

In the past twenty-five years have you observed any significant changes in the nature of the membership of the O.I.A.A., especially as evidenced by attendance at the annual convention? List changes. During what years did the above occur? What were the contributing factors to these changes?

Only one of the jurors did not respond to this question. Two jurors indicated they observed no change. Seventeen responded that there was some recognizable change in the membership. These are quoted as follows:

1. A professional awakening.

2. At first there were only supervisors at the Thursday convention programs. Cooperation from boards and administrators contributed to a change.

3. More teachers in the past four or five years. Better and more useful programs have contributed, along with better understanding on the part of administrators.

4. There is now greater participation from consolidated and smaller schools. In last ten years. Factors are open division and exhibits in "newer" areas.

5. A gradual change to more rank and file. More teachers and high school students active after 1953. Changing location from Deshler to Neil House was big factor, along with competition in school booths.

6. Increased membership from the small schools in the last fifteen to twenty years. Recognition of the program in smaller communities was significant.
7. Improved membership from southern Ohio.


9. Increase in attendance.


11. Larger membership from the smaller schools and younger teachers. Factor was that teachers couldn't get help through supervision.

12. More and younger teachers. College membership and promotion helped in many cases.

13. More classroom teachers, better programs and exhibits starting in 1950, money from exhibitors, and support from the classroom teachers and supervisors were contributing factors.

14. Gradual increase in attendance due to more services.

15. More teachers and a steady advance. Contributing factor was that they were able to get away and participate.

16. More teachers and school students active and participating since 1953. Change in leadership and objectives contributed, plus, the convention moved from Deshler-Wallick Hotel to Neil House. School Exhibits booths fostered competition and increased student interest.

17. It has grown constantly; men from the smaller towns, cities, and districts are now taking an active part. 1947-60. Contributing factor besides those stated was a demand for recognition.

There was considerable agreement by the jury on several points. First, a definite increase in the attendance, mainly in the numbers of classroom teachers and personnel from the smaller schools. Reasons given for this included greater cooperation from administration, recognition of the professional benefits of attendance, change in convention location, and the participation in competitive school exhibits. Specific dates mentioned were 1950 (better programs, money from exhibitors) and 1953 (change of location and school booth competition). There was no agreement
as to a significant period of influence on the change of the membership.

Fast situations. If leadership responds to problem situations and crises, a better understanding of changes in the association leadership might result in identifying such periods in its history. The fourth question of the opinionnaire attempted this.

One accepted theory of leadership holds that it flourishes only in a problem situation. Assuming this to be true, what specific circumstances (such as: obstacles in meeting agreed upon objectives, factions within the organization failing to agree on goals, economic or political pressures from outside the organization) could be described as "problem situations" in the history of the O.I.A.A.? Give the approximate years.

Five jurors failed to respond to this question. The other fifteen produced a variety of answers:

1. No money. No travel compensation. Held the meeting where it didn't cost anything.
2. Considerable bickering over agreement on goals by factions, during 1946-1950.
3. Very small group dominating industrial arts in Ohio kept the association ineffective in the late 30's through the 1940's.
5. Teachers needed help in improving facilities, organizing, etc. Convention became more practical.
6. Accepting industrial arts on a par with other subjects by the public and administrators.
9. Control taken from Teacher Educators and placed in a representative group since 1947.
10. Change in the emphasis of the school exhibits from trophy hunting to relating the nature of industrial arts.

11. Money to keep in operation. Then struggle over control . . . agreement of where to concentrate efforts, and finally location of convention.

12. I never found agreement on goals or objectives.


14. Some might say there was a power struggle between O.I.A.A. and The Ohio State University about the time of the Paige administration, but it did not get much into the Executive Committee.

15. Emphasis on general shop and "laboratory of industries" vs. unit shop organization (1930-1940). The attempt to move site of convention from centralized location to various sections of the state.

There was significant consensus about a period of problems during the late 1940's. Also, there was considerable agreement that the struggle for control of the leadership between the universities and the public schools constituted a problem situation. Comments by four of the jurors indicate that much of this struggle was involved with the identification of goals and objectives. Location of the convention site was a problem area as indicated by three jurors. Lack of money was viewed by two jurors, but no approximate dates were given. The only problem mentioned in the recent past involved state legislation.

Contemporary and future situations. It was felt that the posing of questions to cover both the present and future, as well as the past would provide a better consensus of this element. Any implications and recommendations would tend to have a more practical value. Therefore, this
fifth question was also geared to the situation as an element of leadership:

Do you feel that there are any unique problems facing present leadership in the O,l,A,A. that did not exist five, ten, or twenty years ago? Describe the nature of these situations.

Two of the twenty jurors did not respond to this question. The other eighteen answered as follows:

1. Space for exhibits (projects) and convention.
2. Problems seem more critical now and in need of attention.
3. Federal and other funding for "research."
4. Recruitment; also understanding of new methodology.
6. Increased Union activities. Larger numbers of teachers.
7. Adequate exhibit space. Financing of committee for course outlines. [Curriculum Guides.]
8. Recent change in technology hits all levels. Distribution and use of federal funds.
11. Failure of industrial arts teachers to meet quality standards in all areas.
12. Yes, to keep industrial arts in the shop!
14. How to meet the needs of members. Growth . . . convention accommodations.
15. Power struggle is over. Problem is to define industrial arts in the schools of the future.
16. Emphasis on Vocational Education by the government and the public.


18. Greater recruitment needs. Development of programs to use recently enacted funds. Meeting the needs of students.

The greatest area of agreement by the jury was the problem area of quantity and quality of teachers in industrial arts. Five jurors specifically mentioned the shortage and recruitment as a problem. Three others were concerned about certification standards, with two more jurors mentioning the need for in-service and up-grading. In all, ten remarks were made that related directly to the problem of supplying enough good teachers in the future. Program and curriculum was mentioned either directly or indirectly as a problem area by six jurors. Four men identified federal aid and legislation as being problem areas facing current leadership. Three men mentioned problems related to the holding of the annual O.I.A.A. convention in adequate facilities.

Opinions - Leadership Functions

Of the four functions of leadership as depicted by Lippert (11,7), symbolic, decision-making, advisory, and initiating, only three were chosen as being appropriate for application to the Ohio Industrial Arts Association. The symbolic function did not apply to the professional education association at the state level, in the context of Lippert's description. The remaining three functions, therefore, became important in collecting opinions relevant to how the association obtains its leadership and what the key resources are.
The initiating function. Plans must originate from some source. Ideas and planning start with an individual, but in this association individuals are identified with certain segments of the profession; Ohio Supervisors, Teacher Educators; public school instructors; State Department Officials; in some cases, district or regional groups. A question was devised to see if any particular groups were identified as being as consistent resources of leadership in the initiation and planning of association activities. The results are tabulated in Table 2.

Assuming that planning and initiating are functions of leadership, what groups have played significant roles in the initiation of programs, publications, projects, and other association activities?

<table>
<thead>
<tr>
<th>TABLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE INITIATING FUNCTION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>Consistently</th>
<th>Occasionally</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Supervisors</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public School Instructors</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>State Department of Education</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>District Associations</td>
<td>2</td>
<td>14</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Other: Research Students</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

No single group stood out in the memories of the jurors as being the only consistent source of this type of leadership. The survey did show that the Ohio Supervisors, Teacher Educators, and Public School Instructors have all been relatively active in providing initiation and planning of association activities. There was also general agreement
that the State Department of Education and the various district associations have only been an occasional source of this leadership. Research students was a group written in by one juror.

The comments by five jurors provide additional insight:

1. The O.I.A.A. must rely on all groups when any situation or problem is presented for study and change.

2. There is need for additional supervision from the state level.

3. The most effective group in my memory has been the teacher educators. As a trend, the O.I.A.A. has been drifting for years.

4. In the early days of the O.I.A.A., the teacher educators did the initiating. The past ten years, the Ohio Supervisors group has played a dominant role in initiating the O.I.A.A. projects and publications.

5. The total organization now seems to be working towards common objectives of a better program in the state.

As can be seen from the results of the opinionnaire, there are sharp differences of opinion as to the most consistent source of initiating leadership.

The decision-making function. Decision-making as a part of leadership, is a responsibility that can be exercised by an individual or shared by a group. In the case of individuals, it could be either an appointed person, such as an editor, or it could be an officer duly elected by the membership. Group responsibility could be shared by the Executive Committee or the membership as a whole. An attempt was made to see if the jury had an impression that decisions were made by consensus or more as a part of formal parliamentary procedure.
How has the decision-making function of the O.I.A.A. appeared to you? (In regard to setting goals, policy, official positions, fiscal procedures, . . .) Check once for each category.

TABLE 3

THE DECISION-MAKING FUNCTION

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Consistently</th>
<th>Occasionally</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a function of the elected officers</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>As a responsibility of appointees</td>
<td>4</td>
<td>13</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>As a consensus of the Executive Committee</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>As a formal parliamentary procedure</td>
<td>5</td>
<td>11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>As a responsibility of the membership (annual business meeting)</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The image of the decision-making function in the operation of the O.I.A.A. has appeared to the jury as one that is consistently a function of the elected officers and also a consensus of the Executive Committee. The question was not phrased in a manner that would draw inferences about the relationships of these processes to one another. There was also significant agreement that decision-making occasionally had been the responsibility of appointees and the entire membership. There was general agreement by a majority of the jury that decision-making appeared to be a formal parliamentary procedure on an occasional basis.

Two quotes from jurors were very pertinent to the question:

1. With the broad representation that the Executive Committee has, including the officers, it seems that it should be largely responsible for making decisions.
2. During my time on the Executive Committee, the officers, appointees, and others made proposals that were acted upon by the Executive Committee within the scope of the authority vested in them by the constitution and by-laws. Other matters were decided by the membership during the annual business meeting.

Evidence can be found in the records of the association, much of it reported in this study, to support the contention that decisions had been made by all of the methods listed in the opinionnaire. However, as a general policy, the remarks quoted above would seem to be a fair generalization of how this function usually has operated.

The advisory function. The third question attempted to identify those groups which had served the jurors, in their experience, as resources of advice and counsel. The question was phrased:

In the discharge of associational responsibilities, and in observing others in various capacities, whom have you found to be primary sources of counsel and advice? Check once in each category.

<table>
<thead>
<tr>
<th>TABLE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ADVISORY FUNCTION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources</th>
<th>Consistently</th>
<th>Occasionally</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members previously holding the responsibilities</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>7</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ohio Supervisors</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Exhibitors</td>
<td>4</td>
<td>14</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>State Department Officials</td>
<td>4</td>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>District Associations</td>
<td>1</td>
<td>13</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Others: (written in)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other State Associations</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Leaders</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the responses to this question it can be concluded that the most common source of advice has been the member previously holding that position regardless of what particular group he may be identified with. The Ohio Supervisors and Teacher Educators both showed a considerable margin of popularity for counseling over any other group mentioned.

Only three jurors had additional comments referring to this question.

1. The duty and responsibility sheets for the association executive members should occasionally be revised and issued, especially to the newer members.

2. I usually consulted officers first, the Executive Committee second, and the others as I thought they could give advice.

3. I think there is a close connection between the top three; all were helpful to me as president. I did not always take the advice, though.

The first of these remarks refers to the "Manual of Duties" written by the Executive Committee in 1958. This remark is considered in the recommendations of this study. It is speculated that many of the jurors would concur with the last remark as being an oversimplification of the advisory function, yet probably very typical.

Concluding Observations

The reader should be cautioned that the responses of individual jurors must be regarded as opinions; in many cases impressions of events that may have happened as long as twenty-five years ago. Taken as a consensus, the opinions are valuable in describing the changes that the association has undergone in terms of leadership. With this in mind, some general observations can be made of the leadership elements and functions of the Ohio Industrial Arts Association over the past twenty-five years.
**Elements.** Agreement upon goals for the association has been a problem for the leadership at different times. Unless there is acceptance of common goals, there can be no direction or progress toward achieving them. The survey indicated an overwhelming acceptance of at least two goals having top priority: (1) Curriculum, program, and guides; (2) Promotion of favorable legislation. Only one jury member considered this as unacceptable. Three other goals appeared to be significant areas of agreement: (1) Certification revision, (2) Publications and reports, (3) Accreditation standards. These results hopefully indicate that the association can agree on the importance of major professional goals at the state level.

In the area of leadership changes, the opinion of the jury formed a strong consensus that cannot be ignored. The rank and file classroom teacher was not satisfied with the early leadership of the teacher educators in the new association. Regardless of accomplishments, the urban and rural teachers felt needs that dictated a shift of power and representation. There was no agreement on common goals between the leadership represented by the teacher educators and that of the public school personnel. The membership changes paralleled the changes in leadership. A "chicken and egg" concept may be the proper analogy. As the membership shifted toward public school teachers and they found it increasingly convenient to attend meetings, there was both the need and the opportunity to elect leadership from their midst. As the convention program and association services seemed to focus more directly on the goals of the classroom teacher, the membership increased.

Problem situations such as the transition of influence from college personnel to public school personnel, and other crises such as money
shortages and need for new convention sites, have not been a deterrent to the development of the O.I.A.A. On the contrary, leadership has arisen to meet the problems, and the association continues to evolve into a stronger professional group. Contemporary problems as identified by the jury are then to be faced with the confidence that if they are formed into agreed upon goals, they will result in strong leadership coming to the fore. The lessons of history and the nature of leadership point in this direction.

Functions. The jury, in reflecting upon the activities of the association, indicated that no single group appeared as the initiating and planning body. It would be fair to say that ideas and planning seemed to come from teacher educators, supervisors, and teachers far more consistently than from the State Department of Education or any other source. Had this question been arranged in the opinionnaire on a timeline, a pattern of change may have been in evidence concerning the source of activity plans.

The decision-making and actual operation of the association centers in the Executive Committee with the four elected officers acting as an integral part. The process is basically one of discussion and consensus. Referring to appointees, and operating in formal parliamentary procedure, are occasional methods of business according to the majority of the jury.

The most consistent source of counsel and advice, by a large margin, has been the member or members previously holding the leadership position. The effect upon the leadership of this "in-service" program of leadership development is open for speculation. The remainder of jury
responses indicated that all elements of the association have, on occasion, served in an advisory capacity to the leadership of the association.
CHAPTER VIII

RECOMMENDATIONS AND SUMMARY

To summarize a historical study of this nature would be redundant. However, in light of the spirit in which this study was undertaken, recommendations are in order. Therefore, a list of recommendations are proposed which seem pertinent after almost a year's close involvement with the study. This is followed by a short summary relevant to the stated purposes of Chapter I, and some speculations as to the actual significance of this as a doctoral study.

Recommendations

These not only constitute a part of this study, but they will be formally submitted to an Executive Committee meeting of the Ohio Industrial Arts Association for whatever consideration that body chooses. The list was formed at the conclusion of the study; there were no ulterior motives to the purposes outlined in Chapter I. It is hoped that they will be viewed with an attitude of inquiry and ultimate improvement of industrial arts education in Ohio.

1. State Level Advisory Committee. The State Level Committee that was formed in 1958 through the initiative of the Ohio Supervisors was not reconvened after the publication of A Guide for Industrial Arts in Ohio Schools (24) in 1960. A special steering committee took over the preparation of the "Curriculum Guides".

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Curriculum guides, interpretations, and other state level publications will be in constant need of revision. A permanent advisory committee would help implement this. Such a committee should not serve as a decision-making body, but could serve in a leadership capacity as a formal advisory resource for the Executive Committee. No such formal source was discovered in the investigation for data. In addition, a State Level Advisory Committee, meeting on a regular basis, would serve an initiating and planning function for the leadership. This could prove effective because agreement on goals would be by a group representing the public school teachers and supervisors as well as teacher educators and state educational consultants.

When projects and activities were officially approved by the Executive Committee and/or the membership, the State Level Advisory Committee might also function in a steering capacity.

2. Committee on Resolves. The Ohio Industrial Arts Association has never had a committee for forming resolutions. Consequently, the only way that the association has taken official positions on problems and issues is by occasionally instructing the president to "write a letter." If a standing committee of distinguished association leaders were to present resolutions for Executive Committee approval prior to the annual convention, appropriate resolutions could be acted upon by the membership at the business meetings.

Such a system would facilitate communications with other affiliated professional associations in addition to governmental offices including the Ohio Department of Education and the U. S. Office of Education. It would give stature to the voice of the O.I.A.A. in matters
of certification, accreditation, supervision, legislation, and others. A Committee on Resolves would involve the membership in current issues. Formation of this committee should be immediately considered by the Executive Committee.

3. Change of convention location. The Executive Committee, recognizing the strong arguments and tradition for having the annual convention in Columbus should seriously explore the advantages and disadvantages of holding the convention in other major Ohio cities. Realizing the need for advanced planning, such a move could not take place without sufficient time. Increased membership, service to a different segment of teachers, publicity, changes in the nature of both school and commercial exhibits, could conceivably result in a stronger association.

4. Legislation Committee. Aside from an abortive effort in 1951, the association has never had a standing committee on legislation. In recent years the State Supervisor has assumed some of this responsibility. The increase of legislative activity at state and national levels, the paucity of communications via the News Letter on this topic, the overwhelming concern of the jury for favorable legislation as a goal, all point to the need for a committee to work in this area. It needs to report current developments to the Executive Committee and the membership. The association should be involved in the legislative process, not wait to be alerted and surprised by its results. The professional services and counsel of the Ohio Education Association staff should be enlisted in the strengthening of O.I.A.A. legislative knowledge and efforts.
5. Recruitment. A study should be made by the association to identify the nature, trends, and predicted patterns of the teacher supply and demand in industrial arts. The opinionnaire indicated a concern for this problem. The study should focus on the association's role in relation to the universities, affiliate groups, youth organizations, publicity, guidance groups, scholarship programs, and other facets of a concerted program.

6. Executive Committee meetings. Intensive review of the minutes and actual observation led to the conclusion that the amount of time consumed in the details of convention planning leaves little committee time to be devoted to other state level problems. One solution is to increase the number of Executive Committee meetings; possibly a summer retreat and/or an additional fall meeting.

7. Convention committees. A second solution for the problem of time consuming convention details may be in the appointment of special committees for program under the chairmanship of the vice-president. School exhibits and commercial exhibits chairmen could have more authority to make minor decisions under an exhibits committee or similar arrangement. The purpose would be to relieve the Executive Committee of such decisions as: "How many ribbons should be awarded? Should we have Swiss steak or baked ham?" and equally minor but time consuming business.

8. Membership chairman. The long-term position of a membership chairman should be established. The membership responsibilities take time to organize, and a system that is changed every two years and turned over to a new individual will be handicapped. No evidence was found
of an organized, continuous membership program. Membership in the association could be increased by the appointment of a competent member for at least a four-year term, and eligible for reappointment. The membership program should be implemented by an appropriate budget. The AVA Handbook (1) and A.I.A.A. resources should be explored in forming any new procedures.

9. Manual of responsibilities. The Executive Committee should appropriate the necessary funds for the periodic revision, duplicating, and distribution of a manual for committee members. The original manual of 1958 is obsolete. A revised version could play the central role in the orientation and in-service growth of the Executive Committee members. The past presidents' responsibilities and also those of the State Supervisor need to be considered for inclusion.

An "ad hoc" committee should revise the "Manual of Responsibilities" as soon as possible, using the AVA Handbook (1) as at least one reference. The revision would then be reviewed and approved by the Executive Committee. Such a procedure should be followed at a maximum of four year intervals; less, if deemed advisable by the Executive Committee.

10. Appointees to the Executive Committee. The positions of News Letter editor, School Exhibits manager, and Commercial Exhibits manager originally were appointed from the Executive Committee. In recent years it has been common for qualified men outside the committee to be appointed in these capacities by the president with committee approval. This practice has been successful. The important role that these appointees play is evident in the minutes of the meetings. It seems
that they should have parliamentary rights commensurate with their responsibilities on the committee. The possibility of a constitutional amendment covering this situation should be explored by the association.

11. School Exhibits study. There needs to be a reassessment of this program, its objectives, and how they can best be met. Under the present program, space and competitive pressures preclude the expansion of displays on shop architecture, university programs, organization, and curriculum innovation. Some progress has been made with teaching aids. There has been little fundamental change in school exhibits other than size in recent years.

The paths of communication and cooperation between the O.I.A.A. and the Ohio State Fair industrial arts area need to be developed and widened. This state level industrial arts activity has been virtually ignored by the association.

12. Archives. The official records, minutes, charter, News Letters, special reports, and other vital information should be readily accessible in a safe central location. Difficulties encountered in this study are testimony to this recommendation. The possibility of using storage facilities of the Ohio Education Association in Columbus should be investigated. Each secretary could file the official records at the end of his two-year term of office.

News Letters need to be bound. Minutes need to be retyped in many cases, before binding. Organization and the keeping of association records could become the official responsibility of the secretary.
13. Publications. The opinionnaire indicated that the jury highly approved of various publications as being a primary purpose of the association. A study is hereby suggested that would expand the concept of the News Letter to include committee reports, technical information, experimental programs, interviews with legislators, guest editorials from both inside and outside the field, and other innovative ideas. According to the AVA Handbook (1, 13), the O.I.A.A. is eligible for membership in the Educational Press Association of America. Advantages and services of this group should be explored.

The lines of cooperation already established with the Ohio Education Association and the State Department of Education should be strengthened. Publications with cooperative effort, endorsement, and financing should be planned to meet the needs of the industrial arts teachers of Ohio.

Budgetary details should be shared with these agencies and proposals submitted that would result in joint financing of appropriate state level projects.

Summary

The basic problem restated is that prior to this study, no permanent record or single source of information existed of the activities and various stages in the development of the Ohio Industrial Arts Association. This completed historical research constitutes a tangible solution to this problem; not only with the manuscript, but with the collection of supporting data and archives that can be stored in a central location, if the association so chooses.
Contributions to purposes. The initial purpose was accomplished. The founding of the O.I.A.A. was traced far enough to show the original relationships to the Ohio Education Association, the coordinating efforts of The Ohio Committee, and the cooperation of the State Department of Education. The lineage of the present association had never been clearly recorded. It is now seen, that while the present association is quite different from the state organization of thirty years ago, the story is one of normal evolution. The "Organizational Highlights" (Appendix A) portrays the concept of a continuing regard for state leadership.

The compilation of projects and activities of state prominence was another purpose of the research that was fulfilled. The research included not only a record of those activities attempted and completed, but also approached this phase through the leadership opinionnaire. A consensus was reached concerning those activities and objectives that the jury felt were of primary importance.

Causative factors for historical events were not extracted or analyzed. As stated in the purposes of the problem, the economic, political, and educational forces were described as an integral part of the historical study, providing reason and continuity.

Another objective of the study was to identify the elements and functions of the association leadership as they have existed the past twenty-five years. This was accomplished by relying on the observations of a select jury of twenty experienced leaders. The observations were structured into a pattern of four elements and three functions of associational leadership. The consensus of the jury provided a basis for understanding the leadership of the association in addition to serving as an aid in forming the recommendations discussed in this chapter.
Significance of the study. Not intending to be presumptuous, it is hoped that the study will aid in strengthening the Ohio Industrial Arts Association in the following ways:

1. Promote a sense of heritage and unity.
2. Provide discussion material for immediate consideration of recommendations.
3. Strengthen the departmental relationship with the Ohio Education Association.
4. Broaden the concept of leadership and its resources for the Association.
5. Place the Ohio Industrial Arts Association in the role of an exemplary group, worthy of study by other states contemplating organization or reorganization.
6. Strengthen affiliations at the district and national levels.
7. Increase the understanding of what the Ohio Industrial Arts Association stands for and has accomplished.

The accomplishment of any one of these purposes would be a contribution to the profession. History will judge the actual effectiveness of this study and its role in the leadership of the Ohio Industrial Arts Association.
APPENDIX A
ORGANIZATIONAL HIGHLIGHTS CONCERNING
INDUSTRIAL ARTS EDUCATION IN THE STATE OF OHIO

by GEORGE R. HORTON
Past President, Ohio Industrial Arts Association
Currently at Bowling Green State University

1929 Founding of EPSILON PI TAU at The Ohio State University
1933 Appointment by OHIO EDUCATION ASSOCIATION of a "State Committee on Coordination and Development of Industrial Arts Professional Interests in Ohio"
1934 Recognition of a "State Committee" by State Department of Education and Ohio Education Association
1934 Publication of A Prospectus for Industrial Arts in Ohio, 101 pages
1935 Initial state conference on Industrial Arts Teacher Education called by the State Department of Education
1935 Initiation of a Series of Pilot Models: Grove City, Oberlin, ....
1936 State-wide "Conference on School—Shop Planning and Equipment Selection" at The Ohio State University. See Bowers thesis
1937 Revision of Industrial Arts in Ohio High School Standards
1939 Appointment of "Special Inspector for Industrial Arts Teacher Education" by State Department of Education. See Stoner dissertation
1939 Founding of the AMERICAN INDUSTRIAL ARTS ASSOCIATION in Cleveland
1940 Extension of Ohio Committee on Industrial Arts to include an urban and a county system school teacher from each of the six districts of the State.
1941 Official recognition of Ohio Industrial Arts Association. January 4
1942 World War II years through 1946. Professional Activity curtailed
1946 First State Supervisor of Industrial Arts
1947 Revival of AIAA following WW II in Columbus. AIAA convention held in conjunction with the AIAA Presentation of a "Curriculum to Reflect Technology"
1947 Ohio High School Standards - State Department of Education. Industrial Arts Education for Junior and Senior High Schools
1951 AIAA First issue of NEWSLETTER
1953 OHIO INDUSTRIAL ARTS ASSOCIATION chartered by State of Ohio
1954 First State Conference of Ohio Supervisors
1956 AIAA Publication, Looking in on Ohio School Shops
1959 State Department of Education Publication, (Laboratory) Organization and Administration for Industrial Arts Education
1966 Several Curriculum Guides pending Revised, December 1966
<table>
<thead>
<tr>
<th>Year</th>
<th>President</th>
<th>Vice-President</th>
<th>Secretary-Treasurer</th>
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<td>1941</td>
<td>Leslie E. Frye</td>
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<td>Laurence Secrest</td>
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<td>1943</td>
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<td>Philip R. Anderson</td>
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<td>1945</td>
<td>Roy F. Deal</td>
<td>Charles L. Endicott</td>
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<td>1946-48</td>
<td>John A. Whitesel</td>
<td>D'Arthur Bricker</td>
<td>Richard O. Knight</td>
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<td>1948-50</td>
<td>Dewey F. Barich</td>
<td>David P. Wherry</td>
<td>F. Theodore Paige</td>
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<td>Menzo Stark</td>
<td>Dwight D. Spayth</td>
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<td>(H. F. Edgar in March, '51)</td>
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<td>H. F. Edgar</td>
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<td>F. Theodore Paige</td>
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<td>Joy E. Mohrhardt</td>
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<td>C. R. Hawes</td>
<td>Dean Kittle</td>
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180
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<td>1956-58</td>
<td>Joy E. Mohrhardt</td>
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<td>1958-60</td>
<td>Richard O. Knight</td>
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<td>1962-64</td>
<td>Robert S. Deafenbaugh</td>
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<td>1964-66</td>
<td>George R. Horton</td>
<td>Donald E. Perry</td>
<td>L. V. Ebenhack</td>
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<td>1966-68</td>
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<td>Joseph E. Zupancic</td>
<td>Robert B. Gates</td>
<td>Marion C. Allen</td>
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APPENDIX C
**EXECUTIVE COMMITTEE**  
**THE OHIO INDUSTRIAL ARTS ASSOCIATION**  
**1966-1968**

<table>
<thead>
<tr>
<th>OFFICERS</th>
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</table>
| President | Lester Riggle  
Kettering, Ohio | Vice-President | Joseph E. Zupancic  
Columbus, Ohio |
| Secretary | Robert B. Gates  
Maumee, Ohio | Treasurer | Marion C. Allen  
Logan, Ohio |

<table>
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<tr>
<th>MEMBERS-AT-LARGE</th>
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| Teacher Education 1966-1970 | Robert F. Shrader  
Miami University | City Representative 1963-1967 | R. S. McAllister  
Kettering, Ohio |
| Exempted Village 1964-1968 | Norman J. Rex  
Ada, Ohio | County Representative 1965-1969 | E. Eugene Rosenberger  
Gilboa, Ohio |

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<tr>
<th>DISTRICT REPRESENTATIVES</th>
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| Eastern 1966-1968 | William White  
Wellsville, Ohio | Central 1966-1968 | Stan Spring  
Circleville, Ohio |
| Southeastern 1966-1968 | Raymond T. Hoffman  
Athens, Ohio | East-Central 1965-1967 | J. D. Custis  
Hartville, Ohio |
| Southwestern 1966-1968 | J. Russell Shinkle  
Cincinnati, Ohio | Northwestern 1965-1967 | Edward J. Troyan  
Bay Village, Ohio |
| Western 1966-1968 | James T. Ziegler  
Miamisburg, Ohio |  |  |

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<tr>
<th>EX-OFFICIO MEMBERS</th>
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</table>
| Past President | George R. Horton  
Bowling Green, Ohio | State Supervisor | Edgar Hare  
Columbus, Ohio |
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<td>1960</td>
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<td>Robert B. Gates</td>
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<td>Robert B. Gates</td>
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<td>Carl Buzan</td>
<td>Columbus-Plaza</td>
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APPENDIX F
## GROWTH OF COMMERCIAL EXHIBITS

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<td>51</td>
<td>69</td>
<td>Sheraton-Columbus (Plaza)</td>
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</tbody>
</table>
APPENDIX G
OHIO INDUSTRIAL ARTS ASSOCIATION

DOLLAR VOLUME OF ACTIVITY

Total Disbursements

- $7000
- $6000
- $5000
- $4000
- $3000
- $2000

Fiscal Year

- 1947: $192.57
- 1948: $1696.84
- 1949: $2208.24
- 1950: $2707.58
- 1951: $3364.13
- 1952: $3800.07
- 1953: $3955.57
- 1954: $4028.78
- 1955: $4212.07
- 1956: $6053.67
- 1957: $5434.63
- 1958: $5151.51
- 1959: $4891.55
- 1960: $5120.36
- 1961: $4685.87
- 1962: $5510.41
- 1963: $7002.18
- 1964: $7024.17
- 1965: $6149.53
APPENDIX H
HONORARY AWARDS TO MEMBERS

Honorary Life Membership

Dr. Robert E. Smith, The Ohio State University 1950
E. J. Robinson, Dayton, Ohio 1960
Horace Jellison, Akron, Ohio 1960

Honorary Membership

Dr. Robert E. Smith, The Ohio State University 1962
Frank C. Moore, Cleveland, Ohio 1962
Dr. William D. Stoner, Miami University 1962
J. Herbert Detrick, Parma, Ohio 1963
Dr. William E. Warner, The Ohio State University 1963
D'Arthur Bricker, Cincinnati, Ohio 1965
Philip S. Waldeck, Columbus, Ohio 1965

Life Membership (presented upon retirement)

J. L. Barnhart, Oak Harbor, Ohio 1961
Daniel J. Crowley, Bowling Green State University 1961
Charles R. Kinison, Ohio University 1961
Joy Mohrhardt, Toledo, Ohio 1961
O. E. Smith, Fostoria, Ohio 1961
Ernest R. Stotler, Akron, Ohio 1961
Dr. William D. Stoner, Miami University 1961
Philip S. Waldeck, Columbus, Ohio 1961
A. C. Allison, Massilon, Ohio 1962
E. C. Bartlett, Findlay, Ohio 1963
Homer D. Notestine, Lewistown, Ohio 1963

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Life Membership (continued)

E. Frank Walburn, Jefferson, Ohio 1963
John H. Bigler, Cincinnati, Ohio 1964
Wesley E. Jenkins, Miami, Florida (Parma) 1964
G. E. Lewis, Shadyside, Ohio (Bellaire) 1964
Homer Barbe, Wellington, Ohio 1965
Robert Cash, Hebron, Ohio 1965
Loren C. VanMeter, Lima, Ohio 1965
W. B. Walsh, Columbus, Ohio 1965
Cecil A. Pfaff, Urbana, Ohio 1966
E. W. Tischendorf, Kent State University 1966

Teacher of the Year - Awarded by The American Industrial Arts Association

Awarded at:

1963  Darwin C. Eaton, Eastlake, Ohio  Indianapolis, Indiana
1964  Dean Kittle, Cairo, Ohio  Washington, D. C.
1965  Robert Boyer, Cuyahoga Heights, Ohio  Tulsa, Oklahoma
1966  Val Orsary, Cincinnati, Ohio  San Francisco, California
OHIO INDUSTRIAL ARTS ASSOCIATION
A Department of the
OHIO EDUCATION ASSOCIATION

Friday, January 2, 1942
7:30-10:00 p.m. Room 218, Deshler-Wallick Hotel

Caucus of All Local, County, and District Association Chairmen

Saturday, January 3, 1942
9:30-11:50 a.m. Council Chamber, City Hall, Columbus

Annual Conference and Business Session
William E. Warner, Ohio State University, Columbus, presiding

1. Minutes of the 1941 Sessions and Subsequent Actions
   Philip R. Anderson, High School, Newark, Secretary-Treasurer

2. Report of the Caucus Session
   A. F. Gross, High School, Wyoming
   Former President, Southwestern District

3. Certain Data about Industrial Arts in Ohio. An NYA Study
   Andrew Spencer, President, Industrial Arts Club
   Ohio State University, Columbus

4. The Resolutions Adopted at Bowling Green on May 10
   Daniel J. Crowley, Chairman, Industrial Arts Department
   State University, Bowling Green

5. The State Director's Conference in Columbus on October 18
   Elmer W. Christy, Conference Chairman
   Director of Industrial Arts, Cincinnati

6. The Work of the AMERICAN INDUSTRIAL ARTS ASSOCIATION
   John A. Whitesel, Chairman, AIAA Advisory Council of States
   and Territories. Miami University, Oxford

7. Report of the Whitehead Committee on Constitution Revision
   Roy T. Deal, East High School, Cleveland

8. Resolutions and Projection of Plans. Election of Officers

12:15 p.m. Luncheon Program. Y. M. C. A, Ballroom. 65¢ per plate

   Elmer J. Zabor, Cleveland, Presiding
   President, Alpha Chapter, EPSILON PI TAU
"The Dayton Program of Curriculum Revision"
E. J. Robinson, Director of Industrial Arts
Sidney Eckley, Jr., Chairman, Industrial Arts Committee

"The Troy Program. A Study in Public Relations"
T. E. Hook, Superintendent of Schools
Paul A. Lerner, Director of Industrial Arts
July 13, 1966

Name
Street Address
City
State

Dear __________:

I am undertaking a historical research of the Ohio Industrial Arts Association. In an attempt to identify potential resources for data, I am writing to several members and observers of stature and experience for advice.

What names come to your mind as possibly having relevant information?

Names ____________________________ Addresses (If convenient) ____________________________

Also, would you be willing to assist by providing data in any of the following ways?

Interview (tape recorded).......................... ______
Written recollections and anecdotes............. ______
Providing: documents.............................. ______
photographs................................. ______
correspondence.............................. ______
Answering a short questionnaire.............. ______

Remarks or suggestions_________________________________________________________________

__________________________________________________________________________________

I certainly appreciate your time and assistance. I am looking forward to this study and will be more than happy to keep you informed if you so desire.

Sincerely,

GEORGE R. HORTON
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Ralph Akers</td>
<td>Cleveland, Ohio</td>
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<tr>
<td>Marion C. Allen</td>
<td>Logan, Ohio</td>
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<tr>
<td>Dr. Dewey Barich</td>
<td>Detroit, Michigan</td>
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<tr>
<td>James D. Bickel</td>
<td>Chillicothe, Ohio</td>
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<tr>
<td>Robert Boyer</td>
<td>Cleveland, Ohio</td>
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<td>Robert S. Deafenbaugh</td>
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<td>William M. Ramsey</td>
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<tr>
<td>James O. Reynolds</td>
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<tr>
<td>Howard I. Shull</td>
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<tr>
<td>Dr. Menzo H. Stark</td>
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<td>E. W. Tischendorf</td>
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<tr>
<td>Philip S. Waldeck</td>
<td>Columbus, Ohio</td>
</tr>
<tr>
<td>Dr. John A. Whitesel</td>
<td>Oxford, Ohio</td>
</tr>
<tr>
<td>Joseph E. Zupancic</td>
<td>Columbus, Ohio</td>
</tr>
</tbody>
</table>
APPENDIX L
Dear ____________:

This concerns the OHIO INDUSTRIAL ARTS ASSOCIATION, which is the subject of my Ph.D. dissertation.

The enclosed inquiry is being sent to a jury of twenty associational leaders for their views and represents only one phase of the study. The latest revision of a sheet of "Organizational Highlights" is included for your review.

Kindly check and return promptly.

Many thanks,

GEORGE R. HORTON
BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY

Professional Documents, Constitutions, Interviews, Letters, Minutes and Reports, Programs and News Letters.

Professional Documents


205


34. Whitesel, John A. "State Associations of Industrial Arts Teachers." Ph.D. Dissertation. The Ohio State University. 1941.


OTHER SOURCES

Constitutions


Interviews


50. Personal interview with William E. Warner, Chairman of The Ohio Committee, 1933-1942, Columbus, Ohio. August 24, 1966.


**Journals**


**Letters**


68. Kittle, Dean. Letter to Frank C. Moore, in regard to AVA affiliation. March 17, 1951.


77. Stoner, William D. Letter to Clyde Hissong, in regard to need for state supervision. March 2, 1946.


80. ______. Letter to Dewey F. Barich, in regard to school shop safety inspection program. June 1, 1951.


83. ______. Letter to Richard O. Knight, in regard to financing and registration of the 1947 convention. April 18, 1947.

84. ______. Letter to Executive Committee, in regard to location of 1948 convention. December 2, 1947.

Minutes and Reports


Programs and News Letters


HISTORY OF THE OHIO INDUSTRIAL ARTS ASSOCIATION
An Analysis of Leadership Elements and Functions

I. ELEMENTS OF LEADERSHIP

Goals and Objectives

Objectives of professional associations are traditionally couched in such phrases as "to stimulate and encourage professionalization", "to further the interests of the general welfare", "to promote professional growth", "to develop leadership", "to improve professional relationships", however, it is necessary to think of objectives in more specific terms.

Please check EACH of the following and add others:

<table>
<thead>
<tr>
<th>Top Priority</th>
<th>Secondary Importance</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsorship of youth program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification standards, revisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of favorable legislation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research in curriculum, methodology, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot model programs</td>
<td></td>
<td></td>
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<tr>
<td>Accreditation standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits, fairs, expositions, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications: Committee reports, Brochures, ...</td>
<td></td>
<td></td>
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<tr>
<td>Dissemination of technical information</td>
<td></td>
<td></td>
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<tr>
<td>Clearing house for IA news</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum, program, guides, ...</td>
<td></td>
<td></td>
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<tr>
<td>In-service workshops</td>
<td></td>
<td></td>
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<tr>
<td>Consultancy for shop planning</td>
<td></td>
<td></td>
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<tr>
<td>Others: ___________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________

Leadership Changes

In the past twenty-five years have you observed any significant changes in the nature of the leadership of the OIAA? Such as: visionary, transitional, limited, shifting of influence, or ...

List changes: __________________________________________________________

When did any of these take place? _______________________________________

What were the contributing factors? ______________________________________
Membership Changes

In the past twenty-five years have you observed any significant changes in the nature of the membership of the OIAA, especially as evidenced by attendance at the annual convention?

List changes: __________________________________________________________________________________________________

During what years did the above occur? ________________________________________________________________

What were the contributing factors to these changes? __________________________________________________________________________________________________

Past Situations

One accepted theory of leadership holds that it flourishes only in a problem situation. Assuming this to be true, what specific circumstances (such as: obstacles in meeting agreed upon objectives, factions within the organization failing to agree on goals, economic or political pressures from outside the organization) could be described as "problem situations" in the history of the OIAA? Give the approximate years.

Circumstances and/or events:
1. _____________________________________________________________________________________________
2. _____________________________________________________________________________________________
3. _____________________________________________________________________________________________

Contemporary and Future Situations

Do you feel that there are any unique problems facing present leadership in the OIAA that did not exist five, ten, or twenty years ago?

Describe the nature of these situations:
1. _____________________________________________________________________________________________
2. _____________________________________________________________________________________________
3. _____________________________________________________________________________________________

II. FUNCTIONS OF LEADERSHIP

The Initiating Function

Assuming that planning and initiating are functions of leadership, what groups have played significant roles in the initiation of programs, publications, projects, and other association activities? Check once for each group:

<table>
<thead>
<tr>
<th>Group</th>
<th>Consistently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Supervisors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teacher Educators</td>
<td></td>
<td></td>
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<tr>
<td>Public School Instructors</td>
<td></td>
<td></td>
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<tr>
<td>State Department of Education</td>
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<tr>
<td>District Associations</td>
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<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Explain: _____________________________________________________________________________________________

Observable trends? : _______________________________________________________________________________
### The Decision-making Function

How has the decision-making function of the OIAA appeared to you? (In regard to setting goals, policy, official positions, fiscal procedures, ...) Check once for each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Consistently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a function of the elected officers</td>
<td></td>
<td></td>
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<tr>
<td>As a responsibility of appointees</td>
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<tr>
<td>As a consensus of the Executive Committee</td>
<td></td>
<td></td>
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<tr>
<td>As a formal parliamentary procedure</td>
<td></td>
<td></td>
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<tr>
<td>As a responsibility of the membership (annual meeting)</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
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</tbody>
</table>

Comments: ____________________________________________ ________________________________

Observable Trends?: ____________________________________________________________

---

### The Advisory Function

In the discharge of associational responsibilities, and in observing others in various capacities, whom have you found to be primary sources of counsel and advice? Check once in each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Consistently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members previously holding the responsibilities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teacher Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio Supervisors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The Executive Committee</td>
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<tr>
<td>Commercial Exhibitors</td>
<td></td>
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<tr>
<td>State Department Officials</td>
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<tr>
<td>District Associations</td>
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<tr>
<td>Others:</td>
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</tr>
</tbody>
</table>

Comments: ____________________________________________ ________________________________

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Reported by: ____________________________________________  
Address: ________________________________________________

Please return promptly to: George R. Horton  
128 N. Maple St.  
Bowling Green, Ohio 43402