A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

By

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Project submitted to the Faculty of the Graduate School of the University of Maryland in partial fulfillment of the requirements for the degree of Doctor of Education

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A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

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INTRODUCTION

For some time administrators and supervisors responsible for conducting courses in vocational industrial education have been interested in the availability of a plan which could be used in appraising their programs. This document is an attempt to meet that need. The techniques and instruments as set forth are the result of more than eighteen months of effort, involving the suggestions and reactions of a large number of educational leaders, specialists in their respective fields of vocational education, as well as administrators of the over-all program of general education in a public school system.

Plans of appraisal were reviewed by the Consultants in order to determine which, if any, could be used in view of the desired results in developing the most profitable report for the New York City Board of Education. The plans referred to above were as follows:

(a) Evaluative Criteria for Secondary Schools Developed Through A Cooperative Study of Secondary School Standards, 1940 Edition.

(b) The Evaluative Criteria Developed by the American Vocational Association on Evaluation.

It was found that neither of the above criteria were applicable to the situation in the New York City vocational high schools, because the Consultants responsible for the study of Vocational Education in New York City had reached a decision that the report as a whole should give a word picture of the program on a City-wide basis.

In the early stages of developing instruments, suggestions were made to use a plan of numerical evaluation. However, after considerable discussion, the Consultants agreed that the use of the numerical evaluation would bring about a comparison of school with school which would be somewhat misunderstood and misinterpreted when used throughout the City; therefore, in order to avoid comparing school with school (causing considerable competition), where so many judgments were used in arriving at results, it was agreed that the word picture would better serve the purposes outlined in the original proposals of the Study. In fact, during the pilot study a numerical evaluation plan was used, but the experience in this particular situation gave sufficient evidence that any further use of a numerical plan should not be considered.

Since all evaluative plans and procedures studied called for a numerical evaluation, it was apparrent that the Vocational Education Study Staff of New York City would be compelled to develop their own instruments for evaluation.

The Evaluative Guides, as outlined on pages 61 to 348, were then used to secure data for the reports.

The plan evolved as a result of application, consultation, and revision. At least five major revisions were made in developing the instruments and procedures. As a result, the plan has been used in more than twenty-five vocational high school programs, the last revision having been made in order to make it possible for the school principal and his staff to conduct a self-appraisal study. It is the first comprehensive plan so developed and used with success.

The fundamental principle upon which the techniques are based is one of cooperative group effort, the visiting committee and members of the staff working together in making the appraisal. The end result should be a report which gives a word picture of the school. The results are not to be used to compare school with school; program with program; teacher with teacher. The purpose of the plan is not to arrive at a numerical value for appraisal purposes.

It is hoped, and there is evidence that this hope will be a reality, that the use of the techniques and instruments will stimulate professional growth on the part of all administrators, supervisors, and teachers who are associated with their use.

BASIC ASSUMPTIONS FOR USE IN MAKING A STUDY

(1) Since approximately 80% of the youth of the nation leave full time education on or before completing the high school program, the school must be concerned with their preparation for work.

(2) In order that youth may prepare for and find opportunity for work in occupations for which they are suited by interest and aptitude, the counselling and guidance of the pupil is an essential part of vocational education. Counselling should help in selecting a program of studies during a period of education and in making the adjustment between school and work.

(3) Since personal and social qualities contribute to the individual's success in obtaining and holding a job, the study should be concerned with the student's total education; that is, education for civic, personal, and social, as well as occupational competence.

(4) Since the occupational life of the nation is continuously changing and since the local schools are designed to serve the community, it is necessary to determine the number of students who need and desire vocational industrial preparation, and the adequacy of the vocational industrial education program in terms of the need for training personnel by industry, public service agencies, and other employers.

(5) Since several States have taken substantial steps toward establishing a State-wide system of community colleges that will provide a comprehensive program of vocational technical education, any study in those States should consider the relation of

vocational industrial education in the high school and the vocational-technical education on the institute or community college level.

(6) The vocational high schools in the nation have developed within the pattern created by the Smith-Hughes Act of 1917, but much training designed to give students some measure of occupational competence has also developed in general or academic high schools. This development, together with the vast social, industrial, and educational changes that have taken place since 1917, suggest the need for re-examining the structure and function of vocational industrial education in relation to the total education of all youth of the nation.

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A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

MANUAL OF PROCEDURES

INTRODUCTION

Purpose of the Plan

"A Plan for Studying Vocational-Industrial and Vocational-Technical Education Programs" is intended to furnish the necessary instruments and instructions for making a comprehensive study of Vocational-Industrial and Vocational-Technical education programs. It consists of three sections--Section One, "The Manual of Procedures," which explains the operations for conducting a survey of a school and gives instructions in the use of the Observation Guides; Section Two, a set of seventeen "Observation Guides," the instruments used in the study, which contain the criteria for descriptive appraisal; and Section Three, the "Guide for Preparation of Descriptive Summary Reports" and a "Sample of Processed Descriptive Summary Report."

Applicability of the Plan

The Plan has been designed for use in any one or more of the following ways:

1. Comprehensive study of a vocational school system or a single school by a committee of professional educators from outside the school system.

MANUAL OF PROCEDURES (CONTINUED)

2. Comprehensive study of a vocational school system or single school by a committee of professional educators from within the school system.
3. Comprehensive study of a vocational system or single school by a committee of professional educators selected from within and without the school system.
4. Intensive study of a single area in a vocational school system or single school (for example, a school might wish to study its shop department, and would then use only the pertinent Guides and the Manual of Procedures).
5. Cooperative study by department chairmen and teachers to determine the status of the department.

The Plan has been so developed that disparate types of Vocational-Industrial or Vocational-Technical programs can be studied. The criteria in the Observation Guides have been generalized to apply to a diversity of vocational education fields, but are believed to be specific enough in statement to insure their profitable use in both general and specialized vocational schools. For instance, the Guides would apply equally as well to a school of Needle Trades as to schools in Aviation, Industrial Arts, Automotive Trades, or Metal Trades.

Desired Results

After the Observation Guides have been completed in accordance

with the instructions in this Manual, a "Descriptive Summary Report" is to be prepared to summarize the findings and to give recommendations. Experience has shown that a very considerable improvement in the vocational education program has accompanied the use of the Guides. This may be accounted for, in part at least, by the attention which the impartial completion of the Guides is likely to focus upon significant aspects of the program.

EVOLUTION OF THE OBSERVATION GUIDES

The Observation Guides were developed for the purpose of providing vocational educators with instruments for recording the character of Vocational-Industrial and Vocational-Technical education. The need for such instruments became apparent in the Study of Vocational Education in New York City, a comprehensive survey of all vocational schools in New York City conducted during 1949 and 1950.

The first step was to develop instruments to serve as a check list in a trial study of automotive shops in eight schools of the city. This check list provided a five-point scale to be used in appraisal and space for written comments by the individual making the appraisal. The check list was accompanied by a rather extensive Manual elaborating on each point.

Sample items from two pages of the form are reproduced on the following page.

Room #_____Kind of Room_____Date_____

Chart #_____Name_____

Item Appraised	Rating 1	2	3	4	5	N	Comment Supporting Rating
Benches							
Chassis							
Engines							
Stroboscope							
Vacuum Gauge							

The check list and manual were comprehensive to the extent that they came near to being an inventory. In order to give meaning to the appraisals, weights were assigned to each of the five points on the scale. Final processing of scores resulted in a graphic portrayal which gave apparrent objectivity to a score which was in reality quite subjective. This was owing to a number of variables, including the relative importance of individual items on the inventory type check

list, the competence and point of view of the observer, and the accuracy and thoroughness of the observation.

In view of these shortcomings in the check list, a second step was thought desirable to revise the instruments to provide for an evaluation of an entire school. Brooklyn High School of Automotive Trades was selected as the pilot school for the development and use of the new instruments.

One main instrument was designed to apply alike to shops, academic subjects, and related subjects. Other instruments were designed to evaluate administration, supervision, extra-curricular activities, and other phases of the school program. The idea of inventorying all aspects of all areas was abandoned as impractical. An attempt was made to "spell out" factors of major importance instead of using the inventory list.

The five-point scale was retained, but the manual was replaced by the official statement of aims and purposes of the Board of Education of the City of New York. Observers were selected for competence in the fields they were to appraise, and were requested to make these appraisals from the point of view of the officially stated aims and purposes. This statement of the basic concept of vocational education is quoted on the following page.

BASIC CONCEPT OF VOCATIONAL EDUCATION[1]

"In the vocational high schools our most significant guiding principle now and for the future is to provide a well-rounded, fully balanced program of secondary education. ..... But it is also our concern that the pupil be educated for life as well as for a livlihood." The vocational high school student is no different from any other adolescent in his need for character and personality training for the development of correct habits, attitudes, ideals, standards of conduct, for the acquisition of the virtues of loyalty, diligence, honesty, truthfulness, kindness, courtesy, and respect for authority. The aims of vocational high schools are stated as follows:

1. CHARACTER - to insure the basis for rich, useful, ethical living in a society promoting the common welfare.
2. OUR AMERICAN HERITAGE - to develop pride and faith in American democracy, including respect for the dignity and worth of individuals and people, regardless of race, religion, nationality, or socio-economic status.
3. SOCIAL RELATIONSHIPS - to develop desirable social attitudes and relationships within the family, the school, and the community.

[1]As condensed and extracted from "Guideposts for Curriculum Planning in the Vocational High Schools," Curriculum Bulletin 1946-1947, No. 3. Board of Education of the City of New York, pp. 11-14; 31-33.

4. ECONOMIC RELATIONSHIPS - to create an awareness of economic forces and an understanding of their impact on all who serve in the world of work.
5. THINKING - to develop reasoning based on adequate hypotheses, supported by facts and principles.
6. SKILLS AND KNOWLEDGES (ACADEMIC) - to insure a command, in accordance with ability, of the common integrating knowledges and skills.
7. APPRECIATION AND EXPRESSION - to promote the appreciation and enjoyment of the aesthetic and cultural aspects of living, and to foster powers of creative expression.
8. HEALTH - to develop and maintain body and mind in sound, wholesome condition.
9. EXPLORATION AND GUIDANCE - to discover and direct desirable individual interests, aptitudes, and abilities; and on this foundation to encourage a wise choice of educational, vocational, and social goals.
10. OCCUPATIONAL COMPETENCY - to establish useful occupational knowledge and skills, assisting each individual to reach his highest level of accomplishment.
11. VOCATIONAL ADJUSTMENT - to enable satisfactory adjustment in vocation.

Toward student attainment of these social, personal, and vocational competencies, the vocational high school curriculum should include: (1) participation in democratic citizenship, (2) cultivation of capacities for the fullest enjoyment of life, and (3) education for work.

Sample items from several sections of the new form used at Brooklyn High School of Automotive Trades are shown below.

	Evaluation					
	1	2	3	4	5	N
7. Instructional materials are used which are suited to the trade and to the abilities and interests of the students.						
8. Bulletin boards and classroom displays are effectively used. Students participate in the selection, preparation, and arrangement of materials displayed.						

There is evidence:

1. That what is being taught is directly in line with current trade practices.						
2. That students are aware of the costs of materials and labor on each job they perform. (Question students to see if they know costs of various items on which they are working.)						

There is evidence: (continued)	Evaluation 1	2	3	4	5	N
3. That students are learning how to practice good safety procedures, hygiene, and first aid in all shop activities.						
15. That provision has been made for the less able student to achieve an entrance occupational competence in some specific job.						
16. That graduation from the school is based on the ability of the student to perform at a job that is geared to the student's ability as well as on accomplishments in related and academic subjects that are geared to his ability.						
17. That there is constant revision under way in all phases of the curriculum based on follow-up information of students and changing needs in society and in occupations.						

The trial of the new instrument at Brooklyn indicated quite clearly the following points:

1. The nature of outcomes from the pilot visitation study appeared to justify a continuation of the visitation technique in the studies of program and related areas in the vocational schools of the city.

2. A single check list for all types of classes was recognized as inadequate and it became apparent that separate instruments would be needed to fit a more exact classification of areas than was employed in the Brooklyn visitation study.

3. A concept of evaluation on a point scale evolved into a concept of descriptive appraisals, whereby a description, or photograph, of the school might be obtained, together with a tentative appraisal of single factors within the photograph.

4. The need for a larger visitation staff consisting of specialists in the several areas of the program appeared necessary and plans were made for the procurement of specialists to observe, describe, and evaluate given aspects of the program and its related areas.

5. It was agreed that considered appraisals of the school program would necessarily wait upon a careful study of the separate, area descriptions. It was believed inadvisable, therefore, to call upon the principal and his staff to hear the findings of the visiting committee until such time as the findings of all members might be composed into a single picture of the school.

The present Observation Guides grew out of a long period of conferences with specialists and leaders in the areas now covered in the Guides, and with the Planning Committee, the Advisory Committee, and members of the Coordinating Office staff cooperating in their development.

The guides underwent four revisions in mimeograph during the course of study, the last revision being made largely to provide space for the uniform recording of certain data which would be needed in like form for all schools.

It is believed that the Observation Guides represent the most comprehensive set of criteria yet devised in the field of vocational education. They are intended to reveal a factual and basically photographic description of each school to which they are applied. With such a picture at hand, a reviewing or study committee should find it possible to point out the strong, weak, and uncertain areas in a program of vocational education.

GENERAL PROCEDURES

Instruments To Be Used

The instruments to be used have been developed to serve as observation guide sheets which are to assist observers to study the program in a systematic, objective, and comprehensive manner.

The school's philosophy of education, as submitted by the principal, will indicate the purpose of the school and will outline the aims and objectives toward which its efforts are directed. This constitutes a basic overall standard against which may be measured the extent to which the school has realized these objectives.

Observation Guides To Be Completed

Observation Guide "A", "Pre-visitation Questionnaire," is an inventory to information to be furnished by each school prior to actual observation by the committee. The information is intended to give an over-view of the school and information on specific areas for the various observers.

Guides "B" through "M" are to be completed by the observation committee members and are intended to supply a clear "photograph" of situations observed during a visitation. A separate set of guides must be made out for each school plant. If there are annexes, every annex is considered a complete school plant. Unless otherwise stated, it is understood that the full-time day school program will be observed. However, information is requested on the Guides concerning various other programs of the school in order that a view may be obtained of all the

programs and activities of the school, and in order that the degree of utilization of the school plant for both day and night classes may be determined.

In Observation Guides "B" through "N" the following aspects of a vocational program are covered:

1. An over-all view of the program and plant
   (Guides "B" and "C" -- Factual Analysis of Program, Plant, Equipment, and Supplies)
2. The organization and staff
   (Guides "D" through "G" -- Administration and Organization, Supervision of Instruction, Questionnaire for Professional Personnel, and Guidance)
3. Instruction and space, equipment, and supplies in shops, laboratories, and classes
   (Guide "H", "H-1", "H-2," "I", and "J" -- Shops and Technical Laboratories; Space, Equipment, and Supplies in Laboratories; Space, Equipment, and Supplies in Trade-Area Shops; Related Classes; and Academic Classes)
4. Facilities and services of the school
   (Guides "K" through "N" -- Library; Extra-curricular Activities; Health and Physical Education; and Cafeterias, Kitchens, and Dining Areas)

The majority of the Guides provide space for a descriptive appraisal of five separate classes or situations within an area. If a more intensified study of an area is desired, observations can be recorded in two ways.

First, the area as a whole may be observed, using the necessary additional guides. Subsequent Guides should then be renumbered (for instance, if fifteen academic classes are to be observed, the Guides should be numbered ("J", "J-1", and "J-2",) or the page numbers should be changed to run consecutively on subsequent Guides for an area. In either case, a note must be made on the first Guide for the area as to the total number of Guides used.

Second, the area may be observed according to subject areas or trade areas. For example, again in the area of academic classes, a subject area would be literature, and observations for five literature classes would be recorded on one academic "J") Guide, noting that the subject area is literature; similarly, observations for five grammar classes would be recorded on another academic Guide; another academic Guide would be used to record five observations in history, another for social studies, etc. These same patterns can be followed in utilizing the other Guides.

A copy of Observation Guide "F", "Questionnaire for Professional Personnel", is to be completed by each staff member, both regular and substitute. The information given on this guide is confidential and purely for statistical use, unless other arrangements are clearly and openly made. For instance, should it be intended that each observer would review the information for teachers he will visit, all teachers should be so informed before they fill out their questionnaire. Best

Note: Definitions of "area", "subject area", and "trade area" are given under Working Definitions in preliminary pages of Section Two "Observation Guides"

information may be obtained on Guide "F" when all professional personnel know that the information is entirely confidential and that it will be used statistically and only by the coordinating office. (Note: As many copies of Observation Guide "F" will be required as there are staff members.)

Observation Guide "O", "Form and Guide for Preparation of Area Committee Reports," is to be completed to summarize the findings for each area observed. In other words, a Guide "O" should be completed to accompany Guide "B", another to accompany Guide "C", and similarly for the rest of the guides, except, of course, Guides "A" and "F". (Note: As many copies of Guide "O" will be needed as there are committee members plus one for each area observed.)

The Guides as Criteria:

The Observation Guides are to be used as lists of criteria. Each criterion states or suggests the optimum, and circling 1 through 5 would describe the extent to which the criterion is in evidence (the complete schedule is given on page 2 of the pertinent guides). Circling 1, for example, would indicate the opposite of the optimum. Circling 2, 3, 4, or 5, in that order, would indicate a degree of advance toward the optimum. Although a class would not rate 5 on every criterion, this is not an indication of inferiority. For instance, in observing a related class (Observation Guide "I"), circling a "5" for criterion 3 on page 254 might balance a "1" or "2" for criterion 2 on page 248. In other words, these numbers are not to be considered as evaluations but merely expressions of the degree to which the criterion describes the

practice in the school. The supporting statement should give a justification of the number circled and an extension or limitation of the criterion.

It is self-evident that every criterion may not apply precisely to a particular situation. However, every criterion indicates the factor to be observed. When the criterion does not fit a situation exactly, the supporting statement accompanying it should be made to qualify the criterion in accordance with the unique features of a given situation.

Thus the criterion plus the number circled plus the supporting statement constitutes a description of the situation existing at the time of observation. This description of the situation should be documented whenever possible by such materials as lesson plans, student records, special tests, agenda of staff meetings, auditorium programs, school newspapers, athletic programs, health and guidance records, and other pertinent materials.

SPECIFIC PROCEDURES FOR OBSERVATION COMMITTEES

The Coordinating Office

The coordinating office, headed by the Coordinator, is responsible for supervising the entire study and sees to the appointment of the chairman and members of the observation committees. The coordinating office also handles public relations and such liaison with community organizations as seem necessary to a proper understanding of the nature and purposes of the study.

Organization of Observation Committee

The observation committee should be established prior to observation and should consist of a chairman, who should be a member of the coordinating office staff, and at least two committeemen for each area. The committeemen should be of undisputed professional standing and experts in the respective areas to be observed. Preferably they should come from outside the city or outside the school system, so that an impartial viewpoint may be maintained. An exception would be if a continuing program of study is to be conducted, when it might be desirable to have one local professional person appointed in each area of observation.

In selecting committee members the Coordinator might consider having different persons visit different schools, so that a wide diversity of experience is brought to bear on the study. This is especially true of a large metropolitan study.

Advance Information

Before undertaking a study of the individual schools, it is desirable that the Coordinator obtain information on the school system as a whole from the central office. Suggestions as to the information to be procured are given in the preliminary pages of Section Two, the "Observation Guides."

Advance information needed for the individual schools is requested on Observation Guide "A". These data should be requested from the school well in advance of the scheduled observation. Three copies of Guide "A" should be sent to the school about eight weeks in advance, with a minimum of six weeks in advance. (Two copies are to be returned in completed form to the coordinating office. An additional copy is to be retained by the school.)

The material in Guide "A" has been arranged in four parts. The first part is to be returned immediately, so that it can be mailed in advance to the members who will, two to four weeks hence, serve on the observation committee.

Part II is to be returned to the coordinating office by the school several days (as prescribed by the Coordinator) before visitation, so that pertinent material can be placed in envelopes for the various committee members (for example, the committeemen for administrative and organization, guidance, program, and the like, would receive those sections of Part II of Guide "A" which relate to their areas so they will have certain exact information as a basis for observation.)

Part III concerns materials that the school should have prepared and ready in the conference room which the observers will be using.

As the chairman may determine, this material will be distributed to the committee members for their information.

Part IV is an outline for the principal's introductory talk to the observation committee at a meeting on the first morning of visitation.

Material Sent to Committee Members

By the first day of observation the committee should have in their possession and be acquainted with all the materials prepared by the school on Observation Guide "A", and all the bulletins the school has furnished.

The first mailing of information by the coordinating office should be made to committee members at least two weeks in advance of the date set for visitation. The mailing should include a list of the members of the observation committee, including their positions and addresses; a list of the administrative and supervisory personnel of the school; travel directions to the school from focal points in the city; a map of the city transit lines; the dates set for the orientation meeting; the pertinent Observation Guides; the material returned by the school for Part I of Guide "A"; and any other material the committee member should have for study before observation begins. Members of the committee should be reminded that the materials they have received about the school have been prepared by the professional personnel they will be interviewing. Failure of a committee member to be acquainted with this material is likely to hinder his progress at the school.

A second envelope should be prepared for each committee member to be delivered to him personally before the orientation meeting or in a separate mailing a few days before visitation, as the coordinator may decide. This would include another set of the pertinent Observation Guides to be used in the actual observation, a tentative schedule of visitations, any last minute changes in assignment of personnel to observation areas, a schedule of the committee meetings, one copy of the specific information returned by the school on Part II of Guide "A" to the area chairman, and other material required for the actual observation. It is important that each observer attach all of the materials he has received that were furnished by the coordination office and the school to his area Observation Guide. These constitute a part of the documentation to his report.

Procedures of Observation

A preferable amount of time to schedule for observing a school is a period of one week, with a minimum of three days. The time could be extended in accordance with what the Coordinator thought desirable for specific schools. Obviously the study budget will be a determining factor.

Orientation Meeting

An orientation meeting, lasting from one to three hours, should be scheduled the day or evening before the first day of observation. If necessary, due to travel arrangements of committee members, it could be held the first morning of observation. At this meeting all committee

members should be present but no members of the school administration. The purpose of the study should be explained, the relationship of the several areas of the study to the study as a whole should be clarified, and the basic concept of vocational education should be reviewed. Procedures for completing Observation Guides "B" through "N" should be reviewed, and the purpose and method of preparing Observation Guide "O", the Area Committee Report, should be considered.

Introductory Meeting

The introductory meeting is to be held the first morning of observation, and the administrative and supervisory staff of the school should meet with the observation committee. At this session the principal should introduce his staff and give a short address, tracing a brief history of the school, its major accomplishments, and plans for the future, as outlined in Part IV of Observation Guide "A". At the end of the meeting, committee members should confer with the respective department heads to determine the sampling of classes. For example, only the department chairman may be able to tell the committee members whether a substitute teacher is representative of the instruction in his department.

Observation

In observation, each committee member should observe his area individually and record his appraisal on a separate guide. It is advisable that the same classes be observed, but at different times, by each member of the area committee (an area committee consists of the two

or more observers for any given area of observation). As many sources of information as possible should be utilized to obtain the information necessary for a comprehensive report of the situation observed. For example, students, teachers, supervisors, and administrative personnel should be interviewed in addition to the actual observation.

It is vital that objectivity be maintained in order to secure usable information for the study as a whole. The committee member's function is solely to observe and describe. His job is to report what he finds. Under no circumstances should he act as a supervisor or give demonstration lessons, or recommendations to the teachers observed. The observer should guard against giving any directions or conclusions to the school staff. The findings of the observation and the report are confidential and are not to be discussed with outsiders or with members of the school staff.

After the area committee member has completed his area Observation Guide, he should confer with the other members in his area to check the validity of his observations.

Each observer fills out an individual Observation Guide "O", the "Form and Guide for Area Committee Reports," noting strengths and weaknesses in the area and making suggestions for its improvement.

Interim Sessions

It is advantageous for a chairman to call a meeting at the end of each day of observation for discussion and to discover difficulties and suggest ways of resolving them.

Area Committee Chairmen

Some time during the course of observation, probably the second day, one member of each area committee should be selected to act as chairman for the area. He can either be appointed by the observation committee chairman or chosen by the members of the area committee, as the Chairman may decide. It is the area chairman's responsibility to call a conference of the members of his area committee to work out a compiled Guide "O" for the area to use as the basis of an area report at the Summation Conference. On this Guide all variances in agreement must be noted and presented by the area chairman in his report.

Summation Conference

The summation conference should be limited strictly to the committee members. The principal or members of the school staff should not be called in and the findings of the conference should be considered confidential. The summation conference is primarily a procedure by which individual observers are able to check their area report (Guide "O") for conformity with the over-all committee findings, to insure that points of disagreement are sufficiently documented.

The summation conference should be held the last half day of observation. This compiled report should be given by the chairman of each area committee, who should give special attention to any points of disagreement among the members of his area committee. The time for delivering these reports should be clearly limited. Five minutes should be an adequate time to present the major findings for an area, but the observation committee chairman may wish to extend the time of each area

chairman beyond this. When the oral reports have been presented, the observation committee chairman may wish to take a vote of the committee as a whole on issues that have not been clearly established or that have arisen during the presentation of the reports and to call for a discussion to establish committee consensus.

After the adjournment of the summation conference, each area committee should confer in preparing one Guide "O" for the area, noting any disagreement of individual members, and attaching all "O" guides for the area.

The consolidated area Observation Guide "O" and its attached area Observation Guides and documentation as well as the Observation Guides "O" of all area members are to be submitted to the observation committee chairman before committee members leave.

Summary of Chairman's Responsibilities

The chairman of the observation committee is responsible for the following:

(1) The appointment of committee members (if they are not appointed by the coordinating office), taking into consideration the qualifications discussed in "Organization of Observation Committee" on page 17 of this Manual.

(2) In cooperation with the coordinating office, the distribution of the information received from the school, the respective Observation Guides, and other pertinent information (as described on pages 41-57).

(3) Conducting the orientation meeting (as described on pages

20 - 21 making sure that observational procedures are clearly understood by all committee members, warning against the injection of any personal bias, and stressing the confidential nature of the findings, noting that Observation Guides should be as little in evidence as possible during classroom visitations and that the members should thoroughly familiarize themselves with the criteria in advance so that the guide can be completed for each class after the actual observation.

(4) Conducting the introductory meeting (as described on page 21).

(5) Coordinating the observation and the responsibility for general supervision of the work of the committee--this would include being available for consultation by committee members during the entire course of the study.

(6) Conducting interim sessions (as described on page 22) to discover difficulties and resolve them.

(7) Appointing area committee chairmen, or arranging for their selection by the respective area committees (as described on page 23).

(8) Conducting the summation conference (pages 23 and 24)--setting a time limit on the reports, directing the progress of the reporting, and guiding the discussion to discern committee concensus on issues that have arisen or that have not been clarified. The chairman should stress the fact that all area committee reports (Observation Guide "O") must be delivered to him before committee members leave the city.

(9) Preparing the Descriptive Summary Report in cooperation with the coordinating office. This involves preparing a tentative report,

according to Section Three of the Plan ("Guide for Preparation of Descriptive Summary Reports" and "Sample of Processed Descriptive Summary Report), clearing this with the school principal and the necessary supervisory or departmental personnel, and after resolving any disagreements, preparing a final Descriptive Summary Report of the findings of the observation and recommendations for improvement of weak areas. A reviewing committee might be assigned to work with the observation committee chairman to determine the extent of desirability of the reported practices of the school when viewed in the light of the school's philosophy and the findings of research and to decide on the recommendations to be made. It is important that the "Guide for Preparation of Descriptive Summary Reports" be strictly followed, in order that like areas in different schools may be compiled as a "horizontal" study, thus enabling the preparation of a final report by the Coordinator covering all schools studied in a given school system.

VARIATIONS IN PROCEDURE FOR SELF-EVALUATION BY SCHOOL

When a school conducts a study by itself, the general procedures and specific procedures for observation committees (discussed on pages 12 through 26) are to be followed in the main. It is vital in self-appraisal, as well as in observation by an outside committee, that all the information requested on the "Pre-visitation Questionnaire" (Observation Guide "A") be completed and distributed to committee members.

The following variations in procedure for self-appraisal by a school should be noted:

1. A chairman and members of an observation committee should be appointed by the school principal. At least two committeemen should be appointed for each area to be observed. It has been found advisable for one staff member to be appointed from the area to be observed and one staff member to be appointed from outside the area. In this way a more balanced and objective appraisal is possible than if both members were either from the area or outside the area.

2. A steering committee might be appointed to take charge of coordinating the entire project.

3. A minimum of one week, and a preferable time of ten days should be spent on observation.

4. The orientation and introductory meetings might be combined, but all the elements suggested should be covered.

5. Special attention should be given to maintaining impartiality and objectivity in observation.

6. The steering committee, in cooperation with the observation committee chairman, should be responsible for writing the Descriptive Summary report, following the procedures outlined on page 362 . It is desirable that the "Guide for Preparation of Descriptive Summary Reports" be followed in order that comparisons may be made with findings in other studies.

The elements of objectivity and impartiality are particularly difficult to maintain in self-appraisal by a school. Very often neither the strong nor weak areas of the school's program are fully recognized. However, experience has shown that the tendency in self-appraisal is toward over-evaluating and that the number of 4's and 5's circled is usually much greater in that case than when the appraisal is made by outside observers. This lenience must be carefully checked if an accurate and comparable picture is to be obtained.

It will be realized that the most impartial appraisal and the most objective recommendations are the prerogatives of observation by a committee of experts from outside the school system. However, if due to budgetary or other considerations such a course is not feasible, the school will still find self-appraisal of considerable aid in improving its program. The fact that staff members participate in the study and must give attention to specific criteria, situations and areas of weakness and strength in their own departments is in itself a stimulation to departmental improvement. The correlation of each area with the overall program and discussion of significant aspects of all departments in the summation conference has been found to contribute materially to an improvement of the total school program.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

SECTION TWO

OBSERVATION GUIDES

PREFACE

"A Plan for Studying Vocational-Industrial and Vocational Technical Education Programs" consists of three sections, of which this is the second section.

This section consists of a set of seventeen Observation Guides--Observation Guide "A", a guide to material to be procured from each school prior to observation; fifteen guides containing criteria for the areas to be observed; and Observation Guide "O", "Form and Guide for the Preparation of Area Committee Reports," which is to be completed for each area observed.

Complete over-all procedures for using the Observation Guides are given in the Manual (See Section I). Special instructions are provided on the following individual guides.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

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A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

WORKING DEFINITIONS

Program: Throughout these Observation Guides the term program is used to describe a major administrative area of educational organization within a school. Thus the part-time continuation school, the full-time high school, the adult evening trade school, the evening college extension work, and the evening school English sessions for foreign born are considered programs.

Curriculum: A prescribed body of educational experience within a program is termed a curriculum. A curriculum is interpreted to include any and all of the physical and professional resources associated with the educational experience in the school. Usually curriculums are planned to prepare students for terminal employment or for further study. Thus curriculums become such organized units of experience as exist within a program. For example, the full-time vocational high school program may consist of several curriculums, viz., vocational-industrial, vocational-technical, and general-industrial (for slow learners and anticipated dropouts).

Course of Study: Provision is generally made for a student registered in a given curriculum to select such courses of study as "commercial," "electrical," "printing," "machine shop," or "carpentry." A course of study is here used to designate a planned kind and degree of specialization within a curriculum. Quite frequently a technical

curriculum in a vocational school may provide but one course of study, this being directed to training a given group of students for entrance into colleges, institutes, or universities.

Subject: A subject is used here to name a unit of lessons organized within a limited area of learning (e.g., letter writing, drawing, typewriting, algebra, electric motor).

Area, Trade Area, Subject Area: Throughout these Observation Guides, the term area refers to any one of the fifteen major classifications of the study. For example, every Observation Guide is regarded as an area guide, such as academic subjects, related subjects, shops, or extra-curricular activities. When a finer classification is required, the terms subject area or trade area are used. For example, a "subject area" under the area of academic subjects would be in letter writing; a "trade area" under the area of shops would be needle trades, automotive trades, machine and metal trades, or similar classifications.

Central Office: The term central office as used in these Observation Guides refers to the office of the Superintendent of Schools and its several departments, the associate superintendent in charge of vocational education, and other city-wide administrative offices, but not including the principal or other administrative personnel of the individual school.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

INFORMATION TO BE PROCURED FROM THE SUPERINTENDENT'S OFFICE

Before undertaking a study of individual schools, it is desirable that the Coordinator obtain certain comprehensive information from the central office. Such information would include the reports, bulletins, and records suggested below, but should not be limited to these items.

1. Line and staff organization chart, showing positions and functions, from Board of Education members down to and including the teaching staff
2. The philosophy of education for the school system, including aims, purposes, methodology, and methods of appraisal
3. School regulations
4. By-laws and other regulations of the Board of Education
5. Policies and practices concerning staff recruitment, induction, in-service training, promotions, salary, tenure, separation, and the like
6. Annual reports for the past five years
7. History of education in the community
8. Statistics, by schools, concerning such factors as the following:
   a) Enrollment over the past eight years
      (1) Full-time students

8. a) (2) Part-time students

   b) Enrollment by curriculums

      (1) Full-time students

      (2) Part-time students

   c) Enrollment by courses of study

      (1) Full-time students

      (2) Part-time students

   d) Enrollment by terms (include ratio of first to last terms in the high school)

   e) Analysis of class size (data should be prepared in accordance with the chart attached)

   f) Analysis of teacher load

   g) Student periods

   h) Budget

9. Data and trends concerning such areas as the following:

   a) Qualifications and examination procedures for superintendent, associate superintendent, supervisors, principals, department chairmen, teachers, and all other professional personnel

   b) Analysis of organization for each school

   c) Supervision

   d) Professional personnel

   e) Teaching methods

   f) Remedial instruction

   g) Extra-curricular activities

9. h) Student admissions

   i) I. Q. distributions, medians, and percentages for the past five years for each school (data should be prepared in accordance with the chart attached)

   j) Attendance

   k) Absenteeism

   l) Graduation

   m) Costs

   n) Per cent of utilization of plant for each school (show the number of students for which the plant was originally designed as against the number of students presently served by the school)

10. Special publications, such as school directories, curriculum bulletins, public relations releases, maps showing school locations, and community transportation maps

ANALYSIS OF CLASS SIZE

Charts to be Prepared for Item 8 (e)

Number and Size of Shop Classes

Size of Class (Students per class)	Number of Classes
Less than 15	
15 - 19	
20 - 24	
25 - 29	
30 - 34	
35 - 39	
40 - 44	
More than 44	
Total Classes	

Number and Size of Related Classes

(Same as chart above)

Number and Size of Academic Classes

(Same as chart above)

I. Q. DISTRIBUTION, MEDIAN, AND PERCENTAGE OF TOTAL OF FULL-TIME STUDENTS

	September Current Year		September 1 Year Ago		September 2 Years Ago		September 3 Years Ago		September 4 Years Ago	
I. Q.	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
150 and Above										
140 - 149										
130 - 139										
120 - 129										
110 - 119										
100 - 109										
90 - 99										
80 - 89										
70 - 79										
60 - 69										
0 - 59										
Median										
Total Full-Time Students Enrolled										

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "A"

PRE-VISITATION QUESTIONNAIRE

This questionnaire consists of four parts. Part I is for immediate return to the coordinating office. Part II is for return to the coordinating office (or if the school is evaluating itself, to the Observation Committee Chairman) on or before a specified date preceding observation. The information requested in Part III should be prepared in advance of visitation and delivered to the Observation Committee Chairman on the first day of observation, unless otherwise indicated by the Chairman or coordinating office. Part IV is an outline of information that should be included in the Principal's explanation of the school and its program at an introductory meeting.

A PLAN FOR EVALUATING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

CHECK LIST OF ITEMS REQUESTED IN GUIDE "A"

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INFORMATION FOR IMMEDIATE RETURN TO COORDINATOR'S OFFICE

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B - Statements of Direction to Main Building	(1 copy)	42
C - Statements of Direction to Each Annex	(1 copy)	42
D - Name, Floor, and Number of Conference Room	(1 copy)	43
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F - Descriptive Materials, If Available	(25 copies)	44
G - Brief Written Review of the School and Program	(25 copies)	44

Part II

INFORMATION FOR PREPARATION AND RETURN TO STUDY OFFICE ON OR BEFORE (date)

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2. Student Services Schedule (Unless shown on Master Schedule; 25 copies) 47
3. Statement of Philosophy of Education 47

Section B - Information on Selected Areas and Functions 48

1. General Information (2 copies) 48
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3. Information Concerning Program and School Community (2 copies) 50

4. Information Concerning Extra-Curricular Activities (2 copies) 51

5. Library Information (2 copies) 53

Part III

INFORMATION FOR PREPARATION AND RETENTION AT SCHOOL UNTIL VISITATION

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B - Floor Plans (25 copies) 58

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OUTLINE FOR PRINCIPAL'S INTRODUCTORY TALK TO VISITORS 60

A PLAN FOR EVALUATING VOCATIONAL-INDUSTRIAL AND VOCATIONAL TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "A"

PRE-VISITATION QUESTIONNAIRE

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PART I (of four parts)

INFORMATION FOR IMMEDIATE RETURN

The following information (A, B, C, D, E, F, and G) should be returned immediately to the coordinating office. The materials should be mailed or delivered by messenger to the Coordinator of Studies.

_____ at _____
(Name) (Address)

Name of School_____ Date_____

Street Address_____ City and State_____

A. A List of the Administrative and Supervisory Personnel of your school, showing titles, full names, and departments. For example:

Principal: _____
(Name)

Administrative Assistants: _____
(Names)

Teacher in Charge of Annex (if applicable): _____
(Name)

Program Chairman: _____
(Name)

Department Chairmen:

Name	Departments or Responsibilities

Others:

B. A Clear Statement of Direction to the Main Building of your school:

1. From each railroad station--with a statement of the approximate time required to travel from each station to your school.
2. From major hotels--with a statement of the approximate time required to travel from each hotel to your school.

C. If Applicable, a Clear Statement of Direction to Each Annex of your school:

1. From main building
2. From each railroad station--with a statement of the approximate time required to travel from the station to the annex.
3. From major hotels--with a statement of the approximate time required to travel from each hotel to the annex.

D. The Name, Floor, and Number of the Conference Room to be used by Committee members.

E. Personnel Distribution Sheet. Twenty-five copies of a personnel distribution sheet, showing the number of teachers engaged in each subject area in the main building and, if applicable, in the annex or annexes. The number of professional personnel engaged in such non-subject areas as library and guidance should be included. The following outline is suggested for your consideration in making up the Personnel Distribution Sheet.

SUGGESTED FORM FOR PERSONNEL DISTRIBUTION SHEET

PERSONNEL DISTRIBUTION SHEET

Areas	Number of Professional Personnel Engaged		
	Main Building	Annex	Total
Academic			
English	6	4	10
Social Studies	5	1	6
Related			
Mathematics	3	2	5
Science	4	1	5
Shop			
_____	___	___	___
_____	___	___	___
Guidance			
_____	___	___	___
TOTAL	___	___	___

F. Descriptive Materials. If available, twenty-five copies of any printed or duplicated descriptive materials about your school, such as program announcements, promotional circulars, lists of courses offered, and the like.

G. Brief Written Review of the School and Program

Kindly prepare twenty-five copies of a two- to four-page review of your school and its program for the information of those who will be visiting your school. This review should be by way of a general introduction to your school and should be as brief as possible. Please do not let the preparation of this review delay the return of the above information (Items A, B, C, D, E, and F). The review (G) may be sent at your earliest convenience.

The following points are suggested as items you may wish to consider in preparing the review. If these items are already included in item "F" above, they need not be repeated in the review.

Suggested Items

1. Is this a neighborhood or central school? In what respects is it either or both?
2. Pre-admission and admission practices, with indication of areas or schools from which students are drawn
3. Exploratory courses offered
4. Work-experience program
5. Continuation school enrollment and program
6. Other programs or courses offered
7. Special programs or courses offered for students of low and exceptional ability

C. 8. Is the program end-to-end or overlapping?

9. Number of graduates and types of positions in which they are employed.

10. As of a recent date, total number of students in descending order of student registration, in the respective programs or courses offered

11. Attendance data of the past week as compared with a previous or past attendance picture

12. Utilization of plant for such adult-type programs as evening trade and extension courses, veterans' training, parent-teacher groups, and social or community affairs

13. Student personnel services including:

Guidance services

Health services

Extra-curricular activities

Cafeteria, kitchens, dining rooms

14. Extent of services rendered by advisory committees in the past five years

15. Retention status of professional personnel

16. The financial picture as it concerns operation of the educational program in your school (e.g., supplies, general organization, extra-curricular activities)

A PLAN FOR EVALUATING VOCATIONAL-INDUSTRIAL AND
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OBSERVATION GUIDE "A"

PRE-VISITATION QUESTIONNAIRE

PART II (of four parts)

INFORMATION FOR PREPARATION AND RETURN TO THE COORDINATING OFFICE
ON OR BEFORE _____, 19___

Kindly prepare and forward the following information to the coordinating office on or before the date shown above. The material should be sent to the Coordinator of Studies _____
(Name)

at _____
(Address)

Information requested under Section A will require preparation on forms other than the questionnaire itself. Information requested in Section B may be recorded directly on the blanks and spaces of the questionnaire and should be returned in duplicate.

Section A - Special Information and Suggested Forms for Preparation

1. Master Schedule. Twenty-five copies (blue printed or duplicated) of a master schedule of teachers and other professional personnel of the school showing the name of each individual, the time periods of the day, the subject taught (or function performed) during each period, the room number, and term. A self-explanatory legend of abbreviations should be provided with, or as a part of each master schedule.

Section A - (continued)

1. The master schedule should group professional personnel appropriately under the headings of Shop Classes, Related Classes, Academic Classes, Administrative Functions, and Supervisory Functions. Under each of these headings regular personnel should be grouped separately from substitute personnel. The major duty or responsibility of administrative and supervisory personnel in each period should be indicated. This master chart should show a composite picture of the school, its professional personnel, its subjects and classes, and such functions or activities as are part of the regular school program. The master schedule should be as large as necessary to show the required information. The form on page 57 is suggested for your aid and consideration in making up your master schedule.
2. Student Services Schedule. Three copies of a student services schedule similar to the master schedule, showing personnel engaged in such student services as library, extra-curricular activities, and health activities, unless these are shown on the master schedule.
3. Statement of Philosophy of Education. Kindly attach twenty-five copies of a statement of the basic philosophy of education upon which the program of your school is based.

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 1 when returned as completed questionnaire)

Section B - Information on Selected Areas and Functions

1. General Information. Please show present number of:

a) Administrative assistants _____

b) Heads of annex or annexes _____

c) Chairmen or heads of departments _____

d) Regular, full-time teachers _____

e) Permanent substitutes _____

f) Temporary substitutes _____

g) Clerical help in:

(1) Administrative offices _____

(2) Offices of department chairmen _____

(3) Other Offices _____

2. Use the following space to explain special titles of personnel or to qualify any data given in question 1, "General Information," above.

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 2 when returned as completed questionnaire)

3. Guidance Information. Please list below the names and other data indicated for each person on your staff who has a special assignment connected with guidance, placement, or follow-up:

Name	Teaching License	Periods Per Week in Guidance	Periods Per Week in Teaching	Periods Per Week in Other Duties
a)				
b)				
c)				
d)				
e)				

4. Use the following space to explain any special use of teaching personnel for guidance functions.

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 3 when returned as completed questionnaire)

5. Information Concerning Program and School Community

a) What offerings in short unit courses or special program provisions are made for those who do not plan to complete the full high school course?

b) What differentiation of courses or program is offered for students of known limited ability?

c) What differentiation of courses or program is offered for students of known superior ability?

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 3 when returned as completed questionnaire)

5. d) What, if any, characteristics of the school community affect the school, its students, or the school program?

_____

_____

_____

_____

_____

6. Information Concerning Extra-Curricular Activities

a) What activities of an extra-curricular nature do your students engage in and what is the number of students in each such activity? (Please attach roster showing each such activity and the number of students registered in each activity.)

b) What are the administrative schedules of meetings for those activities shown in item "a" above? (Please attach list of activities together with information showing how and when they are scheduled).

c) How do students obtain membership in student activities?_____

_____

d) How many students are engaged in no extra-curricular activity?_____

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 4 when returned as completed questionnaire)

6. e) Are there any regulations controlling student participation in extra-curricular activities?

Yes_____ No_____

If answer is "yes," please explain_____

_____

_____

f) What special provisions are made, if any, for those who sponsor or handle extra-curricular activities in the way of a difference in teaching load, salary, special credit, and the like? Please explain_____

_____

_____

_____

g) How are funds provided for extra-curricular activities in your school?_____

_____

_____

_____

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 5 when returned as completed questionnaire)

7. Library Information

a) To what trade technical magazines does the library subscribe?

(If more space is needed, please use the reverse side of the page or add additional sheets)

PRE-VISITATION QUESTIONNAIRE—OBSERVATION GUIDE "A"

Part II (continued)	(Page 6 when returned as completed questionnaire)

7. b) To what newspapers does the library subscribe?*

c) To what general and popular magazines does the library subscribe?*

d) To what professional educational journals and magazines does the library subscribe?*

* If more space is needed, please use the reverse side of the page or add additional sheets.

PRE-VISITATION QUESTIONNAIRE--OBSERVATION GUIDE "A"

Part II (continued) (Page 7 when returned as completed questionnaire)

7. e) How many persons will the library accommodate at one time?_____

f) What administrative controls are set up with regard to:

(1) Who may come to the library?_____

_____

(2) Who may withdraw books?_____

_____

(3) Length of time books may be kept?_____

_____

g) What is the number of volumes in the library?_____

h) To what extent is the library open before and after school hours?_____

i) What are the strong points of your library and its services?_____

_____

j) What are the major weaknesses in your library and its services?_____

_____

k) What problems face you with reference to your library and how would you suggest that these might be overcome?

_____

_____

_____

PRE-VISITATION QUESTIONNAIRE—OBSERVATION GUIDE "A"

Part II (continued)	(Page 7 when returned as completed questionnaire)

7. 1) Please attach monthly library circulation reports for the past three school months.

SUGGESTED FORM FOR MASTER SCHEDULE OF CLASSES AND FUNCTIONS*

	Shop Classes			Related Classes		Academic Classes	
Name of Regular Personnel	Class Periods and Time of Each Period			Class Periods and Time of Each Period		Class Periods and Time of Each Period	
	1 8:30-9:15	2 9:20-10:05	3 10:10-10:55	2 9:20-10:05	3 10:10-10:55	2 9:20-10:05	3 10:10-10:55
Names of Subst. Personnel							
Names of Administr. Personnel	Administrative Functions			Supervisory Functions			

* In each rectangular block under Class Periods and Time, please list subject, term, and room number.

A PLAN FOR EVALUATING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "A"

PRE-VISITATION QUESTIONNAIRE

Part III (of four parts)

INFORMATION FOR PREPARATION AND RETENTION AT SCHOOL UNTIL VISITATION

Kindly assemble the following materials (A, B, C, D, and E) and retain them at your school for delivery to the chairman of the observation committee upon his arrival at the school on the first day of visitation. It is desired that these materials be available in the Observation Committee Conference Room at 8:30 A. M. on the first day of visitation.

A. Courses of Study. A copy of each course of study taught in the school should be placed in a separate folder which is labeled to show the name of the school and the title, number, and term of the course. These courses will be retained by the study group.

B. Floor Plans. Twenty-five copies of the floor plans of each building of the school.

C. Sign or Placard. A sign or placard should be placed conspicuously on the door of the conference room designating "Conference room, Committee for the Study of Vocational Education."

D. Observation Guide "F". Enclosed are copies of Observation Guide "F" for Professional Personnel. These should be delivered to all professional personnel for completion and return to your

PRE-VISITATION QUESTIONNAIRE—OBSERVATION GUIDE "A"

Part III (continued)

D. office. Here, they should be assembled according to building and placed in an envelope ready for delivery to the chairman of the Observation Committee.

E. Notification to Professional Staff Concerning Materials. Please inform teachers and other professional personnel that members of the visitation group will request copies or samples of regular and special materials explanatory or illustrative of work developed or being developed by the professional personnel or students in the school. Members of committees will expect to take these materials with them for their further study. Professional personnel should be informed that materials given to visitors will not be returned, except by arrangement with the persons immediately concerned.

A PLAN FOR EVALUATING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "A"

PRE-VISITATION QUESTIONNAIRE

Part IV (of four parts)

OUTLINE FOR PRINCIPAL'S INTRODUCTORY TALK TO VISITORS

At approximately 9:00 o'clock on the first morning of visitation, it is anticipated that the administrative and supervisory staff of the school will meet with the visitation committee for purposes of introduction. At this time, it is desired that the principal will give a brief ten- to fifteen-minute explanation of the school and its program, including the information shown below:

1. Brief history of the school, including age of building or buildings, and alterations or improvements made.
2. Major accomplishments of the school.
3. Plans for the future

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "B"

FACTUAL ANALYSIS OF PROGRAM

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Name of Observer (or principal)_____

Instructions to Observer

Information required on this Observation Guide is intended to describe the program and related areas of the school as a whole. Working definitions for "Program," "Curriculum," "Course of Study," and "Subject" are given below.

Program: Throughout this Observation Guide, the term program is used to describe a major administrative area of educational organization within a school. Thus the part-time continuation school, the full-time high school, the adult evening trade school, the evening college extension work, and the evening school English sessions for foreign born are considered programs.

Curriculum: A prescribed body of educational experience within a program is termed a curriculum. A curriculum is interpreted to include any and all of the physical and professional resources associated with the educational experience in the school. Usually curriculums are planned to prepare students for

terminal employment or for further study. Thus curriculums become such organized units of experience as exist within a program. For example, the full-time vocational high school program may consist of several curriculums, viz., vocational-industrial, vocational-technical, and general industrial (for slow learners and anticipated dropouts).

Course of Study: Provision is generally made for a student registered in a given curriculum to select such courses of study as "commercial," "electrical," "printing," "machine shop," or "carpentry." A course of study is here used to designate a planned kind and degree of specialization within a curriculum. Quite frequently a technical curriculum in a vocational school may provide but one course of study, this being directed to training a given group of students for entrance into colleges, institutes, or universities.

Subject: A subject is used here to name a unit of lessons organized within a limited area of learning, e.g., English, drawing, typewriting, mathematics, electric motor.

Orientation to Observer

The following pages outline the major aspects of the school's programs, curriculums, and courses of study. It will be necessary for the observer to examine a wide representation of the school's offerings. Pertinent data should be appended to this guide wherever such

documentation is required to support the statements given.

Because of the number of elements covered in this guide, the following index is given for the observer's convenience.

		Pages
A.	Student Population	63A-66
B.	School Community	67, 68
C.	General Administrative Practices	68
D.	Utilization of School Plant	68A
E.	Programs of the Day School	68A
1.	The Part-time Continuation School Program	68A
2.	The Apprentice-training Program	69
3.	The Full-time High School Program	70
F.	Curriculum	70
1.	The Vocational-Industrial Curriculum	70A
2.	The Vocational-Technical Curriculum	72
3.	The General Industrial Curriculum	74
4.	The 9th Year Exploratory Curriculum	75
G.	Special Aspects of the School	76-78

Personnel Interviewed

Use the following blanks to record the name and responsibility of key individuals interviewed.

Name	Responsibility

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

A. Student Population (Full-time High School)

1. Student Enrollment as of _____ (last registration date): Boys___ Girls___
Total_____

2. Number of Students present as of _____ (present date): Boys___ Girls___
Total_____

3. Explanation of any marked difference between students enrolled (item 1) and students present (item 2):_____

_____

4. How many students were enrolled in your school last year?_____

5. I. Q. range of students: from_____to_____with a median of_____

Distribution by I. Q.

of All Students in the School for the Current School Year

I. Q.	Number of Students
150 and above	
140 - 149	
130 - 139	
120 - 129	
110 - 119	
100 - 109	
90 - 99	
80 - 89	
70 - 79	
60 - 69	
Median	Total Number of Students

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

A. Student Population (continued)

6. Age range of students: from_____ to_____

7. How many students in your school come from each of the following sectors (e.g., borough, district, county)?

Name of Sector	Number of Students

8. Time at which students enter school_____o'clock.

9. Time at which students leave school_____o'clock.

a) Is the time schedule for students overlapping, single, or end-to-end? (Underline the correct word.)

b) If the schedules are overlapping or end-to-end, indicate the beginning and closing time for each schedule.

_____

_____

_____

10. Time arrangements

a) Length of the regular school day in minutes _____

b) Length of the exploratory program day in minutes _____

c) Number of periods in the regular school day _____

d) Number of periods in the exploratory program day _____

e) Length of a period in minutes _____

FACTUAL ANALYSIS OF PROGRAM—OBSERVATION GUIDE "B"

A. 10. f) Number of minutes allowed for change of classes _____

Is this time included as a part of the length of a class period? Yes_____No_____

g) Number of minutes allowed for lunch _____

h) Number of periods (including lunch) constituting a student day _____

Of these periods, how many are spent in regular credit courses? _____

i) Use the following blanks to give any information needed to qualify or extend the time schedule arrangements indicated.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

A. 11. Dropouts

a) Changes in enrollment in term groups from entry to final term

Class Entering	No. of Students According to Term								Ratio 8th to 1st Terms
	1	2	3	4	5	6	7	8	
September 9 Years Ago									
September 8 Years Ago									
September 7 Years Ago									
September 6 Years Ago									
September 5 Years Ago									
Totals									

b) Approximately what percentage of the registration dropped out during the last school year?_____

c) How many of the students on the last school year register are believed to have dropped out without entering an educational institution elsewhere?_____

d) How many of the students who dropped out during the last year had reached legal school-leaving age?_____

e) Please state the number of students who dropped out during the past year for the reasons shown below:

Transferred to other school _____

Inability to do school work _____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

A. 11. Dropouts (continued)

e) Lack of interest, ambition, incentive _____

Desire to earn own money _____

Needed in the home _____

Married _____

Joined Armed Services _____

Other reasons (specify)_____ _____

Reason unknown _____

Total dropouts during school year _____

f) Of dropouts who are working, state the number employed in the following categories:

Employed in trade for which trained _____

Employed in a trade related* to the field in which trained _____

Employed in an unrelated occupation _____

Total dropouts employed _____

g) Has any planned study of dropouts been conducted by the school? Yes_____ No_____

(1) If so, when?_____

(2) What were the findings?_____

_____

* Relationship of one trade to another is here based on extent to which tools or processes of one occupation are common with those of another.

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "D"

A. 12. Graduates

a) How many students were graduated last year? _____

b) Is graduation annual or semi-annual? _____

c) Please state the number of last year's graduates who are presently engaged in the following activities:

Employed in trade for which trained _____

Employed in trade related to the field in which trained _____

Employed in an unrelated occupation _____

Engaged in college or institute study _____

Joined Armed Services _____

Other (specify)_____ _____

Activity not known _____

Total students graduated _____

13. What, if any, are the unique or special backgrounds of students which affect or influence educational offerings of school?

_____

B. The School Community

1. Is this regarded as a "multi-trade" school (i.e., teaching a number of trades to a given population), a "single trade" school (i.e., teaching a relatively narrow or special kind of vocational training), or is it properly described by some other term? Please name and explain:

_____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

B. The School Community (continued)

2. Use the blanks below to describe briefly the immediate community in which the school is located.

a) Predominant type of home housing_____

_____

b) Predominant business_____

_____

c) Public playgrounds and recreational facilities_____

_____

d) Cultural facilities, e.g., libraries, museums, theatres, assembly halls_____

_____

e) Other special features_____

_____

C. General Administrative Practices

What regulations or services from the central office aid the school with respect to:

1. Student admissions

2. Determination of the program offerings

3. Improvement of instruction

4. Development and growth of co-curricular activities

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

D. Utilization of School Plant

In the blanks below show the register in each program conducted in the school. Indicate which programs do not exist in the school.

	Program	Enrollments
1.	Part-time Continuation School	_____
2.	Apprentice Training	_____
3.	Veterans' Training	_____
4.	Full-time High School	_____
5.	Adult Classes (non-vocational)	_____
6.	Trade Extension Evening (supplementary)	_____
7.	Evening Industrial Arts for Adults	_____
8.	Evening Elementary English	_____
9.	Evening Citizenship Classes	_____
10.	Other (name)	_____

E. Programs of the Day School

1. The part-time continuation school program

Use the following blanks to describe the part-time continuation school program.

a) Purpose (aims and objectives)_____

_____

b) Range of students' abilities expressed in I. Q.'s: from____ to_____ with a median of_____

c) Age range of students_____ d) Number registered_____

e) Duration in weeks_____ f) Hours per week_____

g) Courses of study and main elements of course content_____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

E. Programs of the Day School (continued)

1. h) Subjects taught_____

2. The Apprentice-training Program

Using the following blanks, describe the apprentice training program (144 hours per year)

a) Purpose (aims and objectives)_____

_____

b) Range of students' abilities expressed in I. Q.'s: from____ to_____with a median of_____

c) Hours of training per apprentice per week_____

d) Duration in weeks_____ e) Age range of students_____

f) In the blanks below, list the subjects taught, the number of students registered in each, and the total registration in the program_____

_____

_____

_____

_____

_____

_____

FACTUAL ANALYSIS--OBSERVATION GUIDE "D"

E. 3. The Full-time high school program

Use the following chart to record the current registration by terms in each of the curriculums of the full-time high school

Registration in the Full-time High School Program

by Curriculum and Term

Curriculum	Registration by Terms								
	1	2	3	4	5	6	7	8	Total
a) Vocational-Industrial									
b) Vocational-Technical									
c) General Industrial									
d) Exploratory									
Totals									

F. Curriculum

1. The Vocational-Industrial Curriculum

a) Registration: Using the Vocational-Industrial Curriculum only, attach a record of the current registration by terms in each of the courses of study (e.g., electricity, carpentry, commercial, welding, printing, upholstery, photo engraving, plastering). The following table should be used for recording these data.

(See Chart on following page.)

FACTUAL ANALYSIS—OBSERVATION GUIDE "B"

F. Curriculum (continued)

Registration in the Vocational-Industrial Curriculum

By Courses of Study and Term

Courses of Study	Registration by Terms								
	1	2	3	4	5	6	7	8	Total
Totals									

b) Description: In the blanks on following page, describe the Vocational-Industrial Curriculum:

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

F. Curriculum (continued)

1. b) (1) Purpose (aims and objectives)_____

_____

(2) Range of students' abilities expressed in I. Q.'s:

from_____to_____with a median of_____

(3) Number of periods required for graduation_____

(4) The length of a class period is_____minutes

(5) Duration of a course of study is_____years covering terms_____through_____

(6) Amount of time given to:

Academic subjects_____(total periods)

Related subjects_____(total periods)

Shop subjects_____(total periods)

(7) Terms in which cooperative work experience is offered

_____

(8) Number of students presently participating in cooperative work_____

(9) Level or levels of skill for which the Vocational- Industrial Curriculum prepares_____

(10) Specific jobs for which the Vocational-Industrial Curriculum prepares:

_____ _____

_____ _____

(11) Name and kind of diploma granted_____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "F"

F. 1. b) (12) Special features of the regular Vocational-Industrial Curriculum: _____

_____

2. The Vocational-Technical Curriculum

a) Registration: Using the Vocational-Technical Curriculum only, attach a record of the current registration by terms in each of the courses of study. The following table should be used for recording these data.

Registration in the Vocational-Technical Curriculum By Courses of Study and Term

Courses of Study	Registration by Terms								
	1	2	3	4	5	6	7	8	Total
Totals									

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

F. 2. b) Description: In the blanks below describe the Vocational-Technical Curriculum:

(1) Purpose (aims and objectives)_____

_____

(2) Range of students' abilities expressed in I. Q.'s: from_____to_____with a median of_____

(3) Number of periods required for graduation_____

(4) The length of a class period is_____minutes.

(5) Duration of a course of study is_____years covering term_____ through_____

(6) Amount of time given to:

Academic subjects_____(total periods)

Related subjects_____(total periods)

Shop subjects_____(total periods)

(7) Terms in which cooperative work experience is offered_____

(8) Number of students presently participating in cooperative work_____

(9) Occupational level or levels for which the Vocational-Technical Curriculum prepares_____

(10) Specific jobs for which the Vocational-Technical Curriculum prepares:

_____ _____

_____ _____

_____ _____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

F. 2. b) (11) Kinds of advanced study for which training prepares_____

(12) Name and kind of diploma granted_____

_____

(13) Special features of the Vocational-Technical Curriculum:_____

_____

3. The General-Industrial Curriculum

a) Registration: Using the Vocational-Industrial Curriculum only, attach a record of the current registration by terms in each of the courses of study. The following table should be used for recording these data.

Registration in the General-Industrial Curriculum By Courses of Study and Term

Courses of Study	Registration by Terms								
	1	2	3	4	5	6	7	8	Total
Totals									

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

F. 3. b) Description: In the blanks below describe the General-Industrial Curriculum:

(1) Purpose (aims and objectives)_____

_____

(2) Range of students' abilities expressed in I. Q.'s: from_____to_____with a median of_____

(3) Describe the General-Industrial Curriculum with respect to the length, kinds, and level of training

_____

(4) Level or levels of skill for which the General-Industrial Curriculum prepares_____

_____

(5) For what specific jobs does the General-Industrial Curriculum prepare students?_____

_____

4. The 9th Year Exploratory Curriculum

a) Purpose (aims and objectives)_____

_____

b) Range of students' abilities expressed in I. Q.'s: from_____to_____with a median of_____

c) Total number of students registered (sum of registration in all terms. See item E, 3, d)_____

d) List required units taken by all students and show length, in weeks of each unit.

Unit	Length	Unit	Length

FACTUAL ANALYSIS OF PROGRAM—OBSERVATION GUIDE "B"

F. 4. e) What exploratory units are elective? Please show length, in weeks, of each unit.

Unit	Length	Unit	Length

f) How many of these units may a student select during his exploratory year?_____

g) The length of a class period is_____minutes.

h) How many periods of training per student does the exploratory curriculum provide?_____

i) Name and kind of diploma or certificate granted_____

G. Special Aspects of the School

1. Describe any provisions or special curriculums designed to meet the needs of probable dropouts (check against Pre-visitation Questionnaire)._____

2. Describe any provisions or special courses intended to meet the needs of students of different abilities or interests—include remedial, special, and honor classes; ease of transfer from one program to another; individualized instruction materials; revision of curriculums or courses; assignment of special students to specially trained or interested teachers (check against Pre-visitation Questionnaire)._____

FACTUAL ANALYSIS OF PROGRAM—OBSERVATION GUIDE "B"

G. 3. With reference to remedial, special, and honor classes (G2 above), please name these classes and give total registration for each._____

_____

4. On what basis are students promoted from one term to the next?

_____

5. Indicate and explain any variations of promotional policy or practice in special fields._____

_____

6. Describe school policy and practice regarding student participation in planning and activities (indicate particularly the extent to which students are encouraged to see, plan for, and solve existing individual and group problems through school experiences)._____

_____

7. Describe how the staff records student achievement in relation to the following (if any special statement or schedule has been developed, please attach copy):

a) Knowledge_____

b) Skill_____

c) Attitude_____

d) Personal judgment_____

e) Group or community judgment (citizenship)_____

f) _____

g) _____

FACTUAL ANALYSIS OF PROGRAM--OBSERVATION GUIDE "B"

6. 8. Describe the functions of the coordinator or coordination committee in charge of cooperative work experience, and indicate the extent to which these functions are being carried out.

_____

_____

_____

9. Describe the changes within the past year in any day-time program._____

_____

_____

_____

Note to the Observer: On the Area Committee Report (Observation Guide "O") you will be required to outline the educational program offered and to comment on its strong and weak points.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "C"

for Descriptive Appraisal of

PLANT, EQUIPMENT, AND SUPPLIES

This Observation Guide provides space for recording the descriptive appraisal of plant, equipment, and supplies for the school as a whole. Detailed procedures for using the Observation Guides are in the Manual. Special instructions for recording observations on plant, equipment, and supplies are given below and on the following page.

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

General Instructions

All the blanks are to be completed in detail to describe the physical facilities of the school as a whole. Circle the appropriate number to indicate the degree to which the facilities described are contributing to the realization of the aims expressed in the school's philosophy of education. Instructions for determining the number to circle are given on the following page.

Every facility mentioned may not be present in all schools. If the facility is present, it should be precisely described. If not, its

lack should be clearly indicated by so stating on the appropriate blank.

Criteria for space, equipment, and supplies in specific areas are included as sections of the various Observation Guides: Laboratories, Observation Guide "H-1"; Shops, Observation Guide "H-2"; Related Classrooms, Observation Guide "I"; Academic Classrooms, Observation Guide "J"; Library, Observation Guide "K"; Gymnasium, Observation Guide "M"; and Cafeterias, Kitchens, and Dining Areas, Observation Guide "N".

Descriptive Scale

The following descriptive scale gives the basis for determining the number to be circled on the following pages.

Circle number "1" if there is evidence that the condition described is inadequate.

Circle number "2" if there is evidence that the condition described is not satisfactory.

Circle number "3" if there is evidence that the condition described is reasonably satisfactory.

Circle number "4" if there is evidence that the condition described is well above average, but not exemplary.

Circle number "5" if there is evidence that the condition described is exemplary and one to which the survey can point as outstandingly good.

Circle number "X" if the item does not apply to your observation.

OBSERVATION GUIDE "C" (CONTINUED)

Plot plans, floor plans for each floor of the building, and any other available material on plant, equipment, and supplies should be appended to the guide in support of your descriptive appraisal.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The descriptive statements, plus the numbers circled, together with the appended materials, constitute the basis and documentation for the summary findings in the area committee report.

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

I. SITE

A. Location

1. Describe environment surrounding site_____

_____ 1 2 3 4 5 X

2. Desirable location in regard to the geography of the school area served (e.g., centralization, accessibility)_____

_____ 1 2 3 4 5 X

3. Suitable location with regard to nearness to a geographical center specializing in the trades being taught_____

_____ 1 2 3 4 5 X

4. Convenient transportation facilities_____

_____ 1 2 3 4 5 X

B. Area of Site

1. Dimensions:_____feet in depth by_____feet in width. Attach plot plan and give over-all area in square feet or acres, marking location of the building.

2. Room for expansion of building_____

3. Land available for expansion of site_____

4. Space for recreation facilities (mark location on plot plan, and give area in square feet)_____

_____ 1 2 3 4 5 X

5. Parking space available (number of cars accommodated)_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES—OBSERVATION GUIDE "C"

C. Appearance and landscaping (consider appearance, suitability, and maintenance of such items as entrance drive, areaways, shrubbery, trees, lawn)_____

_____

_____

_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

II. SCHOOL BUILDING

A. Construction

1. Date present building was constructed_____

2. Original purpose of building_____

3. Present purpose of building_____

4. Type of architecture--describe architecture, showing suitability to the philosophy and program of the school_____

_____ 1 2 3 4 5 X

5. Is the building so designed that additions can be made?_____

_____ 1 2 3 4 5 X

6. Materials of construction

a) Check type of material used in construction: reinforced concrete_____; brick_____; frame_____; other (specify)_____

b) Fire resistance (designate, as fire-retardant, one-hour, two-hour fire resistance)_____

7. Describe modifications, major alterations, and additions to the building since original construction_____

_____

_____

_____ 1 2 3 4 5 X

8. Size of school building

a) Number of students school was originally designed to_____

Note: Attach layout of floors

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

A. 8. b) Present ground floor area (in square feet) of the main building_____

c) Number of stories (note any difference in floor area)_____

_____

9. Entrance, doors, and foyer (consider attractiveness and suitability)_____ 1 2 3 4 5 X

10. Corridor floors

a) Type (describe, as parquet, battleship linoleum, asphalt tile, terazzo, and consider suitability)_____

_____ 1 2 3 4 5 X

b) Maintenance and repair_____

_____ 1 2 3 4 5 X

11. Corridor walls

a) Finish (describe, including type -- as plaster, glazed tile, or glazed brick -- and color, and consider attractiveness and suitability_____

_____ 1 2 3 4 5 X

b) Maintenance and repair_____

_____ 1 2 3 4 5 X

B. Heating, Ventilating, and Lighting

1. Heating plant

a) Check type of firing and fuel used: oil_____; coal (manual firing)_____; coal (stoker firing)_____; other (specify)

_____

b) Check type of heat: steam_____; hot air_____; hot water_____

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

B. 1. c) Heat control

(1) Over-all thermostatic control_____

(2) Zoning thermostatic control, allowing varying degrees of heat in different rooms of the building_____

(3) Heating control arrangements to heat specific portions of the building without heating other sections (e.g., auditorium, gymnasium)_____

d) Adequacy of heating plant (consider evenness of heat and maintenance of proper temperature)_____

_____ 1 2 3 4 5 X

e) Furnace and boiler rooms fireproofed_____

_____ 1 2 3 4 5 X

2. Ventilation facilities (describe, including degree of control)____

_____

_____ 1 2 3 4 5 X

3. Humidity control_____

_____ 1 2 3 4 5 X

4. Lighting

a) Natural (ratio of window area to floor area)_____

_____ 1 2 3 4 5 X

b) Artificial

(1) Check type of artificial light: direct_____; semi-direct_____; indirect_____; combination (name)____ _____; percentage of incandescent_____; percentage of fluorescent_____.

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

B. 4. b) (2) Ease of regulation (consider well distributed and adequate outlets, arrangements to turn on lights on dark sides of rooms without affecting lights on the other side, arrangements for lighting only specific areas)

_____

_____

_____ 1 2 3 4 5 X

(3) Is artificial lighting controlled automatically (use of electric eye)?_____ 1 2 3 4 5 X

(4) Adequacy of artificial light (consider intensity and suitability)_____

_____

_____

_____ 1 2 3 4 5 X

C. Maintenance and Repair of the Building as a Whole

1. Student housekeeping (students assist in maintaining corridors, classrooms, and shops)_____

_____ 1 2 3 4 5 X

2. Custodial services (include personnel and adequacy of working materials and facilities)_____

_____ 1 2 3 4 5 X

3. Maintenance and repair personnel (consider whether on premises or readily available)_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES—OBSERVATION GUIDE "C"

C. 4. Appearance and adequacy of building maintenance_____

_____ 1 2 3 4 5 X

D. Safety and Health Measures

1. Traffic facilities

a) Corridors (consider adequacy in number and width to assure safety from congestion; heating facilities)_____

_____ 1 2 3 4 5 X

b) Stairways

(1) Adequate width for safety from congestion, handrails, appropriate dimensions of risers and treads, fireproofed

_____ 1 2 3 4 5 X

(2) Non-slip treads, sufficient headroom for safety_____

_____ 1 2 3 4 5 X

c) Elevators

(1) List number of elevators in each category: passenger____; degree of adequacy_____ 1 2 3 4 5 X

freight_____; capacity in pounds_____; degree of adequacy_____ 1 2 3 4 5 X

2. Are they in a convenient location?_____

_____ 1 2 3 4 5 X

a) Adequate illumination of corridors, stairways, and exits_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

D. 3. Floor load--adequacy in relation to utilization in the following items (consider any possible load):

a) Shops (consider especially heavy equipment)_____

_____ 1 2 3 4 5 X

b) Gymnasium_____

_____ 1 2 3 4 5 X

c) Auditorium_____

_____ 1 2 3 4 5 X

d) Library_____

_____ 1 2 3 4 5 X

e) Cafeteria and dining room_____

_____ 1 2 3 4 5 X

f) Any other spaces subject to special loads (specify)_____

_____ 1 2 3 4 5 X

4. Fire prevention measures

a) Precautionary measures

(1) Exits (consider, are there sufficient exits; do exit doors swing outward; are they equipped with panic fixtures; are they clearly marked; are there any dead-end corridors?)_____

_____ 1 2 3 4 5 X

(2) Fire doors (consider adequacy in number, type, and location)_____ 1 2 3 4 5 X

(3) Adequate instruction to students and staff in safety measures_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

D. 4. a) (4) Regular fire drills at frequent intervals_____

_____ 1 2 3 4 5 X

(5) Regular safety inspections (specify intervals)_____

_____ 1 2 3 4 5 X

b) Fire-control measures

(1) Sprinkler system (does it give complete coverage?)_____

_____ 1 2 3 4 5 X

(2) Fire extinguishers (adequacy of type and amount and appropriate location)_____

_____ 1 2 3 4 5 X

(3) Fire hose (adequacy, maintenance)_____

_____ 1 2 3 4 5 X

(4) Sand pails in laboratories and shops_____

_____ 1 2 3 4 5 X

c) Adequacy of total fire prevention and control program_____

_____ 1 2 3 4 5 X

5. Health measures

a) Drinking fountain facilities (consider number and availability)_____ 1 2 3 4 5 X

b) Student lavatory facilities

(1) Give number and consider adequacy or number and location

_____ 1 2 3 4 5 X

(2) State of repair and housekeeping_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

D. 5. b) (3) Appropriateness of fixtures_____

_____ 1 2 3 4 5 X

(4) Describe facilities furnished (consider soap and towels or electric dryers and hot as well as cold water_____

_____ 1 2 3 4 5 X

c) Teaching staff lavatories and rest rooms_____

_____ 1 2 3 4 5 X

d) Administrative staff lavatories and rest rooms_____

_____ 1 2 3 4 5 X

E. Offices

1. In terms of floor area, are adequate offices available for the following:

a) Administration_____ 1 2 3 4 5 X

b) Chairmen_____ 1 2 3 4 5 X

c) Guidance_____ 1 2 3 4 5 X

d) Health_____ 1 2 3 4 5 X

e) Clerical and accounting staffs_____

_____ 1 2 3 4 5 X

2. Arrangement

a) Effective for work relationship between staff personnel_____

_____ 1 2 3 4 5 X

b) Administration offices readily accessible to the public_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

E. 3. Floors

a) Describe (as parquet, asphalt tile)_____

_____ 1 2 3 4 5 X

b) Maintenance and repair_____

_____ 1 2 3 4 5 X

4. Walls

a) Finish (describe, including type -- as plaster or glazed brick -- color, attractiveness, and suitability)_____

_____ 1 2 3 4 5 X

b) Maintenance and repair_____

_____ 1 2 3 4 5 X

5. Furniture, desks, chairs (modern, adequate, good repair)_____

_____ 1 2 3 4 5 X

6. Record facilities (record vault, file room)_____

_____ 1 2 3 4 5 X

7. Storage space in offices_____

_____ 1 2 3 4 5 X

8. Office equipment and supplies

a) Administration and guidance offices_____

_____ 1 2 3 4 5 X

b) Health offices_____ 1 2 3 4 5 X

c) Clerical and accounting offices_____

_____ 1 2 3 4 5 X

F. Classrooms, Laboratories, and Shops

In the following blanks, describe the over-all physical facilities

PLANT, EQUIPMENT, AND SUPPLIES—OBSERVATION GUIDE "C"

F. (Continued)

of classrooms, laboratories, and shops for the school as a whole. Observations for specific laboratories (either technical or related subject laboratories) will be recorded on Observation Guide "H-1"; observations for shops on Observation Guide "H-2"; and observations for specific classrooms on Observation Guides "I" and "J" (Related Classes and Academic Classes).

1. Layout of classrooms, laboratories, and shops for convenience and utilization, in relation to the philosophy and program of the school (consider suitability of location to adequacy of program, e.g., auto shop located for ease of bringing in cars without disassembling)_____

_____

_____ 1 2 3 4 5 X

2. In relation to the philosophy and program of the school, describe the adequacy of classrooms, laboratories, and shops (excluding library, gymnasium, cafeteria, health service rooms, etc.) in relation to the following:

a) Number

(1) Classrooms

(a) Specify number of classrooms_____

(b) Consider adequacy of number_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

F. 2. a) (2) Laboratories

(a) Specify number of laboratories_____

(b) Consider adequacy of number_____

_____ 1 2 3 4 5 X

(3) Shops

(a) Specify number of shops_____

(b) Consider adequacy of number_____

_____ 1 2 3 4 5 X

b) Space--adequacy

(1) Classrooms_____ 1 2 3 4 5 X

(2) Laboratories_____ 1 2 3 4 5 X

(3) Shops_____ 1 2 3 4 5 X

c) Type-appropriateness

(1) Classrooms_____ 1 2 3 4 5 X

(2) Laboratories_____ 1 2 3 4 5 X

(3) Shops_____ 1 2 3 4 5 X

d) Interior finish--suitability

(1) Classrooms_____ 1 2 3 4 5 X

(2) Laboratories_____ 1 2 3 4 5 X

(3) Shops_____ 1 2 3 4 5 X

3. Flexibility of rooms

a) Does the construction of the building permit flexibility of classroom, shop, and laboratory areas (e.g., easily

PLANT, EQUIPMENT, AND SUPPLIES—OBSERVATION GUIDE "C"

F. 3. a) (Continued)

moved non-load-bearing partitions, multiple and conveniently located service facilities—electricity, water, gas, compressed air, ventilation)_____

_____ 1 2 3 4 5 X

b) Do the rooms permit a flexible arrangement of the furniture and equipment (e.g., little furniture fastened down, space adequate for changing equipment and supply needs)?_____

_____ 1 2 3 4 5 X

4. Acoustic treatment (soundproofing or sound deadening of requisite shops, music room, etc.)_____ 1 2 3 4 5 X

5. Floors

a) For the building as a whole, describe the general type of flooring in the classrooms, laboratories, and shops (as parquet, concrete, rubber tile, and asphalt tile) and consider suitability_____

_____ 1 2 3 4 5 X

b) Maintenance and state of repair_____

_____ 1 2 3 4 5 X

6. Walls

a) For the building as a whole, describe the general type of wall finish in the classrooms, laboratories, and shops (e.g., plaster, concrete block, glazed brick), and consider its attractiveness and suitability_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

F. 6. b) Maintenance and state of repair_____

_____ 1 2 3 4 5 X

7. Furniture--for the building as a whole, describe the general type and adequacy of classroom furniture and equipment (e.g., desks, seating facilities, demonstration tables, and conference tables)

_____

_____ 1 2 3 4 5 X

G. Auditorium

1. Seating area

a) Seating capacity (consider in relation to school enrollment; comment on adequacy)_____

_____ 1 2 3 4 5 X

b) Type of seating (comfortable, silent)_____

_____ 1 2 3 4 5 X

c) Unobstructed view of stage from all parts of auditorium_____

_____ 1 2 3 4 5 X

d) Appearance (interior finish, maintenance)_____

_____ 1 2 3 4 5 X

e) Window curtains fireproofed_____ 1 2 3 4 5 X

f) Acoustic treatment_____

_____ 1 2 3 4 5 X

g) Acoustics_____ 1 2 3 4 5 X

2. Adequate exits, clearly marked_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

C. 3. Stage

a) Adequacy of stage area_____ 1 2 3 4 5 X

b) Curtain and stage properties (consider asbestos curtain)_____

_____ 1 2 3 4 5 X

c) Facilities for lighting effects, control panel (adequate, adjustable, rheostatic--explain)_____

_____ 1 2 3 4 5 X

d) Wings_____ 1 2 3 4 5 X

e) Dressing rooms, lavatories_____

_____ 1 2 3 4 5 X

4. Utilization

a) Student_____

_____ 1 2 3 4 5 X

b) Community_____

_____ 1 2 3 4 5 X

c) Facilities for showing films in the auditorium_____

_____ 1 2 3 4 5 X

d) Heating and lighting facilities for this portion of the building_____ 1 2 3 4 5 X

e) Outside exit_____ 1 2 3 4 5 X

f) Public lavatories_____ 1 2 3 4 5 X

g) Foyer

(1) Size in relation to auditorium_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES—OBSERVATION GUIDE "C"

G. 4. (continued)

ε) (2) Control devices (ticket window, corridor gates, etc., to facilitate use of this portion of the building, day and evening)

1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

III. EQUIPMENT AND SUPPLIES

A. Communicating Devices

1. Check the communicating devices installed

a) Warning bells or warning lights--manually operated_____

b) Warning bells or warning lights--automatically operated_____

c) Public address system_____

d) Intercommunicating telephone system_____

e) Clocks_____

2. Adequacy of communicating devices_____

_____ 1 2 3 4 5 X

B. Visual Aids

1. Display cases and cabinets, bulletin boards and mounting boards (include size, convenience of location, and utilization of each)

_____

_____

_____ 1 2 3 4 5 X

2. Films and slides

a) Check facilities available (if more than one, please list number)

(1) Sound projector: 8mm._____ 16mm._____

(2) Silent projector: 8mm._____ 16mm._____

(3) Slide projector_____

(4) Adequate library of films and slides_____

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

B. 2. a) (5) Library of basic films and slides and easy availability of extensive material_____

(6) No film library maintained, but ready availability of films and slides_____

(7) Screens_____

(8) Dark room for showing films_____

b) Describe the facilities of the visual aids program, including the adequacy of the equipment mentioned above, its availability when required, and degree of utilization (consider screens in classrooms and shops and facilities for darkening rooms)___

_____

_____

_____ 1 2 3 4 5 X

C. Storage Facilities

1. Storage of supplies (include adequacy, ready availability, special arrangements for storage of combustible materials, inflammable liquids, and dangerous chemicals)_____

_____

_____ 1 2 3 4 5 X

2. Students' storage facilities (include adequacy of space provided, e.g., facilities for keeping shop clothing; convenience of location, adequate venting, locks, state of repair)_____

_____

_____ 1 2 3 4 5 X

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

C. 3. Teachers' storage facilities (include adequacy of space and type provided and state of repair)_____

_____

_____ 1 2 3 4 5 X

4. Custodial storage facilities (include adequacy of space and type, convenience of location, facilities for keeping work clothing)__

_____ 1 2 3 4 5 X

D. Administrative Policies for Equipment, Supplies, and Maintenance

1. Describe the school's general policy of replacement of equipment, machine tools, and hand tools_____

_____

2. What policy determines the adequacy and appropriateness of the present machine tools and equipment_____

_____

3. Are there any provisions to replace obsolete equipment with new equipment in keeping with modern industrial practices?_____

_____

4. Describe the routine of handling teachers' requisitions and indicate the speed with which these requisitions are handled_____

_____

5. What is the normal procedure for informing teachers as to whether or not their requisitions have been processed_____

_____

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

D. 6. Describe the school's general policy of maintaining and repairing equipment and machine tools_____

_____

7. On what basis does the school replace materials? Are priorities assigned to various material requisitions (e.g., so that urgently needed materials can be procured immediately)?_____

_____

_____ 1 2 3 4 5 X

8. Where differences in delivery time exist according to the nature of the item requisitioned, please indicate the type of item and the average time required for its delivery.

Type of Item	Average Length of Time for Delivery

9. Is there a central receiving room for supplies?_____

_____

E. Moneys Allocated for Equipment, Supplies, and Maintenance

1. What is the allocation for replacement of supplies and equipment and maintenance of equipment for the school year?

a) Expendable equipment and supplies_____

b) New or replacement equipment_____

PLANT, EQUIPMENT, AND SUPPLIES--OCCUPATION CODE "C"

E. 1. c) Maintenance and repair

(1) Classroom, laboratory, and shop_____

(2) Building maintenance_____

Total_____

2. What is the approximate supply allowance per student per school term?

a) Classrooms_____

b) Laboratories_____

c) Shops_____

Total_____

3. What is the approximate amount of money allocated per student per term for expendable equipment?

a) Laboratories_____

b) Shops_____

Total_____

4. What is the approximate amount of money allocated per student per term for hand tools, machine tools, and new or replacement equipment?

	Hand Tools	Major Equipment
a) Laboratories		
b) Shops		
Total		

5. What is the approximate amount of money allocated per student per term for maintenance of equipment?

a) Classrooms_____

PLANT, EQUIPMENT, AND SUPPLIES--OBSERVATION GUIDE "C"

E. 5. b) Shops_____

c) Laboratories_____

Total_____

Note: Criteria for specific areas are included as sections of the various Observation Guides: Libraries, Observation Guide "K"; Gymnasium, Observation Guide M"; Cafeterias, Kitchens, and Dining Rooms, Observation Guide "N".

On the Area Committee Report (Observation Guide "O") you will be required to summarize plant, equipment, and supplies, and comment on strong and weak points.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "D"

for Descriptive Appraisal of

ADMINISTRATION AND ORGANIZATION

This guide is to be completed after all phases of administration and organization have been studied, both through observation and conferences. Detailed procedures for using Observation Guides are in the Manual. Special instructions for completing this Guide are given below and on the following page.

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

Use of Descriptive Scale

Part I, pages 110 through 115, calls for a record of administrative personnel and responsibilities. Pages 116 to 121 of Part II require the use of the descriptive scale in two ways as follows:

1. Pages 116 to 121 of Part II will require circling the number above the statement which describes most accurately the administrative or organizational pattern observed.

OBSERVATION GUIDE "D"(CONTINUED)

It will be noted that descriptive statements are spelled out for ratings "1," "3," and "5" only. When the situation observed represents a middle point between descriptions "1" and "3," number "2" should be circled. When the situation observed represents a middle point between descriptions "3" and "5," number "4" should be circled. The spaces existing under each of the areas (horizontal lines) are to be used to substantiate or supplement the descriptions spelled out.

2. The items under "E," Administration Relationships, on page 120, are to be appraised by circling the proper number and by documenting each such rating with a comment in the space provided.

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

OBSERVATION GUIDE "D" (CONTINUED)

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

Circle "X" if the item does not apply to your observation.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

This is a reminder sheet only. The observer of the organizational and administrative policies and practices of the school should keep in mind the following leads and suggestions.

1. Character of the school (central, neighborhood, etc.)
2. The immediate objectives of the school
3. The type of student, kind of neighborhood from which students come, parental background, and students' ability; note all available data on I. Q.'s.
4. The situation with respect to drop-outs; available data on number of drop-outs; and any curriculum provisions designed to meet need of probable drop-outs
5. Teachers
   a) Procedures for the induction of new teachers
   b) Practices and procedures encouraging professional improvement; data regarding alertness courses
   c) Machinery for developing teacher participation in planning and operation function of all teacher committees
   d) Administrative procedures regarding assignment of staff
   e) Building assignments
6. Students
   a) Admissions policies
   b) Promotional policies, including required minimum standards for promotion
   c) School policy and practice regarding student participation in planning and activities

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

7. Public Relations. The policy and practices designed to establish good public relations, including activities and contributions of Parent-Teachers Association
8. The relations and machinery to maintain relations with industry, including activities of trade committees, relationships with unions, and the like
9. The controls and contributions of the central office regarding:
   a) Student admissions
   b) Determination of school programs
   c) Curriculum building, supervision, and the improvement of instruction
10. The adequacy of clerical and stenographic service
11. School policy with respect to productive work in shops, identifying outside influences on policy
12. The system of record keeping

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

I. ADMINISTRATIVE RESPONSIBILITIES

A. Administrative Personnel

1. Fill in one of the following forms for each permanent member of the staff having administrative responsibility for any part of the school's program or activities.

a) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other Duties (describe)

_____

_____

Observational notes:

b) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other Duties (describe)

_____

_____

Observational notes:

ADMINISTRATION AND ORGANIZATION--ORIENTATION GUIDE "D"

A. 1. c) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)

_____

_____

Observational Notes:

d) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)

_____

_____

Observational Notes:

e) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)

_____

_____

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

A. 1. e) (Continued)

Observational notes:

f) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)_____

_____

_____

Observational notes:

g) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)_____

_____

_____

Observational notes:

h) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)_____

ADMINISTRATION AND ORGANIZATION—OBSERVATION GUIDE "D"

A. 1. h) (Continued)

Observational notes:

i) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)__

_____

_____

Observational notes:

j) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)__

_____

_____

Observational notes:

k) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)__

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

A. 1. k) Observational notes:

1) Name of Individual_____ Title_____

Administrative Responsibility_____

Proportion of time given to:

Administration_____ Teaching_____

Supervision_____ Other duties (describe)

_____

_____

Observational notes:

Note: If more space is needed please use the reverse side of this page or insert an additional sheet.

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

A. 2. What is the number of temporary administrative substitutes as of the present date?_____

B. Guidance Personnel and Activities

1. Please list below the names and other data indicated for each person on the staff who has a special assignment connected with guidance, placement, or follow-up:

Name	Periods Per Week in Guidance	Periods Per Week Teaching	Periods Per Week Other Duties
a)			
b)			
c)			
d)			
e)			
f)			

2. Please list below guidance activities performed by each of above:

a)			
b)			
c)			
d)			
e)			
f)			

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

II. ADMINISTRATIVE POLICIES

A. General Provisions for Administration

1. Program Schedule

1	2	3	4	5
No schedule readily available or incomplete and confusing.		Schedule showing formal class assignments but no extra-class assignments.		Well organized schedule of all regular and extra class activities of both pupils and teachers--present and future.

2. Lines of Authority

1	2	3	4	5
No clear lines of authority or delineation of duties, with resultant duplication of effort and confusion.		Lines of authority clearly established and rigidly adhered to.		Lines of authority clearly established, but with flexibility to permit prompt and appropriate action.

3. Public Relations

1	2	3	4	5
No evidence of a public relations program.		Public relations program stemming from principal's office.		The program of public relations invites student and public participation in planning and activities

4. Building Utilization

1	2	3	4	5
Utilization for program purposes poor--community use of building discouraged.		Utilization for program purposes satisfactory--community use of building limited.		Utilization superior--community use encouraged and coordinated with program use.

ADMINISTRATION AND ORGANIZATION—OBSERVATION GUIDE "D"

A. General Provisions for Administration (continued)

5. Housekeeping

1	2	3	4	5
Maintenance, cleanliness, and hygienic conditions poor—no evidence of organized program.		Maintenance, cleanliness, and hygienic conditions spotty—little evidence of faculty and pupil participation in program.		Maintenance, cleanliness, and hygienic conditions superior—participation by custodial staff, faculty, and student evident.

B. Policies Regarding Teaching Staff

1. Assignment of Staff

1	2	3	4	5
Staff assignments inequitable and without evidence of relationship to special interests and abilities of teachers.		Staff assignments reasonably equitable but little evidence of relationship to special abilities and interests of teachers.		Staff assignments equitable, and special abilities and interests of teachers capitalized.

2. Induction of New Teachers

1	2	3	4	5
No assistance given new teachers, who must find their way without help.		School procedures explained but no special supervisory aids given.		Highly developed plan of induction, including introduction to staff, explanation of school policies and procedures, and special supervision.

3. Professional Improvement

1	2	3	4	5
No effort to encourage professional improvement.		Encourage and advise alertness courses—no other effort.		Encourage alertness and outside courses; visits to other classes, industry, and conventions; participation in community and professional activities

ADMINISTRATION AND ORGANIZATION—OBSERVATION GUIDE "D"

B. Policies Regarding Teaching Staff (continued)

4. Participation in Planning and Operation

1	2	3	4	5
Policy decisions are made without consulting persons affected.		First assistants and department chairmen assist in formulating policy.		Faculty and, when appropriate, students and lay persons participate in formulating policy.

5. Communications

1	2	3	4	5
There is no routine for handling teacher requests for information, aids, supplies, and the like.		The handling of teacher requests for aids, supplies, information, and the like, is characterized by neglect and delay.		Teacher requests are handled promptly and effectively.

C. Policies Regarding Records and Clerical Staff

1. School Records

1	2	3	4	5
School records disorganized and incomplete—not usable for guidance and teaching purposes.		School records complete-use for guidance and teaching purposes limited.		School records orderly and complete, readily usable, and their use for guidance and teaching purposes encouraged.

2. Adequacy of Clerical and Stenographic Services

1	2	3	4	5
Clerical and stenographic staff inadequate and not well organized.		Staff well organized but inadequate.		Well organized and adequate.

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

D. Policies Regarding Students

1. Student Admissions

1	2	3	4	5
Admission unrestricted and all students entered in undifferentiated classes.		All students who have appropriate occupational objectives and demonstrate ability to meet those objectives are admitted.		Students are admitted in accordance with their abilities to differentiated courses (technical, skilled, semiskilled, and operational), based upon accepted employment standards.

2. Adjustment to Student Needs

1	2	3	4	5
Rigid curriculums to which pupils must adjust--transfers discouraged.		Variety of curriculums providing for pupils of varying degrees of ability--transfers possible.		Variety of curriculums provided--transfers between curriculums and schools facilitated--special provisions made in individual cases.

3. Extra-curricular Activities

1	2	3	4	5
No budgetary provisions exist for the conduct of extra-curricular activities.		Funds required for extra-curricular activities must be raised by the school.		Adequate funds for the conduct of extra-curricular activities are provided for in the school budget.

4. Promotions

1	2	3	4	5
Everybody promoted regardless of accomplishment.		Block promotions, i.e., full promotions or complete failure each term.		Subject promotions, based on adequate tests.

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "B"

D. Policies Regarding Students (continued)

5. Student Participation in Management

1	2	3	4	5
Students do not participate in school management.		Students participate to a limited degree under close faculty control.		Students participate in broad areas of school management and are encouraged to assume real responsibilities.

6. Productive Work

1	2	3	4	5
Teaching skill through exercises which have no value or use.		Projects developed on pseudo-basis.		Construction and instruction are done on a full scale production basis. The project is a usable product.

E. Administrative Relationships

1. Describe relationship of school administration to the central office_____

_____ 1 2 3 4 5 X

2. Describe relationship of school administration to home and community_____

_____ 1 2 3 4 5 X

3. Describe relationship of school administration to industry--management_____

_____ 1 2 3 4 5 X

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "D"

E. Administrative Relationships (continued)

4. Describe relationship of school administration to industry--organized labor _____

_____ 1 2 3 4 5 X

5. Describe relationship of school administration to trade committee

_____

_____ 1 2 3 4 5 X

III. SUMMARY

A. What are the outstanding and best aspects of the school administration?

B. In what area or areas of the school administration is most improvement needed?

ADMINISTRATION AND ORGANIZATION--OBSERVATION GUIDE "O"

III. Summary (continued)

C. What is being done to strengthen or improve the area or areas of school administration most in need of improvement?

Note to the Observer: On the Area Committee Report (Observation Guide "O") you will be required to describe the organization and administration program and to comment on its strong and weak points.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "E"

for Descriptive Appraisal of

SUPERVISION OF INSTRUCTION

This Observation Guide provides space for recording the descriptive appraisal of five separate supervisory fields. Detailed procedures for the use of the Observation Guides are in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Purposes of Supervision of Instruction

In the space below, indicate the official expression of the aims and purposes of supervision of instruction as given by the supervisory staff of the school.

_____

_____

_____

Key to Itemized Descriptions

Enter below the names of the supervisory fields observed. These areas should match by letter the corresponding letter for the number circled for each descriptive statement on the following pages.

OBSERVATION GUIDE "E" (CONTINUED)

Area or Department	Department Chairman or Other Supervisory School Personnel
(a)_____	_____
(b)_____	_____
(c)_____	_____
(d)_____	_____
(e)_____	_____

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

OBSERVATION GUIDE "E" (CONTINUED)

Descriptive Scale

Circle number "1"	if there is little or no evidence to support the statement.
Circle number "2"	if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.
Circle number "3"	if there is evidence that the statement is applicable to a reasonably satisfactory degree.
Circle number "4"	if the stated practice or condition is well above average but not exemplary.
Circle number "5"	if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.
Circle "X"	if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

I. GENERAL APPRAISAL

A. Principles of Supervision

1. Supervisors and teachers have arrived at and stated cooperatively their understanding of the educational philosophy of the school.

   (a) 1 2 3 4 5 X
   Supporting Statement:

   (b) 1 2 3 4 5 X
   Supporting Statement:

   (c) 1 2 3 4 5 X
   Supporting Statement:

   (d) 1 2 3 4 5 X
   Supporting Statement:

   (e) 1 2 3 4 5 X
   Supporting Statement:

2. Supervisors and teachers have adapted the philosophy of the school to their departments and classes.

   (a) 1 2 3 4 5 X
   Supporting Statement:

   (b) 1 2 3 4 5 X
   Supporting Statement:

   (c) 1 2 3 4 5 X
   Supporting Statement:

   (d) 1 2 3 4 5 X
   Supporting Statement:

   (e) 1 2 3 4 5 X
   Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

Principles of Supervision (continued)

A. 3. Supervision is carried on in accord with the philosophy of the school and department.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

Principles of Supervision (continued)

A. 5. Supervisors and teachers together formulate definite objectives for given time periods or undertakings and make well organized plans of activities for attaining these objectives.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

6. The teachers understand to whom they are responsible for their various duties, and there is a minimum of conflicting claims of authority among superiors.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

Principles of Supervision (continued)

A. 7. There is a clear understanding among teachers and supervisors about the procedures and outcomes that characterize good teaching and those that characterize poor teaching.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

8. Effectiveness of cooperation between teachers and supervisors in realizing the aims of the school.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "E"

Principles of Supervision (continued)

B. Supervisory Pattern

1. Provisions are made for well planned experimentation and careful testing and evaluation of outcomes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Literature, particularly reports on experiments and research, is available and used to improve the educational processes, its limitations being carefully noted.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "B"

Supervisory Pattern

B. 3. Work relations and policies of the central office are such as constantly to assist supervisors and teachers in their work (annoyances, limitations, and frustrations are recognized and steps are taken to correct them).

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. The supervisory program is so planned, organized, and carried out as to facilitate extensive and effective cooperation among and b etween administrative, supervisory, and teaching personnel.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

C. Procedures and Activities

a) The supervisory procedures include such activities as the following:

1. Studying and determining the needs of individual pupils.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Defining and clarifying the objectives of instruction in various subjects and areas.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "B"

C. Procedures and Activities (continued)

3. Evaluating and improving syllabi and curriculum materials in various fields.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. Studying and improving the equipment and supplies used in instruction.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Evaluating the outcomes of instruction.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

C. Procedures and Activities (continued)

6. Meetings with teachers individually and in groups regarding problems of instruction.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

7. Organizing and encouraging teacher committees for work on school problems, such as curriculum improvement.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "E"

C. Procedures and Activities (continued)

8. Planning teachers' meetings for professional study - by grades, by subject fields, or by all teachers in the school.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

9. Arranging for visitation by teachers to other schools in the system or other systems.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

C. Procedures and Activities (continued)

10. Helping teachers to plan further professional study.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

11. Understanding the needs of inexperienced teachers and giving sympathetic help according to these needs.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "E"

Procedures and Activities (continued)

b) The supervisory procedures are designed to promote and develop:

1. Teacher efficiency in the selection and use of satisfactory instructional procedures.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Teacher skill in devising and using tests and in diagnosing and evaluating their results.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

Procedures and Activities (continued)		
b) 3. Teacher ability in identifying and evaluating the outcomes of supervision of instruction.	(c) 1 2 3 4 5 X Supporting Statement:	
(a) 1 2 3 4 5 X Supporting Statement:	(d) 1 2 3 4 5 X Supporting Statement:	
(b) 1 2 3 4 5 X Supporting Statement:	(e) 1 2 3 4 5 X Supporting Statement:	
4. Cooperation between teachers and between supervisor and teachers.	(c) 1 2 3 4 5 X Supporting Statement:	
(a) 1 2 3 4 5 X Supporting Statement:	(d) 1 2 3 4 5 X Supporting Statement:	
(b) 1 2 3 4 5 X Supporting Statement:	(e) 1 2 3 4 5 X Supporting Statement:	

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

Procedures and Activities (continued)

b) 5. Long-term planning and systematic study of recognized problems by all concerned in the educational program.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

D. Results of Supervision

The results of supervision are apparent in such respects as the following:

1. Formulation of a philosophy of education.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "E"

D. Results of Supervision (continued)

2. Understanding of student needs.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Understanding the community needs.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. Careful evaluation of results of instruction.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "B"

D. Results of Supervision (continued)

5. Cooperation among teachers, pupils, and supervisors.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

E. Provision for Evaluation

1. The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

E. Provision for Evaluation (continued)

2. The training, experience, and abilities of teachers are studied, and desirable adaptations in supervisory procedures are made accordingly.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Operating plans and procedures agreed upon are periodically reviewed to determine the extent to which these plans and procedures are achieving stated objectives both in particular areas and in the composite educational scene.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION—OBSERVATION GUIDE "B"

E. Provision for Evaluation (continued)

4. There is a continuing program in operation for evaluating the results of instruction and for modifying instruction procedures when such modification is shown to be desirable for improving instructional outcomes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Evaluation is recognized as an integral part of the supervisory responsibility.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "S"

E. Provision for Evaluation (continued)

6. In the supervisory responsibility there is a continuous effort to clarify goals and to determine whether these have been reached.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

7. There is a practicable amount of self-planned experimentation in areas where problems have arisen which require experimentation for their solution.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SUPERVISION OF INSTRUCTION--OBSERVATION GUIDE "E"

E. Provision for Evaluation (continued)

8. The varying backgrounds, interests, and abilities of students and student groups are considered in appraising the work of individual teachers.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

9. The varying backgrounds, interests, and abilities of students are considered by the supervisor and instructor in appraising educational outcomes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

II. PERSONNEL

List by title the persons charged with supervision

Title of Supervisor	Number of Teachers Supervised	Number of Daily Supervisory Periods Allocated to Supervisor	List Duties, With Proportion of Time Given to Each

III. SUMMARY

A. Studies of Supervisory Problems

1. Within the last three years what carefully conducted studies have been made by the school of its own problems in this field?

a)_____

b)_____

c)_____

2. To whom have these have reported?

a)_____

b)_____

c)_____

Note to the Observers: On the Area Committee Observation Report (Guide "O")you will be required to describe the supervisory program and comment on its strong and weak points.

A PLAN FOR EVALUATING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "F"

QUESTIONNAIRE FOR PROFESSIONAL PERSONNEL

This form is to be filled out by each member of the professional staff of the school. The data are confidential and are to be available to the coordinating office only. (Please check or fill in items that apply.)

I. IDENTIFICATION DATA

1. Name_____ Age_____
   (Last) (First)
2. Name of School_____ City and State_____
3. Date_____ 4. Appointment Date_____
5. License held_____
6. Major subject you teach_____
7. Are you teaching the subject for which you are best prepared?_____
   (Yes or No)

   If your answer is "No", what subject are you best prepared to teach?_____

II. EDUCATION

A. Educational Background

1. Type of high school curriculum you pursued:

   Academic_____ Vocational_____ Technical_____

   Commercial_____ Other_____

2. Are you a high school graduate? Yes_____ No_____

QUESTIONNAIRE FOR PROFESSIONAL PERSONNEL--OBSERVATION GUIDE "F"

II. A. 3. If you are not, how many years of high school have you completed?_____

4. Are you a college graduate? Yes_____ No_____

If not, how many years of college or post-high school education have you had?_____

5. Have you had college work beyond the bachelor's degree?

Yes_____ No_____

If "Yes," how many points or semester hours' credit have you?_____

6. If in-service courses are required by the central office, how many of these courses have you completed?_____

How many semester hours?_____

7. List the courses taken in first aid or safety_____

_____

_____

_____

_____

_____

_____

_____

QUESTIONNAIRE FOR PROFESSIONAL PERSONNEL--OBSERVATION GUIDE "F"

II. B. Highest Level of Education Received

1. There should be only one check above and one below the broken line in each column.

In column 3 check level of education at present date

In column 2 check level of education as of five years ago

In column 1 check highest level only of education received before employment in your public school system

	Column 1	Column 2	Column 3
One Year High School	(0)____	(0)____	(0)____
Two Years High School	(1)____	(1)____	(1)____
Two Years Trade School Graduation ..	(2)____	(2)____	(2)____
Three Years High School	(3)____	(3)____	(3)____
Academic High School Graduation	(4)____	(4)____	(4)____
Vocational High School Graduation ..	(5)____	(5)____	(5)____
One Year's College or Normal School	(6)____	(6)____	(6)____
Two Years' College or Normal School	(7)____	(7)____	(7)____
Three Years' College or Normal School	(8)____	(8)____	(8)____
Four Years' College or Normal School	(9)____	(9)____	(9)____
Graduate Study--1 to 30 Sem. Hours	(10)____	(10)____	(10)____
After Bachelor's Degree--31-60 S.Hrs.	(11)____	(11)____	(11)____
61-90 S.Hrs.	(12)____	(12)____	(12)____

QUESTIONNAIRE FOR PROFESSIONAL PERSONNEL--OBSERVATION GUIDE "F"

II. B. (Continued)

1. (Continued)

	Column 1	Column 2	Column 3
Degrees Earned:			
Bachelors	(0)____	(0)____	(0)____
Masters	(1)____	(1)____	(1)____
Doctors	(2)____	(2)____	(2)____
None	(3)____	(3)____	(3)____

2. Are you working toward a degree now? Yes_____ no_____

III. PROFESSIONAL AND OCCUPATIONAL EXPERIENCE

A. Total Number of Years' Teaching Experience

1. In your public school system_____

2. Outside your public school system_____

B. Occupational Experience Other Than School Experience

1. How many years of occupational experience have you had in one or more of the following fields:

Trade and Industrial_____

Business_____

Other (specify)_____

2. How many years of the above experience are related directly to the field in which you are licensed to teach?_____

3. If you are teaching out of license, how many years of the above experience are related directly to this out-of-license field?_____

QUESTIONNAIRE FOR PROFESSIONAL PERSONNEL--OBSERVATION GUIDE "F"

III. C. Professional Experience

1. What have you done in the last five years to keep up to date in professional education?

2. What have you done in the last five years to keep up to date in the technical and other developments in your specialized field?

3. What specific preparation, if any, have you had in the field of guidance?

QUESTIONNAIRE FOR PROFESSIONAL PERSONNEL--OBSERVATION GUIDE "F"

IV. ACTIVITIES

A. In-service Activities: Professional Studies

1. Describe any participation (individual or committee work) you have had in the study of educational problems in the past five years.

a) School committees_____

_____

b) City-wide committees_____

_____

c) National committees_____

_____

2. During the past five years, how many State-wide vocational conferences have you attended in your State?_____ How many national conferences have you attended?_____

3. Typical changes you have made in your own techniques and procedures as a result of participation in studies, visitations, or conferences:

a)_____

b)_____

c)_____

B. Membership Organizations

Give the names of local or national professional organizations in which you hold membership.

_____

_____

PROFESSIONAL PERSONNEL—OBSERVATION GUIDE "F"

C. Hobbies

What hobbies, remunerative or otherwise, do you have?

_____

_____

_____

_____

_____

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "G"

for Descriptive Appraisal of

GUIDANCE

This Observation Guide provides space for recording the descriptive appraisal of the guidance program. Detailed procedures for the use of the Observation Guides are to be found in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

Purposes of the Guidance Department

In the space below, indicate the official expression of the aims and purposes of the Guidance Department as stated by the department chairman or guidance counselor.

_____

_____

_____

OBSERVATION GUIDE "G" (CONTINUED)

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point

OBSERVATION GUIDE "C" (CONTINUED)

as outstandingly good.

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "D"), which will represent a summation of your findings. The description of the situation observed together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

GUIDANCE--OBSERVATION GUIDE "G"

I. ADMINISTRATIVE PATTERNS FOR GUIDANCE

A. Selection of Students

1. Selection of students is based on a program that is coordinated with the feeder schools and other secondary schools.

   1 2 3 4 5 X

   Supporting Statement:

---

2. The present method of selecting students is effective and satisfactory in terms of the vocational objectives of the school and the students to be served.

   1 2 3 4 5 X

   Supporting Statement:

B. Flexibility of the Guidance Program

1. Provisions are made for individual student schedules which may differ from the standard curriculum. (A student may specialize in one particular phase of the occupation without being required to take the full course. Some students may spend longer periods than others in shop work.)

   1 2 3 4 5 X

   Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "C"

B. Flexibility of the Guidance Program (continued)

2. The guidance program makes provision for individual guidance and for group guidance.

1 2 3 4 5 X

Supporting Statement:

3. Provisions are made for those who need remedial services either in academic or shop subjects.

1 2 3 4 5 X

Supporting Statement:

4. There is effective liaison between the guidance director and other departments of the school (e.g., curriculum student accounting, academic, related subjects, and shops.)

1 2 3 4 5 X

Supporting Statement:

C. Facilities for Guidance

1. Physical facilities in the way of space and equipment are provided.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

C. Facilities (continued)

2. Guidance offices provide for privacy in individual counseling.

1 2 3 4 5 X

Supporting Statement:

3. An adequate number of qualified persons are assigned to guidance services.

1 2 3 4 5 X

Supporting Statement:

4. There is an organized plan for transmission of information to teachers about students' needs, placements, and drop-outs.

1 2 3 4 5 X

Supporting Statement:

5. Facilities are provided for specialized help in the way of health services.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

D. Student Records

1. Student records needed by teachers are conveniently available to them.

   1 2 3 4 5 X

   Supporting Statement:

2. Student records are designed in terms of simplicity and usability.

   1 2 3 4 5 X

   Supporting Statement:

3. Clerical help is provided for keeping records.

   1 2 3 4 5 X

   Supporting Statement:

4. Anecdotal records are gathered and utilized.

   1 2 3 4 5 X

   Supporting Statement:

GUIDANCE—OBSERVATION GUIDE "G"

D. Student Records (continued)

5. Student records are up to date.

1 2 3 4 5 X

Supporting Statement:

6. Teachers and counselors use student records.

1 2 3 4 5 X

Supporting Statement:

E. Educational and Vocational Guidance

1. Provision is made for diagnosis of individual student problems.

1 2 3 4 5 X

Supporting Statement:

2. Testing facilities are available for the purpose of individual diagnosis.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

E. Educational and Vocational Guidance (continued)

3. Classroom teachers recognize the vocational guidance needs of their students.

1 2 3 4 5 X

Supporting Statement:

4. Classroom teachers refer students who need vocational guidance to persons who can give the needed help.

1 2 3 4 5 X

Supporting Statement:

5. Students may transfer within the school or to other schools under guidance.

1 2 3 4 5 X

Supporting Statement:

6. Adjustments are made in student programs as a result of guidance of individual students findings.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

F. Contribution of Exploratory Program to Guidance (continued)

1. The program is designed to aid the student to make a wise vocational choice.

   1 2 3 4 5 X

   Supporting Statement:

2. A variety of vocational exploratory programs is available.

   1 2 3 4 5 X

   Supporting Statement:

3. Only qualified personnel are assigned to teach exploratory courses.

   1 2 3 4 5 X

   Supporting Statement:

4. Guidance personnel is available in the exploratory program.

   1 2 3 4 5 X

   Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

F. Contribution of Exploratory Program to Guidance (continued)

5. The school is equipped to carry on exploratory work from a guidance point of view.

1 2 3 4 5 X

Supporting Statement:

6. The exploratory curriculum, as viewed from guidance objectives, serves the needs of the students.

1 2 3 4 5 X

Supporting Statement:

7. Records of the students' exploratory work are maintained and sent to the school or program these students will enter.

1 2 3 4 5 X

Supporting Statement:

8. There is an articulation between the exploratory program and the vocational program.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "C"

F. Contribution of Exploratory Program to Guidance (continued)

9. Students are satisfied that the program is effective.

1 2 3 4 5 X

Supporting Statement:

10. How does the school evaluate its exploratory program in terms of guidance?

(a)_____

(b)_____

(c)_____

(d)_____

G. Personal Guidance

1. Teachers are sensitive to health, social, and emotional problems of students and refer them to specialized services with the endorsement of the counselor.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

C. Personal Guidance (continued)

---

2. Specialized services in the school render needed help.

1 2 3 4 5 X

Supporting Statement:

---

3. Specialized psychological and social work services outside the school are utilized.

1 2 3 4 5 X

Supporting Statement:

H. Group Guidance

1. Field trips designed to acquaint students with occupations are a regular part of the school guidance program.

1 2 3 4 5 X

Supporting Statement:

---

2. The school conducts regular tours by which students see the actual operations of civic, governmental, business, and industrial organizations.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE—OBSERVATION GUIDE "G"

H. Group Guidance (continued)

3. The school conducts a regular program of orientation for new students.

1 2 3 4 5 X

Supporting Statement:

4. The school utilizes outside speakers to acquaint students with a wide range of occupational and cultural activities.

1 2 3 4 5 X

Supporting Statement:

5. The guidance department aids classroom and home room teachers in the organization and development of pertinent group guidance activities.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

I. Placement

---

1. Personnel is assigned to carry out placement activities.

   1 2 3 4 5 X

   Supporting Statement:

---

2. Working relations are established with the State Employment Service.

   1 2 3 4 5 X

   Supporting Statement:

---

3. There is cooperation between employers and the school in placement.

   1 2 3 4 5 X

   Supporting Statement:

---

4. Provision is made for discovering job opportunities for students.

   1 2 3 4 5 X

   Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

I. Placement (continued)

5. Students are instructed in ways of finding jobs and applying for them.

1 2 3 4 5 X

Supporting Statement:

6. Placement service records of the students and graduates are maintained for quick reference.

1 2 3 4 5 X

Supporting Statement:

7. An attempt is made to place students in the fields for which they are trained.

1 2 3 4 5 X

Supporting Statement:

8. Counseling and placement are major responsibilities of shop teachers.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "J"

I. Placement (continued)

9. Providing for drop-outs as well as graduates is a part of the placement program activities.

1 2 3 4 5 X

Supporting Statement:

J. Follow-up

1. Provision is made for personnel and time to follow up graduates and drop-outs.

1 2 3 4 5 X

Supporting Statement:

2. Records are maintained of graduates and drop-outs.

1 2 3 4 5 X

Supporting Statement:

3. Follow-up information is used to revise curriculums.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE—OBSERVATION GUIDE "B"

J. Follow-up (continued)

4. A follow-up program of graduates and drop-outs is carried on as a continuing process.

1 2 3 4 5 X

Supporting Statement:

5. Information gained in follow-up is used as an aid in guidance of students presently enrolled.

1 2 3 4 5 X

Supporting Statement:

6. Drop-outs and graduates return to the school for further guidance and placement.

1 2 3 4 5 X

Supporting Statement:

K. Evaluation

1. The school has a specific plan for evaluating the results of guidance practices.

1 2 3 4 5 X

Supporting Statement:

GUIDANCE--OBSERVATION GUIDE "G"

II. GUIDANCE PERSONNEL

A. List, by title, the persons assigned to guidance activities (including placement).

Title	Time Allocated to Guidance	Brief Description of Duties and Activities

B. Comment briefly on the guidance program, touching on the adequacy of service, the training of guidance personnel, the effectiveness with which allocated time is used, proportion of graduates and drop-outs receiving placement service, etc.

GUIDANCE--OBSERVATION GUIDE "G"

III. EQUIPMENT AND SUPPLIES

A. List below those equipment and supply items which contribute to the adequacy of the guidance program.

B. List below those equipment and supply items the lack of which tend to render the guidance program inadequate.

GUIDANCE--OBSERVATION GUIDE "C"

IV. EFFECTIVENESS OF GUIDANCE PROGRAM

A. Special Characteristics of the Guidance Program

1. What are the strongest aspects of the guidance program?

(a)_____

(b)_____

(c)_____

2. What aspects of the guidance program are most in need of improvement?

(a)_____

(b)_____

(c)_____

3. What plans have been made to strengthen the weaker aspects of the program or to provide for neglected areas of guidance?

(a)_____

(b)_____

(c)_____

Note to the Observer: On the Area Committee Report (Observation Guide "C") you will be required to describe the guidance program and to comment on its strong and weak points.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "H"

For Descriptive Appraisal of

SHOPS AND TECHNICAL LABORATORIES

This Observation Guide provides space for recording the descriptive appraisal of five separate shop classes within a trade area. Detailed procedures for the use of the Observation Guides are to be found in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Trade Area Observed_____

Observer_____ Dates of Observation_____

Key to Itemized Descriptions

Enter below the names of the shops in trade area observed. These shops should match by letter the corresponding letter for the number circled for each descriptive statement on following pages.

Shop	Teacher	Term (e.g. 1 - 2 - 3 - 4)	Number of Students Present	Approx. Min. of Observation
(a)				
(b)				
(c)				
(d)				
(e)				

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

Circle letter "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The supporting statements plus the numbers circled, together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

I. SPECIFIC SHOP OR TECHNICAL LABORATORY OBSERVATIONS

The items below refer to specific observations made in shops or technical laboratories for the development of vocational skill.

A. Teacher Preparedness and Instruction

1. The teacher has made preparation for the day's work.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

A. Teacher Preparedness and Instruction (continued)

2. The teacher has organized the activities of the school period effectively.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. The teacher is helping the students to see the importance of an all-around good general education in addition to developing a high degree of trade performance.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

A. Teacher Preparedness and Instruction (continued)

4. The teacher is alert to relate what he is teaching to the student's current shop and laboratory experiences.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. The teacher knows the socio-economic background of the students in his class.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

B. Evaluation of Achievement

1. There is ample provision for careful testing and evaluation of achievements.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Students are being given encouragement, recognition, and praise by the teacher for satisfactory achievement.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

B. Evaluation of Achievement (continued)

3. The system used in the appraisal of student achievement emphasizes the pertinent aims and objectives expressed in the school's philosophy of education.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

C. Occupational Competence

1. What is being taught is in line with good educational and current trade practices. General observation.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

2. The instructional materials are based on job analyses made in terms of sound trade practices and recent technological changes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. The department and trade advisory committees have cooperatively planned instruction and equipment in shop or laboratory.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

4. Shop and laboratory surroundings are suitable to the work being carried on.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Specific skills are being developed so that students may be qualified to accept certain entrance jobs in an occupation.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

6. Students with superior abilities are getting a variety and depth of experience in various skills pertaining to the trade.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

7. Students are aware of the costs of materials and labor on each job they perform. Question students to see if they know costs of various items on which they are working.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

8. Students are learning how to judge time elements in doing a job in terms of trade practices. (The trades have, for the most part, certain time standards for certain jobs which they use in giving customers estimates of costs. Do students know about these and are they working toward acceptable time standards on jobs?)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

9. Students are learning how to judge the quality of their own and fellow students' work. (Consider, does the teacher tell the student his work is right, or do the student and his fellows enter into the judgment?)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

10. Students know specifically why they are doing what is asked of them and how it is related to their particular needs. (Questions directed to students as to what they are doing and why will give light on this question.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

11. Students are interested in what they are doing.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

12. Students are developing understanding and appreciation of the problems of industrial and labor relations.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

13. In so far as is practicable, work carried on by students is of a useful, productive nature.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

14. Students are learning how to use and care for materials, tools, equipment, and machines.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

15. As evidenced by each student taking his share of responsibility in maintaining a clean and orderly shop or laboratory, students are learning good housekeeping habits.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

16. Students are learning how to practice good safety procedures, hygiene, and first aid in all shop or laboratory activities.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

17. Students are achieving a satisfactory level of occupational competence.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES—OBSERVATION GUIDE "H"

C. Occupational Competence (continued)

18. Where cooperative part-time programs are carried on, these contribute to occupational competence.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

D. Student Participation and Responsibility

1. Shop or technical laboratory activities involve satisfactory democratic pupil-teacher relationships.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

D. Student Participation and Responsibility (continued)

2. Students have a part in planning what is to be done in the shop or laboratory (e.g., in the case of production work being done in a shop, the students share in planning procedures to be carried out).

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Students are learning how to work independently of others.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

D. Student Participation and Responsibility (continued)

4. Students are learning how to work cooperatively with others.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

5. By means of group leaders, student foremen, and shop committees, the more able students are learning how to organize and supervise others in getting a job done.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

E. Supplementary Materials

1. The teacher is aware of and is using supplementary materials in the shop or laboratory, such as visual aids, pamphlets, trade publications, and handbooks.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. The students are learning to use materials such as magazines, newspapers, resource books, radio, trade publications and service manuals both in class and library work in helping them to increase their job competencies.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SHOPS AND TECHNICAL LABORATORIES--OBSERVATION GUIDE "H"

E. Supplementary Materials (continued)

3. A laboratory or shop library is being used.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

4. Books and magazines are on open shelves in shops or laboratories and are available for student use and inspection.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

II. SCHOOL SHOPS AND WORK STATIONS

A. Using questions 1 and 2 below, indicate the range in size and approximate average of shop and technical laboratory classes for the school as a whole.

1. Class size of shops and technical laboratories ranges from_____ to_____students.

2. The approximate average of student registration in shops and technical laboratories is_____students per shop or laboratory.

B. Does the average teacher load per class for the school as a whole agree with the average teacher load in the shops and laboratories observed?_____

C. List shops and technical laboratories by buildings:

Building	Number and Kind of Shops and Technical Laboratories	Names of Student Stations

Note to Observer: Observation Guides "H-1" and "H-2" give criteria for a descriptive appraisal of space, equipment, and supplies in shops and technical laboratories. On the Area Committee Report (Observation Guide "O") you will be required to describe the shop program and to comment on its strong and weak points.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "H-1"

for Descriptive Appraisal of

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES

This Observation Guide is to be used for describing space, equipment, and supplies in two kinds of laboratories: (1) technical laboratories and (2) related science laboratories. The two types of laboratories should not be combined on one guide. However, five separate laboratories in either category can be described on one guide. Criteria for recording the descriptive appraisal of technical laboratory instruction are given on Observation Guide "H" and of related science laboratory instruction on Observation Guide "I". Detailed procedures for using Observation Guides are given in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Trade or Related Science Area Observed_____

Observer_____ Dates of Observation_____

OBSERVATION GUIDE "H-1" (CONTINUED)

Key to Itemized Descriptions

Enter below the names of the technical or related science laboratories observed. These should match by letter the corresponding letter for the number circled for each descriptive statement on the following pages.

Shop	Teacher	Term (e.g., 1, 2, 3, 4)	Number of Students Present	Approx. Minutes of Observation
(a)_____				
(b)_____				
(c)_____				
(d)_____				
(e)_____				

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the deescriptive evaluation for each area.

OBSERVATION GUIDE "H-1" (CONTINUED)

Descriptive Scale

Circle number "1"	if there is little or no evidence to support the statement.
Circle number "2"	if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.
Circle number "3"	if there is evidence that the statement is applicable to a reasonably satisfactory degree.
Circle number "4"	if the stated practice or condition is well above average but not exemplary.
Circle number "5"	if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.
Circle "X"	if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

I. LABORATORY SPACE

A. Effectiveness of Space

1. The appearance of the laboratory is attractive.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Laboratory floors and walls are the materials suited to the needs of the shop (specify type of material).

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

A. Effectiveness of Space (continued)

3. In terms of floor area, the space is adequate in relation to class enrollment and the subject taught.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. The size and shape of the laboratory are favorable to effective layout and supervision.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

A. Effectiveness of Space (continued)

5. The laboratory layout lends itself to efficient instruction. (Consider, for example, relative location of fixed testing machines and equipment, test benches, experimental units, switchboards, instrument cabinets.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

6. The laboratory layout lends itself to economical instruction.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES—OBSERVATION GUIDE "H-1"

A. Effectiveness of Space (continued)

7. Special Aspects - peculiar to this kind of laboratory. Specify in necessary detail. (Consider such factors as special ventilation, freedom from vibration, acid-proof drainage.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

B. Utilities and Lighting

1. The laboratory is provided with necessary utilities. (Consider such items as electrical circuit layout to working stations, gas, water supply and drain, and special power supply.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

B. Utilities and Lighting (continued)

2. Natural lighting - ratio of window area to floor area.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

3. Artificial illumination - general and special - is in keeping with the needs of the work carried on. (Consider quality, uniformity, and intensity at working plane.)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES—OBSERVATION GUIDE "H-1"

C. Storage Space

1. Proper storage facilities are provided for instruments, portable test equipment and apparatus, units to be studied, and supplies.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Sufficient and protected storage space is provided for the experiments in progress of all students who use the laboratory during the day.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

D. Miscellaneous Items of Equipment

1. Laboratory tables and benches are of such size and construction as meet the needs of the work carried on. (Consider such items as surface finish and utility outlets.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement;

2. Blackboards, bulletin boards, and supplementary teaching equipment (such as models, process boards, and mock-ups) meet the needs of the work carried on.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

D. Miscellaneous Items of Equipment (continued)

3. Visual aid facilities are provided (consider film and slide projectors, screens, and provision for darkening the room.)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

II. LABORATORY EQUIPMENT AND SUPPLIES

A. Test Instruments and Auxiliary Apparatus (Included in this category are all types of instruments for measuring linear and angular distances, temperature, pressure, electrical items, etc.)

1. The quality of the instruments is appropriate to their uses in the laboratory. (Consider such aspects as accuracy and ruggedness.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

2. The sizes and ranges of instruments are appropriate to their uses.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H"-1"

II. Laboratory Equipment and Supplies (continued)

3. The types of instruments are in keeping with good laboratory practice, and, when comparable, with those used in industry.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. The quantities of instruments provided are in line with the maximum student load.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

II. Laboratory Equipment and Supplies (continued)

5. Instruments are maintained in good operating condition.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

B. Equipment Units Used for Laboratory Study of Machine Construction and Operating Characteristics (Included in this category are such equipment units as automotive units, refrigeration units, engines, motors, generators, etc.)

1. The equipment units for teaching construction and assembly cover all essential equipment types included in the course of study.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

B. 2. The equipment units for teaching operating principles cover the essential principles included in the course of study. (Consider elementary basic principles as well as principles applied to machine operation and service processes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

3. All equipment units are of a size and capacity appropriate to good laboratory practice.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

B. 4. Equipment units for teaching construction and assembly are in keeping with present day industry.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. The quantities of equipment units provided are in line with maximum student load.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

B. 6. All equipment units are maintained in good condition.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

C. Basic Laboratory Equipment (Included in this category are the various types of equipment for performing experiments demonstrating basic scientific principles commonly found in good physics and chemistry laboratories, elementary metallurgical laboratories, and the like.)

1. The quality of the equipment is appropriate.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES—OBSERVATION GUIDE "H-1"

C. Basic Laboratory Equipment (continued)

2. The scope of the equipment as a whole is adequate to cover all basic principles included in the course of study.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. The amount of equipment available is sufficient for the maximum student load.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

C. 4. The equipment is maintained in good working order.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

D. Laboratory Supplies (Included in this category are all types of expendable materials and supplies used in laboratory work.)

1. Laboratory supplies furnished are appropriate to the scope of the course.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

D. 2. Supplies are furnished in sufficient quantities to meet the needs of all students.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. The quality of supplies furnished is in line with the requirements of the work done.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

D. Laboratory Supplies (continued)

4. Supplies are available when needed, with provision for prompt action on non-stock items.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

IV. UTILIZATION

A. Average number of hours per day the laboratory space is utilized (day school program).

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

B. Average number of hours per day the laboratory space is utilized outside of the day school program (describe).

(a)_____ 1 2 3 4 5 X

SPACE, EQUIPMENT, AND SUPPLIES IN LABORATORIES--OBSERVATION GUIDE "H-1"

IV. Utilization (continued)

(b)_____	1	2	3	4	5	X
(c)_____	1	2	3	4	5	X
(d)_____	1	2	3	4	5	X
(e)_____	1	2	3	4	5	X

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "H-2"

for Descriptive Appraisal of

SPACE, EQUIPMENT, AND SUPPLIES IN TRADE-AREA SHOPS

This Observation Guide provides for recording the descriptive appraisal of space, equipment, and supplies in five separate shops within a trade area. Criteria for recording the descriptive appraisal of shop instruction are given on Observation Guide "H" and of space, equipment, and supplies in technical laboratories on Observation Guide "H-1". Detailed procedures for using Observation Guides are in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Trade Area Observed_____

Observer_____ Dates of Observation_____

Key to Itemized Descriptions

Enter below the names of the shops in the trade area observed. These shops should match by letter the corresponding letter for the number circled for each descriptive statement on the following pages.

OBSERVATION GUIDE "H-2" (CONTINUED)

Shop	Teacher	Term (e.g., 1, 2, 3, 4)	Number of Students Present	Approx. Minutes of Observation
(a)				
(b)				
(c)				
(d)				
(e)				

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

OBSERVATION GUIDE "H-2" (CONTINUED)

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed, together with the appended materials, constitute the basis and documentation for the summary findings in the area committee report.

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

I. SPACE

A. Shop Space — As Related to the School Building as a Whole

1. The shop is located in consideration of the effects the shop activities may have on other programs of the school. (Consider, for example, noise, fumes, vibration and dust.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Shop space is designed for flexibility in converting to other uses. (Consider non-load-bearing partitions, width of doors, utilities, and controls.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Shop Space - For Effective Instruction

1. The general appearance of the shop is attractive.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

2. In terms of floor area, the space is adequate in relation to class enrollment and the subject taught.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Shop Space (continued)

3. The size and shape of the shop is favorable to effective layout, supervision, and safe operation.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. The shop has provision for bringing in heavy equipment and supplies.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. 5. The shop layout lends itself to effective instruction. (Consider relative location of machines, effective working space around machines, bench layout, assembly space, and tool room location.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

6. The shop layout lends itself to economical instruction.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. 7. The shop is provided with electric outlets, gas, water, and other utilities needed and in accordance with best safety practices. (Consider size, convenient location, and number of outlets.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

8. Natural lighting - ratio of window area to floor area (specify).

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. 9. Artificial illumination - general and special - is in keeping with the activities carried on. (Consider quality, uniformity, and intensity at working plane.)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

10. Proper storage facilities are provided for materials and supplies, portable equipment, visual aids. (Consider special needs, such as inflammables.)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Shop Space (continued)

11. Sufficient and protected storage space is provided for the work of all students who use the shops during the day.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

12. Washing and other sanitary facilities are provided in the shops.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Shop Space (continued)

13. Shop floors, benches, walls, and the like, are suited to the needs of the shop. (Specify material used.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

14. Special aspects - peculiar to this kind of shop. Specify in necessary detail. (Consider such aspects as special ventilation, humidity control, and soundproofing.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "M-2"

II. EQUIPMENT

A. Machine Tools and Other Large Equipment

1. The quality of the machines and other large equipment is appropriate to the purpose of the course. (Consider that quality may be too high as well as too low.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. The sizes of the machines are appropriate to the activities carried on.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

A. Machine Tools and Other Large Equipment (continued)

3. The shop equipment has a proper distribution or "balance" of machines. (Consider, for example, the relative usage of one type of machine as compared with another, the course of study, the desirability of machines of varied manufacturers and varied operating principles in machines performing similar functions.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. The number of machines in the shop is in keeping with the need of the maximum number of students in the shop at one time. (If the shop is used for varied levels of student groups, take this into consideration.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

A. Machine Tools and Other Large Equipment (continued)

5. The machines are reasonably up to date and in keeping with modern industry. (Keep in mind that machines for preliminary instruction early in a curriculum sequence are appraised differently from those used for advanced instruction.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

6. Machines are maintained in good operating condition. (The speed of repair after breakdown is one element in this appraisal.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

A. Machine tools and other large equipment (continued)

7. The frequency of use of the machines is sufficiently high to warrant their retention in the shop. (Sometimes a machine is used infrequently but compensates for low usage by great worth when used.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

8. Machines are equipped with necessary safety devices to prevent accident.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Instruments and Other Testing Devices

1. The sizes or ranges of the instruments are appropriate to the use.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. The quantities of instruments provided are in line with the number of students in the shop at one time.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS—OBSERVATION GUIDE "H-2"

B. Instruments and Other Testing Devices (continued)

3. The types of instruments are in keeping with modern industry.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

4. The quality of the instruments or other testing devices is appropriate to the use. (Consider such aspects as accuracy and ruggedness.)

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Instruments and Other Testing Devices (continued)

5. Instruments are maintained in good operating condition.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

C. Hand Tools and Portable Power Units

1. The quality of the hand tools (and portable power units) is appropriate to the use.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

C. Hand Tools and Portable Power Units (continued)

2. The sizes of the hand tools in keeping with practices in industry.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. The types of hand tools are in keeping with practices in industry.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS—OBSERVATION GUIDE "H-2"

C. Hand Tools and Portable Power Units (continued)

4. The quantities of hand tools provided are in line with the number of students in the shop at one time.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Hand tools are maintained in good working condition.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

D. Visual Aids

1. Equipment necessary for shop talks is provided (e.g., blackboards, bulletin boards, mock-ups, models, process boards, and other visual aids.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Facilities for showing films and slides are provided (e.g., screen and provision for darkening room with a film and slide projector readily available.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

III. SUPPLIES

A. Supplies Used for Production (Included in the category are supplies and materials which are used primarily for productive work - finished products or services for customers or the school system. Much of this cannot be stocked and must be purchased when needed, such as repair parts.)

1. Provision is made for furnishing or securing promptly all supplies and materials needed for productive goods and services.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS—OBSERVATION GUIDE "H-2"

A. Supplies Used for Production (continued)

2. The quality of supplies and materials provided is satisfactory.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

3. The quantity of stock items of supplies and materials, which are used both for production and for basic shop instruction, furnished for the shop is sufficient to meet production needs.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Supplies Used for Instruction (Included in this category are supplies and materials used in shop activities which are mainly basic shop instruction and not productive work.)

1. Shop instructional supplies are furnished in sufficient variety to meet the needs as outlined in the course of study.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

2. The quality of shop instructional supplies furnished is satisfactory.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

B. Supplies Used for Instruction (continued)

3. The quantity of supplies furnished is sufficient to provide the amount of instruction outlined in the course.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. Provision is made for furnishing at appropriate intervals such supplies as deteriorate in storage.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

SPACE, EQUIPMENT, AND SUPPLIES IN SHOPS--OBSERVATION GUIDE "H-2"

IV. UTILIZATION

A. Average Number of Hours Per Day the Shop Space is Utilized (day school program).

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

B. Average Number of Hours Per Day the Shop Space is Utilized Outside of the School Program (describe)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

Note: To the Observer: On the Area Committee Report (Observation Guide "O") you will be required to comment on the strong and weak points of the provisions for space, equipment, and supplies in trade-area shops.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "I"

for Descriptive Appraisal of

RELATED CLASSES

This Observation Guide provides space for recording the descriptive appraisal of five separate classes within the related-subjects department. Physical facilities for related-subject classrooms are to be described on Part II of this Guide. Criteria for space, equipment, and supplies for related-subject laboratories are given on Observation Guide "H-1." Detailed procedures for using Observation Guides are in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Related Subjects Area Observed_____

Observer_____ Dates of Observation_____

Purposes of the Related-Subjects Department

Indicate the official expression of the aims and purposes of the related-subjects department, as stated by the department chairman:

_____

_____

_____

_____

OBSERVATION GUIDE "I" (CONTINUED)

Key to Itemized Descriptions

Enter below the names of the classes observed in the related-subjects department. These classes should match by letter the corresponding letter for the number circled for each descriptive statement on the following pages.

Shop	Teacher	Term (e.g., 1, 2, 3, 4)	Number of Students Present	Approx. Minutes of Observation
(a)				
(b)				
(c)				
(d)				
(e)				

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the

OBSERVATION GUIDE "I" (CONTINUED)

like, should be appended to the respective guides in support of the descriptive evaluation for each area.

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed, together with the appended materials, constitute the basis and documentation for the summary findings in the area committee report.

RELATED CLASSES—OBSERVATION GUIDE "I"

I. SPECIFIC RELATED CLASS OBSERVATIONS

A. Instructional Materials and Content

1. Related teachers are using those materials that relate to the trade for which the student is preparing.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

2. Related teachers and the trade advisory committee have cooperatively planned the content of the related work so that the learning experiences of students <u>are related in fact.</u>

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

A. Instructional Materials and Content (continued)

3. Shop teachers and related teachers confer on course content, timing of offering certain related materials, and standards of achievement necessary for the particular trade.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. Related materials and instructions are developed through a specific analysis of the trade and of what the worker needs to be competent in the trade.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES-OBSERVATION GUIDE "I"

A. Instructional Materials and Content (continued)

5. Related-subject content is primarily taught to enhance the student's knowledge for occupational life.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

6. Students who are working on a cooperative part-time basis are securing from the related classes understanding and knowledge which are in fact related to their work experiences.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

B. Alertness of Teachers

1. Teachers have made preparation for the day's work.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

---

2. Teachers have organized the day's activities effectively and efficiently.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

RELATED CLASSES—OBSERVATION GUIDE "I"

B. Alertness of Teachers (continued)

3. Teachers are alert to relate what they are teaching to the students' other educational experiences.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. Teachers know the personal interests and something of the background and environment of the students in their classes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

C. Meaningfulness of Instruction

1. Students know specifically why they are doing what is asked of them and how it is related to their particular needs. (Questions directed to students as to what they are doing and why will give light on this item.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

2. Students are interested in what they are doing.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

C. Meaningfulness of Instruction (continued)

3. Students are learning to apply specifically what they study to the job for which they are preparing and to the problems of daily living.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

D. Evaluation of Student Achievement

1. There is ample provision for careful evaluation of student achievements.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

D. Evaluation of Student Achievement (continued)

2. The varying backgrounds, interests, and abilities of the students are considered in appraising their work.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Evaluation of student achievement is based on the total class experience rather than on a single or even a few formal tests.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES—OBSERVATION GUIDE "I"

D. Evaluation of Student Achievement (continued)

4. Students participate in planning the testing procedure to be used in evaluating achievement.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Students are being given encouragement, recognition, and praise by the teacher for satisfactory achievement.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

D. Evaluation of Student Achievement (continued)

6. The system used in the appraisal of student achievement emphasizes the pertinent aims and objectives expressed in the school's philosophy of education.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

E. Individualization of Instruction

1. Students are learning to set their own goals in terms of their specific abilities.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

E. Individualization of Instruction (continued)

2. Teachers recognize the differences in the ability of students to learn related subjects.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Related materials are geared to the ability and maturity level of the student.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

F. Individualization of Instruction (continued)

4. Reading materials are geared to the reading ability of students.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

5. Teachers show understanding attitudes and behavior to those who do not measure up to standards.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

E. Individualization of Instruction (continued)

6. The school and department have freedom to adapt the "prescribed courses" to meet individual and group needs of students.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

F. Student Participation and Responsibility

1. Class activities involve satisfactory democratic pupil-teacher relationships and a good classroom environment.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES—OBSERVATION GUIDE "I"

F. Student Participation and Responsibility (continued)

2. Students have a part in planning what is to be done in the class.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

3. Students participate in planning frequent changes of displays, such as bulletin board materials, exhibits, and wall charts.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

F. Student Participation and Responsibility (continued)

4. Students are learning how to work cooperatively with others.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

5. Students are learning how to work independently of others.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

F. Student Participation and Responsibility (continued)

6. The attitude of students expresses courtesy, enthusiasm, cooperation, self-control, and industry.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

G. Supplementary Materials

1. Available literature, particularly reports on experiments and research are used to improve educational processes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

G. Supplementary Materials (continued)

2. There is a satisfactory variety and quality of supplementary materials for teachers to use.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Teachers are aware of and are using supplementary materials such as visual aids, pamphlets, trade publications, and handbooks.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

RELATED CLASSES--OBSERVATION GUIDE "I"

O. 4. Students are learning how to use magazines, newspapers, resource books, the radio, and trade publications both in class and library work to help them increase their job competencies.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

5. Books and magazines are on open shelves in the related classrooms and are available for student use and inspection.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

G. Supplementary Materials (continued)

6. Libraries in the related classrooms are clearly in evidence and in use.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

II. CLASSROOM FACILITIES

The following blanks are to be completed to describe in detail the physical facilities of the related classroom observed. (Observations on physical facilities for related subject laboratories should be recorded on Observation Guide "H-1.")

A. Area

1. In terms of floor area, is the space adequate in relation to class enrollment?

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

RELATED CLASSES—OBSERVATION GUIDE "I"

II. Classroom Facilities (continued)

A. 2. Arrangement of space for effective instruction

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

3. Arrangement of space for economical instruction

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

B. Lighting

1. Natural (ratio of window area to floor area; specify)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

RELATED CLASSES--OBSERVATION GUIDE "I"

II. Classroom Facilities (continued)

B. 2. Artificial (type--as fluorescent or incandescent and direct or indirect--intensity, suitability, control of lighting on dark side of room without affecting lighting on the other side)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

C. Interior Finish

1. Floors (describe--as parquet, rubber tile, or asphalt tile--and consider attractiveness and sound deadening material)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Walls (describe type--as plaster, glazed tile--color, attractiveness and suitability)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

RELATED CLASSES--OBSERVATION GUIDE "I"

II. Classroom Facilities (continued)

C. 2. (d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

D. Equipment and Supplies

1. Are classroom surroundings suitable to the work being carried on?

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Is the class equipped to illustrate and demonstrate the principles taught? (Give details)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

3. Furniture--suitability and condition (consider in detail type and adequacy of desks and seating facilities, movability, state of repair)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

RELATED CLASSES--OBSERVATION GUIDE "I"

II. Classroom Facilities (continued)

D. 3. (d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

4. Exhibit space and visual aid facilities (consider space available for related class library, blackboards, bulletin boards, accessibility of film and slide projectors, screen, facility for darkening room, models, mock-ups, and process boards)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

5. Supplies (consider appropriateness of type, quality, and quantity for the work being carried on)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

E. Utilization

1. Average number of hours per day utilized (day school program)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

II. Classroom Facilities (continued)

E. 1. (d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Average number of hours per day utilized outside of day school program; describe.

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

III. RELATED SUBJECT REQUIREMENTS

A. On the lines below, indicate each course of study (job-preparatory program of studies) offered by the school and the related subjects required for each. The term in which each required related subject is offered should be indicated by a check mark in the column provided. Two pages are provided for recording this information. It is possible that only one page will be needed.

Course of Study_____	Term In Which Offered							
	1	2	3	4	5	6	7	8
Related Subjects Required								
_____								
_____								
_____								
_____								

III. Related Subject Requirements (continued)

Term In Which Offered

Course of Study_____ 1 2 3 4 5 6 7 8

Related Subjects Required:

_____

_____

_____

_____

Course of Study_____ 1 2 3 4 5 6 7 8

Related Subjects Required:

_____

_____

_____

_____

Course of Study_____ 1 2 3 4 5 6 7 8

Related Subjects Required:

_____

_____

_____

_____

Course of Study_____ 1 2 3 4 5 6 7 8

Related Subjects Required:

_____

_____

_____

RELATED CLASSES--OBSERVATION GUIDE "I"

III. Related Subject Requirements (continued)

Course of Study	Term In Which Offered							
	1	2	3	4	5	6	7	8
Related Subjects Required:								

Course of Study	1	2	3	4	5	6	7	8
Related Subjects Required:								

Course of Study	1	2	3	4	5	6	7	8
Related Subjects Required:								

Course of Study	1	2	3	4	5	6	7	8
Related Subjects Required:								

RELATED CLASSES--OBSERVATION GUIDE "I"

III. Related Subject Requirements (continued)

Comment on the nature of the courses entitled "related" and tell how "relation" is achieved.

Note to the Observer: On the Area Committee Report (Observation Guide "O") you will be required to describe the related-subjects program and to comment on its strong and weak points.

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "J"

for Descriptive Appraisal of

ACADEMIC CLASSES

This Observation Guide provides space for recording the descriptive appraisal of five separate classes within the academic department. Detailed procedures for using the Observation Guides are in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Type of Class Observed_____

Observer_____ Dates of Observation_____

Purposes of the Academic Department

In the space below, indicate the official expression of the aims and purposes of the academic department, as stated by the department chairman._____

OBSERVATION GUIDE "J" (CONTINUED)

Key to Itemized Descriptions

Enter below the names of the classes observed in the academic department. These classes should match by letter the corresponding letter for the number circled for each descriptive statement on the following pages.

Classroom Number	Teacher	Term (e.g., 1, 2, 3, 4)	Number of Students Present	Approx. Minutes Of Observation
(a)				
(b)				
(c)				
(d)				
(e)				

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

OBSERVATION GUIDE "J" (CONTINUED)

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed, together with the appended materials, constitute the basis and documentation for the summary findings in the area committee report.

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

A. Teacher Preparedness and Instruction

1. The degree to which the work is carried out by means of major activities interesting to students instead of by textbook assignment.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

2. There is a practicable amount of well planned experimentation in areas where problems have arisen which require experimentation for their solution.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

A. Teacher Preparedness and Instruction (continued)

3. Careful preparation by the teacher and an effective plan for the class period is evidenced.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

4. The attitude of the teachers toward students expresses courtesy, self-control, control of class, sympathy.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

A. Teacher Preparedness and Instruction (continued)

5. There is a clear understanding among teachers and their immediate supervisors about the procedures and outcomes that characterize good and poor teaching.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

6. The varying backgrounds, interests, and abilities of students and student groups are considered in appraising the work of individual teachers.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

B. Meaningfulness of Instruction

1. Students know specifically why they are doing what is asked of them and how it is related to their particular needs. (Questions directed to students as to what they are doing and why will give light on this item.)

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

---

2. Students are interested in what they are doing.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

B. Meaningfulness of Instruction

3. Students are learning to apply specifically what they study to the job for which they are preparing and to the problems of daily living.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

C. Evaluation of Student Achievement

1. There is ample provision for careful testing and evaluation of outcomes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

C. Evaluation of Student Achievement (continued)

2. The varying backgrounds, interests, and abilities of student are considered in appraising their work.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Evaluation of student achievement is based on the total class experience rather than on a single or even a few formal tests.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

C. Evaluation of Student Achievement (continued)

4. Students participate in planning the testing procedures to be used in evaluating achievement.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Students are being given encouragement, recognition, and praise by the teacher for satisfactory achievement.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

C. Evaluation of Student Achievement (continued)

6. The system used in the appraisal of student achievement emphasizes the pertinent aims and objectives expressed in the school's philosophy of education.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

D. Individualization of Instruction

1. Students are learning to set their own goals in terms of their specific abilities.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

D. Individualization of Instruction (continued)

2. Teachers recognize the differences in the ability of students to learn academic subjects.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Academic materials and class instruction are geared to the ability and maturity level of the student.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

D. Individualization of Instruction (continued)

4. Reading materials are geared to the reading ability of students.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Teachers show understanding attitudes and behavior to those who do not measure up to standards.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

D. Individualization of Instruction (continued)

6. The school and department have freedom to adapt the "prescribed courses" to meet individual and group needs of students.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

E. Student Participation and Responsibility

1. Class activities involve satisfactory democratic pupil-teacher relationships and a good classroom environment.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

E. Student Participation and Responsibility (continued)

2. Students have a part in planning what is to be done in the class.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

3. Students participate in planning frequent changes of displays, such as bulletin board materials, exhibits, and wall charts.

(a) 1 2 3 4 5 X

Supporting Statement:

(b) 1 2 3 4 5 X

Supporting Statement:

(c) 1 2 3 4 5 X

Supporting Statement:

(d) 1 2 3 4 5 X

Supporting Statement:

(e) 1 2 3 4 5 X

Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

E. Student Participation and Responsibility (continued)

4. Students are learning how to work cooperatively with others.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Students are learning how to work independently of others.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

E. Student Participation and Responsibility (continued)

6. The attitude of students expresses courtesy, enthusiasm, cooperation, self-control, industry.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

F. Supplementary Materials

1. Available literature, particularly reports on experiments and research, are used to improve educational processes.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

F. Supplementary Materials (continued)

2. There is a satisfactory variety and quality of supplementary materials for teachers to use.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

3. Teachers are aware of and are using supplementary materials, such as visual aids, pamphlets, trade publications and handbooks.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

F. Supplementary Materials (continued)

4. Students are learning how to use magazines, newspapers, resource books, the radio, and trade publications both in class and library work.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

5. Books and magazines are on open shelves in the classroom and are available for student use and inspection.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

F. Supplementary Materials (continued)

6. Libraries in the related classrooms are clearly in evidence and in use.

(a) 1 2 3 4 5 X
Supporting Statement:

(b) 1 2 3 4 5 X
Supporting Statement:

(c) 1 2 3 4 5 X
Supporting Statement:

(d) 1 2 3 4 5 X
Supporting Statement:

(e) 1 2 3 4 5 X
Supporting Statement:

II. CLASSROOMS FACILITIES

The following blanks are to be completed to describe in detail the physical facilities of the academic classroom observed.

A. Area

1. In terms of floor area, is the space adequate in relation to class enrollment?

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

II. Classroom Facilities (continued)

2. Arrangement of space for effective instruction

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

3. Arrangement of space for economical instruction

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

B. Lighting

1. Natural (ratio of window area to floor area, specify)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Artificial (type--as fluorescent or incandescent and direct or indirect--intensity, suitability, and control of lighting on dark side of room without affecting lighting on other side)

(a)_____ 1 2 3 4 5 X

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

II. Classroom Facilities (continued)

B. 2. (b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

C. Interior Finish

1. Floors (describe--as parquet, rubber tile, or asphalt tile—and consider attractiveness, suitability, and sound deadening material.)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Walls (describe type—as plaster, glazed tile—color, attractiveness, and suitability.)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

D. Equipment and Supplies

1. Are classrooms surroundings suitable to the work being carried on?

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

II. Classroom Facilities (continued)

D. 1. (c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Is the class equipped to illustrate and demonstrate the principles taught? (Give details)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

3. Furniture—suitability and condition (consider in detail type and adequacy of desk and seating facilities, movability, state of repair)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

4. Exhibit space and visual aid facilities (consider space available for academic class library, blackboards, bulletin boards, accessibility of film and slide projectors, screen, and facility for darkening room.)

(a)_____ 1 2 3 4 5 X

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

II. Classroom Facilities (continued)

D. 4. (b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

(f)_____ 1 2 3 4 5 X

5. Supplies (consider appropriateness of type, quality, and quantity for the work being carried on)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

E. Utilization

1. Average number of hours per day utilized (day school program)

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

(c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

2. Average number of hours per day utilized outside of day school program. Describe.

(a)_____ 1 2 3 4 5 X

(b)_____ 1 2 3 4 5 X

ACADEMIC CLASSES—OBSERVATION GUIDE "J"

II. Classroom Facilities (continued)

E. 2. (c)_____ 1 2 3 4 5 X

(d)_____ 1 2 3 4 5 X

(e)_____ 1 2 3 4 5 X

III. ACADEMIC SUBJECT REQUIREMENTS

A. On the lines below, indicate each course of study (job-preparatory program of studies) offered by the school and the academic subjects required for each course of study. The term in which each required academic subject is offered should be indicated by a check mark in the column provided. Two pages are provided for recording this information. It is possible that only one page will be needed.

Course of Study_____	1	2	3	4	5	6	7	8
Academic Subjects Required:								
_____								
_____								
_____								
_____								

Course of Study_____	1	2	3	4	5	6	7	8
Academic Subjects Required:								
_____								
_____								
_____								
_____								

ACADEMIC CLASSES--OBSERVATION GUIDE "J"

Academic Subject Requirements (continued)

Term In Which Offered

Course of Study	1	2	3	4	5	6	7	8
Academic Subjects Required:								

Course of Study	1	2	3	4	5	6	7	8
Academic Subjects Required:								

Course of Study	1	2	3	4	5	6	7	8
Academic Subjects Required:								

Course of Study	1	2	3	4	5	6	7	8
Academic Subjects Required:								

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "K"

for Descriptive Appraisal of

LIBRARY

This Observation Guide provides space for recording the descriptive appraisal of the library program. Detailed procedures for the use of the Observation Guides are to be found in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

Purposes of the Library

In the space below, indicate the official expression of the aims and purposes of the Library as stated by the librarian.

_____

_____

_____

_____

_____

OBSERVATION GUIDE "K" (CONTINUED)

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

OBSERVATION GUIDE "K" (CONTINUED

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The supporting statements plus the numbers circled together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

LIBRARY--OBSERVATION GUIDE "K"

I. LIBRARY ORGANIZATION AND PRACTICES

A. Handling of Materials

1. The library by its classification system and catalog makes easily available those reference materials and books desired by students.

   1 2 3 4 5 X

   Supporting Statement:

---

2. Books and magazines are on open shelves and available for student use and inspection.

   1 2 3 4 5 X

   Supporting Statement:

---

3. Funds are available for purchasing, binding, and repairing books, periodicals, and other library materials.

   1 2 3 4 5 X

   Supporting Statement:

LIBRARY--OBSERVATION GUIDE "K"

A. Handling of Materials (continued)

---

4. It is possible to order new and important material and at fairly frequent intervals.

1 2 3 4 5 X

Supporting Statement:

B. Administration of library

1. The library is open and a librarian is available for work with students whenever the school is in session.

1 2 3 4 5 X

Supporting Statement:

---

2. The librarian is adequately prepared for his work in a school of this type:

1 2 3 4 5 X

---

3. The librarian does not have to deal with disciplinary problems.

1 2 3 4 5 X

Supporting Statement:

LIBRARY--OBSERVATION GUIDE "K"

B. 4. The librarian cooperates extensively with other teachers in the school in promoting their programs through loans to classrooms and through disseminating information.

1 2 3 4 5 X

Supporting Statement:

---

5. The librarian is adequately provided with clerical help.

1 2 3 4 5 X

Supporting Statement:

---

6. Student assistants are taught how to perform certain library tasks and to do so with success.

1 2 3 4 5 X

Supporting Statement:

---

7. Books, magazines, and pamphlets for the fields emphasized by this school and important for its work are brought to the attention of the reading committee and added to the approved list by the librarian and teachers of the school.

1 2 3 4 5 X

Supporting Statement:

C. Integration of Library and School

1. Extent to which provision is made by the library for the inclusion of books, current periodicals, journals, and references for academic courses and general reading.

1 2 3 4 5 X

Supporting Statement:

---

2. Extent to which provision is made by the library for the inclusion of books, current periodicals, journals and references for vocational fields in which the school specializes.

1 2 3 4 5 X

Supporting Statement:

---

3. Students are given suitable training in the use of the library.

1 2 3 4 5 X

Supporting Statement:

---

4. Attention-attracting or motivating devices for creating student interest in library offerings have been developed and are in use.

1 2 3 4 5 X

Supporting Statement:

LIBRARY--OBSERVATION GUIDE "K"

C. Integration of Library and School (continued)

5. Extent to which the library is being used by students as evidenced by the number and kind of materials used in the library.

1 2 3 4 5 X

Supporting Statement:

6. Extent to which the library is being extensively used by students as evidenced by the number and kind of materials withdrawn from the library.

1 2 3 4 5 X

Supporting Statement:

7. Library books are distributed to various classes when needed.

1 2 3 4 5 X

Supporting Statement:

8. The library catalogs or lists materials in shop and classroom libraries.

1 2 3 4 5 X

Supporting Statement:

LIBRARY--OBSERVATION GUIDE "K"

C. Integration of Library and School (Continued)

9. The library is used primarily for volunteer class groups, not as a study hall.

1 2 3 4 5 X

Supporting Statement:

II. PHYSICAL FACILITIES OF THE LIBRARY

On the following blanks describe in detail the physical facilities of the library.

A. Library Space

1. Over-all area (in square feet)_____ 1 2 3 4 5 X
2. Location (quiet, easily accessible)_____ 1 2 3 4 5 X
3. Arrangement (space definitely planned for library facilities)
_____ 1 2 3 4 5 X
4. Provision for future expansion_____ 1 2 3 4 5 X
5. Reading room area (in square feet)_____
The reading room area is adequate for both assigned classes and individual library users_____ 1 2 3 4 5 X
6. The number of library conference rooms (specify and describe size and suitability)_____ 1 2 3 4 5 X
7. The library is sufficiently flexible to permit simultaneous utilization of space for library instruction and reference and reading (describe provisions)_____ 1 2 3 4 5 X

LIBRARY--ORGANIZATION TOOL "K"

II. Physical Facilities of the Library (continued)

B. Appearance

1. Walls (type--as plaster or glazed brick--color and maintenance)_____ 1 2 3 4 5 X

2. Floors (type--as parquet or asphalt tile--floor covering deadened, and maintenance)_____ 1 2 3 4 5 X

3. The library is physically attractive___ 1 2 3 4 5 X

C. Lighting

1. Natural (ratio of window area to floor area; specify)___ _____ 1 2 3 4 5 X

2. Artificial (type--as fluorescent or incandescent, and indirect or semi-direct--intensity, and suitability)____ _____ 1 2 3 4 5 X

D. Equipment

1. Chairs and tables (suitable in size, type, and quantity) _____ 1 2 3 4 5 X

2. Shelving (consider arrangement, adjustability, and amount) _____ 1 2 3 4 5 X

3. Periodical racks_____ 1 2 3 4 5 X

4. Bulletin boards_____ 1 2 3 4 5 X

5. Display facilities_____ 1 2 3 4 5 X

6. Cabinets and other filing equipment (include provisions for filing visual aid materials)_____ 1 2 3 4 5 X

[illegible] GUIDE "K"

II. Physical Facilities of the Library (continued)

E. Workrooms and Offices

1. There is a workroom with space, shelving, and other equipment to facilitate efficient work (consider provisions for bookbinding and book repair)_____

_____ 1 2 3 4 5 X

2. Librarian's office (consider area, convenient location, and arrangement)_____ 1 2 3 4 5 X

3. Storage space_____ 1 2 3 4 5 X

4. Workroom supplies_____ 1 2 3 4 5 X

III. PLANS FOR IMPROVEMENT

What plans have been made for improving the weaker aspects of the library program?

1. _____

2. _____

3. _____

IV. SUMMARY STATEMENTS

Describe briefly the library facilities, including adequacy and appropriateness of books and periodicals, and use made of library.

_____

_____

_____

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "L"

for Descriptive Appraisal of

EXTRA-CURRICULAR ACTIVITIES

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

Purposes of Extra-Curricular Activities

In the space below, indicate the aims and purposes of extra-curricular activities as stated by the individual responsible for them.

_____

_____

_____

General Instructions

This guide is to be scored after all phases of the extra-curricular program have been reviewed, both through observation and conferences. Detailed procedures for the use of the Observation Guides are in the Manual. Instructions for recording, descriptive appraisals are given on the following page.

Extra-Curricular Activities Observed

_____ _____

_____ _____

_____ _____

OBSERVATION GUIDE "L" (CONTINUED)

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

Descriptive Scale

Circle number "1"	if there is <u>little</u> or no evidence to support the statement.
Circle number "2"	if there is <u>some evidence</u> to support the statement, but evidence of satisfactory practice is not indicated.
Circle number "3"	if there is evidence that the statement is applicable to a <u>reasonably satisfactory degree</u>.
Circle number "4"	if the stated practice or condition is <u>well above average</u> but not exemplary.
Circle number "5"	if there is marked evidence to support the statement that the practice or condition <u>is exemplary</u> and one to which the survey can point as <u>outstandingly good</u>.

OBSERVATION GUIDE "L" (CONTINUED)

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

EXTRA-CURRICULAR ACTIVITIES--OBSERVATION GUIDE "L"

I. THE PROGRAM OF EXTRA-CURRICULAR ACTIVITIES

A. Variety and Scope

The variety and scope of activities are sufficient to engage the interests and abilities of every student in the school. To be observed in terms of:

1. Student reactions to the program.

   1 2 3 4 5 X

   Supporting Statement:

2. Extent of activities as compared with a commonly accepted list.

   1 2 3 4 5 X

   Supporting Statement:

3. All of the students are engaged in one or more phases of the program.

   1 2 3 4 5 X

   Supporting Statement:

B. Administrative Patterns

1. The program is essentially student-operated and controlled, with provisions for a balance of faculty leadership and control.

   1 2 3 4 5 X

   Supporting Statement:

EXTRA-CURRICULAR ACTIVITIES—OBSERVATION GUIDE "L"

B. Administrative Patterns (continued)

2. The program is essentially a part of the school day, with the exception of interscholastic activities.

   1 2 3 4 5 X

   Supporting Statement:

3. Interests of students are the primary basis for membership in student activities.

   1 2 3 4 5 X

   Supporting Statement:

4. The staff sponsorship of activities is based on the ability of the teacher to carry out an enthusiastic and dynamic program.

   1 2 3 4 5 X

   Supporting Statement:

5. The extra-curricular load is divided equitably among the staff or those who participate are given consideration in terms of other school activities.

   1 2 3 4 5 X

   Supporting Statement:

6. Funds are available for each phase of the extra-curricular program.

   1 2 3 4 5 X

   Supporting Statement:

EXTRA CURRICULAR ACTIVITIES—OBSERVATION GUIDE "L"

B. Administrative Patterns (continued)

7. Provision is made to prevent under-participation on the part of some and over-participation on the part of other students.

   1 2 3 4 5 X

   Supporting Statement:

C. Effectiveness of the Program

1. Leadership ability on the part of students is developed in all phases of the extra-curricular program. (This should be appraised in terms of each activity.)

   1 2 3 4 5 X

   Supporting Statement:

2. Group participation on the part of students is developed in all phases of the extra-curricular program. (This should be appraised in terms of each activity.)

   1 2 3 4 5 X

   Supporting Statement:

3. Responsibility for individual and group action on the part of students is developed in all phases of the extra-curricular program. (This should be appraised in terms of each activity.)

   1 2 3 4 5 X

   Supporting Statement:

EXTRA-CURRICULAR ACTIVITIES—OBSERVATION GUIDE "L"

C. Effectiveness of the Program (continued)

4. Learning to plan and execute plans on the part of students is developed in all phases of the extra-curricular program. (This should be appraised in terms of each activity.)

   1 2 3 4 5 X

   Supporting Statement:

5. Democratic principles of action on the part of student are developed in all phases of the extra-curricular program. (This should be appraised in terms of each activity.)

   1 2 3 4 5 X

   Supporting Statement:

6. Provision is made for development of personal qualities for the largest possible number of students in each activity.

   1 2 3 4 5 X

   Supporting Statement:

7. Students take part in the various activities enthusiastically. (Disciplinary problems are absent.)

   1 2 3 4 5 X

   Supporting Statement:

EXTRA-CURRICULAR ACTIVITIES--OBSERVATION GUIDE "L"

C. Effectiveness of the Program (continued)

8. Faculty control, at present, is subordinated to student control.

1 2 3 4 5 X

Supporting Statement:

II. EQUIPMENT AND SUPPLIES

A. List below those equipment and supply items that contribute to the adequacy of the extra-curricular program.

B. List below those equipment and supply items the lack of which tends to render the extra-curricular program inadequate.

EXTRA-CURRICULAR ACTIVITIES--OBSERVATION GUIDE "L"

III. SPECIAL CHARACTERISTICS OF THE EXTRA-CURRICULAR PROGRAM

A. How many individual students are engaged in one or more extra-curricular activities?_____

B. How are funds provided for extra-curricular activities in the school?_____

C. Observed strengths of the program_____

D. Observed weaknesses of the program_____

E. What plans have been made to strengthen weaker aspects of the program?_____

OBSERVATION GUIDE "M"

For Descriptive Appraisal of

HEALTH AND PHYSICAL EDUCATION

This Observation Guide provides space for recording the descriptive appraisal of the Health and Physical Education Program. Detailed procedures for the use of the Observation Guides are to be found in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

Purposes of the Health and Physical Education Department

In the space below, indicate the official expression of the aims and purposes of the Health and Physical Education Department as stated by the department chairman.

_____

_____

_____

_____

_____

_____

_____

HEALTH AND PHYSICAL EDUCATION—OBSERVATION GUIDE "N"

Instructions for Descriptive Appraisals

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Lesson sheets, special tests, agenda of staff meetings, auditorium programs, newspapers, athletic programs, forms, copies of tests, student attendance records, health and guidance records, and the like, should be appended to the respective guides in support of the descriptive evaluation for each area.

Descriptive Scale

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Circle number "3"	if there is evidence that the statement is applicable to a <u>reasonably satisfactory degree.</u>
Circle number "4"	if the stated practice or condition is <u>well above average</u> but not exemplary.
Circle number "5"	if there is marked evidence to support the statement that the practice or condition <u>is exemplary</u> and one to which the survey can point as <u>outstandingly good.</u>

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The description of the situation observed, together with the appended materials, constitute the basis and documentation for the summary findings in the area committee report.

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

I. HEALTH ATMOSPHERE OF THE SCHOOL

A. Concern for Health and Sanitation

1. Lavatories are maintained according to high standards of sanitation and cleanliness.

1 2 3 4 5 X

Supporting Statement:

---

2. Facilities for personal cleanliness are available in shops and laboratories.

1 2 3 4 5 X

Supporting Statement:

---

3. Room temperatures are suited to student needs.

1 2 3 4 5 X

Supporting Statement:

---

4. Teachers are sensitive to need for remedial services on the part of students (e.g., need for glasses, food.)

1 2 3 4 5 X

Supporting Statement:

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

I. Health Atmosphere of the School (continued)

A. 5. The school building and yard are maintained in an orderly and clean manner.

1 2 3 4 5 X

Supporting Statement:

B. First-Aid and Safety Provisions

1. The condition of first aid equipment is excellent. (It is complete and well kept.)

1 2 3 4 5 X

Supporting Statement:

---

2. Shop teachers give attention to safety as a part of their regular instruction. (Shop observers are also checking on this.)

1 2 3 4 5 X

Supporting Statement:

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

B. 3. Students are developing safety habits that will carry over into industrial life.

1 2 3 4 5 X

Supporting Statement:

II. HEALTH DEPARTMENT ACTIVITIES

A. Coordination of Health Services

1. Effective working relationships are maintained with the city department of health and other community agencies concerned with health problems.

1 2 3 4 5 X

Supporting Statement:

---

2. There is a coordination of health services and teachers' activities.

1 2 3 4 5 X

Supporting Statement:

---

3. The attitude of students toward the health services is exemplary.

1 2 3 4 5 X

Supporting Statement:

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

II. Health Department Services (continued)

A. 4. Teachers are sensitive to needs of students with regard to health services. (Do teachers make it easy for students to use health services? Are they sympathetic with the health of their students?)

1 2 3 4 5 X

Supporting Statement:

B. Facilities and Policies of the Health Department

1. Are there adequately equipped health examination rooms? Yes_____ No_____

2. Is there provision for sufficient privacy? Yes___ No__

Describe facilities_____

3. Equipment and supplies essential to an effective health program are present and used._____

_____ 1 2 3 4 5 X

4. Is there a plan for carrying out recommendations growing out of health examinations? (Describe briefly.)_____

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

II. Health Department Services (continued)

B. 5. Is there a regular system operating to pass health information from the doctor and nurse to guidance counselors and teachers? Yes_____ No_____

6. Are psychological clinical services available? Yes__No__

To what extent?_____

_____

_____

C. Courses of Instruction in Health and Hygiene

1. List the courses of instruction offered in Health or Hygiene.

_____

_____

_____

_____

_____

_____

_____

2. In what school terms are health and hygiene courses required?_____

3. Comment on the adequacy and effectiveness of the health/hygiene course or courses of instruction._____

_____

_____

_____1 2 3 4 5 X

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

II. Health Department Services (continued)

D. 1. Describe briefly the health program, commenting on facilities, program, the method of coordinating it with the students' daily program, and the like._____

_____

_____

_____

III. PHYSICAL EDUCATION PROGRAM

A. 1. Each physical activity is under the direction of a competently trained faculty member.

1 2 3 4 5 X

Supporting Statement:

_____

2. Appropriate activities are provided for all students. (Students with physical disabilities are provided with appropriate physical activities.)

1 2 3 4 5 X

Supporting Statement:

_____

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

III. Physical Education Program (continued)

A. 3. Facilities for physical education provide for a variety of needs.

1 2 3 4 5 X

Supporting Statement:

---

4. Intra-mural physical activities promote healthy participation on the part of a high percentage of students.

1 2 3 4 5 X

Supporting Statement:

---

5. The inter-school physical activities promote healthy participation on the part of a high percentage of students.

1 2 3 4 5 X

Supporting Statement:

---

6. The physical activity program contributed to leisure-time pursuits for participants and spectators.

1 2 3 4 5 X

Supporting Statement:

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

III. Physical Education Program (continued)

A. 7. The school is aware of the possibilities of a carry-over of physical activities into industrial life. (Company teams and industrial athletic leagues are interested in young people.)

1 2 3 4 5 X

Supporting Statement:

B. Facilities for Physical Education

1. Gymnasium

a) Area. Check appropriate facilities and give area in square feet:

(1) Gymnasium used by boys and girls_____; area___

(2) Gymnasium used by boys and girls, but with separate facilities for each group_____

(a) Size of boys' area_____

(b) Size of girls' area_____

(3) Separate gymnasium for boys_____; area_____

(4) Separate gymnasium for girls_____; area_____

b) Adequacy of area_____

_____ 1 2 3 4 5 X

c) Location (convenience)_____

_____ 1 2 3 4 5 X

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

III. Physical Education Program (continued)

B. 1. d) Floor treatment (maintenance of proper surface)_____

_____ 1 2 3 4 5 X

e) Lighting (describe, and include consideration of protective screening on windows and light fixtures)

_____ 1 2 3 4 5 X

f) Bleachers (consider safety factor)_____

_____ 1 2 3 4 5 X

g) Soundproofing_____ 1 2 3 4 5 X

h) Safety provisions

(1) Height of ceiling_____ 1 2 3 4 5 X

(2) Supporting columns (are they properly padded?)__

_____ 1 2 3 4 5 X

(3) Padding on all sharp corners, mats, etc._____

_____ 1 2 3 4 5 X

(4) Emergency room with adequate facilities_____

_____ 1 2 3 4 5 X

i) Equipment (consider adequacy of type and amount)____

_____

_____

_____ 1 2 3 4 5 X

j) Flexibility

(1) Accordion doors_____ 1 2 3 4 5 X

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

III. Physical Education Program (continued)

B. 1. j) (2) Provisions for heating and lighting this area while other parts of the building are closed_____

_____ 1 2 3 4 5 X

(3) Control devices (corridor gates)_____

_____ 1 2 3 4 5 X

(4) Public lavatories_____ 1 2 3 4 5 X

k) Special purpose rooms

(1) Corrective rooms, with special equipment____

_____ 1 2 3 4 5 X

(2) Dancing rooms_____ 1 2 3 4 5 X

(3) Instructor's office_____ 1 2 3 4 5 X

(4) Storage room_____ 1 2 3 4 5 X

l) Shower and dressing rooms

(1) Shower rooms

(a) Boys' shower rooms: Yes_____ No_____

(b) Describe facilities of boys' shower room, including provisions for privacy, hot and cold water, proper drainage, sanitation

_____

_____

_____1 2 3 4 5 X

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "M"

III. Physical Education Program (continued)

B. 1. 1) (1) (c) Girls' shower room: Yes_____ No_____

(d) Describe facilities of girls' shower rooms, including provisions for privacy, hot and cold water, proper drainage, sanitation_____

_____

_____

_____ 1 2 3 4 5 X

(2) Lavatories _____ 1 2 3 4 5 X

(3) Locker space (adequacy of space, vented, locks)__

_____ 1 2 3 4 5 X

(4) Dressing rooms

(a) Boys' dressing rooms: Yes_____ No_____

(b) Describe facilities of boys dressing rooms, including adequacy of space and provisions for privacy_____

_____ 1 2 3 4 5 X

(c) Girls' dressing rooms: Yes_____ No_____

(d) Describe facilities of girls' dressing rooms, including adequacy of space and provisions for privacy_____

_____

_____1 2 3 4 5 X

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "HH"

III. Physical Education Program (continued)

B. 1. a) Utilization of Gymnasium facilities

(1) By day school program (e.g., for folk dancing)

_____

(2) By community_____

_____

2. Athletic field (describe size, facilities, bleachers, location)_____ 1 2 3 4 5 X

3. Swimming pool (size in cubic feet, location)_____

_____ 1 2 3 4 5 X

4. Additional recreation space (consider size, location, and facilities available--e.g., play space, tennis courts, badminton courts)_____

_____

_____ 1 2 3 4 5 X

B. List the activities offered in the physical education program.

_____

_____

_____

C. Describe briefly the physical education program commenting on facilities, program, the method of coordinating it with the students' daily program, and the like._____

_____

_____

_____

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "H"

IV. SUMMARY OF CHARACTERISTICS OF HEALTH AND PHYSICAL EDUCATION

A. Health Program

1. To what extent are professional services used in the conduct of the health program? Use the following blanks in answering this question.

Individual	Function	Amount of Time Spent

2. What are the strong points in the total health program?

3. What are the areas of the health program that are most in need of improvement?

4. What plans are made or being made for improving the less adequate areas of the health program?

HEALTH AND PHYSICAL EDUCATION--OBSERVATION GUIDE "K"

B. Physical Education Program

1. What are the strong points in the physical education program?

2. What are those aspects of the physical education program that are most in need of improvement?

3. What plans are made or being made for improving the less adequate areas of the physical education program?

A PLAN FOR STUDYING VOCATIONAL-INDUSTRIAL AND
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OBSERVATION GUIDE "N"

for Descriptive Appraisal of

CAFETERIAS, KITCHENS, AND DINING AREAS

This Observation Guide provides space for recording the descriptive appraisal of the cafeterias, kitchens, and dining areas. Detailed procedures for the use of the Observation Guides are in the Manual. Instructions for recording descriptive appraisals are given on the following page.

Identification Data

School_____ City and State_____

Total Hours of Observation_____ Dates of Observation_____

Observer_____

Cafeteria, Kitchen, and Dining Area Personnel

In the space below, indicate the names, titles, and functions of personnel permanently employed in connection with the cafeteria, kitchen, and dining areas.

Name	Title	Function

OBSERVATION GUIDE "N" (CONTINUED)

INSTRUCTIONS FOR DESCRIPTIVE APPRAISALS

The criterion plus the number circled plus the supporting statement constitutes a description of the situation observed. When the criterion requires qualification or extension because of a particular or unique situation, the supporting statement should express this modification.

Copies of menus, price lists, agenda for workers' meetings, classroom programs, record forms, pictures of equipment and dining room space, should be appended to the respective guide in support of the descriptive evaluation for each area.

Descriptive Scale

Circle number "1" if there is little or no evidence to support the statement.

Circle number "2" if there is some evidence to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a reasonably satisfactory degree.

Circle number "4" if the stated practice or condition is well above average but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition is exemplary and one to which the survey can point as outstandingly good.

OBSERVATION GUIDE "N" (CONTINUED)

Circle "X" if the item does not apply to your observations.

Following the completion of this guide, you will be required to prepare an area committee report (Observation Guide "O"), which will represent a summation of your findings. The supporting statements plus the numbers circled together with the appended materials constitute the basis and documentation for the summary findings in the area committee report.

CAFETERIAS, KITCHENS, AND DINING ROOMS—OBSERVATION GUIDE "N"

I. POLICY AND PRACTICES

A. Cafeteria and Lining Room Adequacy

1. Adequate personnel are provided for the management of the cafeteria and for the preparation and serving of food.

   1 2 3 4 5 X

   Supporting Statement:

---

2. Provision is made for acceptable lunch service for students and teachers, with ample time to purchase and eat lunches.

   1 2 3 4 5 X

   Supporting Statement:

---

3. Food is adequate in quantity and is of sufficient variety to insure a proper diet.

   1 2 3 4 5 X

   Supporting Statement:

---

4. Provision is made for education of students in food selection and proper eating habits.

   1 2 3 4 5 X

   Supporting Statement:

CAFETERIAS, KITCHENS, AND DINING ROOMS--OBSERVATION GUIDE "N"

A. 5. Attention is given to the opportunities for desirable social education afforded by the lunch hour.

1 2 3 4 5 X

Supporting Statement:

---

6. Supervision of the cafeteria is made an opportunity for developing leadership and civic responsibility on the part of students.

1 2 3 4 5 X

Supporting Statement:

B. Business Management

1. Food is provided at moderate cost. The cafeteria is organized for service and not for profit.

1 2 3 4 5 X

Supporting Statement:

---

2. Money and supplies are safeguarded by an adequate accounting system.

1 2 3 4 5 X

Supporting Statement:

CAFETERIA, KITCHENS, AND DINING ROOMS—OBSERVATION GUIDE "N"

I. Policy and Practices (continued)

C. Health Safeguards

1. Frequent inspection of the kitchens, serving areas, and dining rooms is carried on.

1 2 3 4 5 X

Supporting Statement:

2. Health is safeguarded through sterilization of dishes and cooking utensils and through the maintenance of sanitary conditions in kitchen and dining rooms.

1 2 3 4 5 X

Supporting Statement:

3. Proper health certification is required for all persons who handle food.

1 2 3 4 5 X

Supporting Statement:

CAFETERIAS, KITCHENS, AND DINING AREAS - OBSERVATION GUIDE "N"

II. PHYSICAL FACILITIES AND UTILIZATION

A. Describe the kind of luncheon facilities that exist in the school by completing the following statements:

1. Facilities for serving hot lunches

   a) The school has a kitchen, equipped for preparing hot meals. Yes_____ No_____

   b) The school has a service counter or cafeteria line for the serving of hot meals. Yes_____ No_____

   c) The school has a dining area for the eating of hot meals. Yes_____ No_____

2. Facilities for serving cold lunches (e.g., sandwiches, no hot foods)

   a) The school has a cold food preparation room or area. Yes_____ No_____

   b) The school has a service counter or cafeteria line for the serving of cold lunches. Yes_____ No_____

   c) The food served is prepared mainly on the school premises; prepared and brought in by sources outside the school_____

   d) The school has a dining area for the eating of cold lunches. Yes_____ No_____

3. Facilities for the sale of packaged and bottled foods

   a) The school has a room for the sale of packaged, bottled, and similar cold foods. Yes_____ No_____

   b) The school has a room for eating these packaged foods. Yes_____ No_____

4. Other arrangements (specify, and describe in detail)_____

CAFETERIAS, KITCHENS, AND DINING ROOMS--OBSERVATION GUIDE "N"

II. PHYSICAL FACILITIES AND UTILIZATION

A. Location and Arrangement

1. Location (consider accessibility, suitability)_____

_____ 1 2 3 4 5 X

2. Effectiveness of arrangement (consider serving areas in relation to the kitchen)_____

_____ 1 2 3 4 5 X

B. Serving Areas

1. Students' Unit

(a) Area (in square feet)_____ 1 2 3 4 5 X

(b) Seating capacity (give number) 1 2 3 4 5 X

(c) Average number of students served per period_____

(d) Average number of students served daily_____

(e) Walls (type--as plaster, glazed tile--color, attractiveness, and suitability)_____

_____ 1 2 3 4 5 X

(f) Floors (type--as parquet, rubber tile, or asphalt tile--and consider attractiveness and suitability)_____

_____ 1 2 3 4 5 X

(g) Acoustic treatment (deadening)_____

_____ 1 2 3 4 5 X

CAFETERIAS, KITCHENS, AND DINING ROOMS--OBSERVATION GUIDE "N"

II. PHYSICAL FACILITIES AND UTILIZATION (continued)

B. 1. (h) Lighting (consider natural, and type, intensity, and suitability of artificial lighting)_____ 1 2 3 4 5 X

(i) Furniture and fixtures (attractive, suitable)_____ 1 2 3 4 5 X

2. Teachers' Unit

(a) Area (in square feet)_____ 1 2 3 4 5 X

(b) Walls (type--as plaster, glazed tile--color, attractiveness, and suitability)_____ 1 2 3 4 5 X

(c) Floors (type--as parquet, rubber tile, or asphalt tile--and consider attractiveness and suitability)___ 1 2 3 4 5 X

(d) Lighting (consider natural, and type, intensity, and suitability of artificial lighting)_____ 1 2 3 4 5 X

(e) Furniture and fixtures (attractive, suitable)_____ 1 2 3 4 5 X

3. Maintenance and Repair

(a) Student housekeeping_____ 1 2 3 4 5 X

(b) Custodial maintenance (clean and sanitary)_____ 1 2 3 4 5 X

(c) State of repair_____ 1 2 3 4 5 X

CAFETERIAS, KITCHENS, AND DINING ROOMS--OBSERVATION GUIDE "N"

II. Physical Facilities and Utilization (continued)

C. Kitchen Area

1. Space

(a) Area (adequacy)_____ 1 2 3 4 5 X

(b) Arrangement (effectiveness)_____ 1 2 3 4 5 X

2. Adequacy of kitchen equipment (consider refrigeration facilities and type of food processing units--e.g., preparing, mixing, cooking, chilling, and service)_____ 1 2 3 4 5 X

3. Dishwashing room (hot and cold water, sterilizing facilities) _____ 1 2 3 4 5 X

4. Offices

(a) Office space for manager_____ 1 2 3 4 5 X

(b) Office space for dietitian_____ 1 2 3 4 5 X

5. Locker facilities for personnel_____ 1 2 3 4 5 X

6. Storeroom_____ 1 2 3 4 5 X

7. Maintenance and sanitation

(a) Equipment maintenance_____ 1 2 3 4 5 X

(b) Venting_____ 1 2 3 4 5 X

(c) Screened windows_____ 1 2 3 4 5 X

(d) Lavatory facilities for personnel_____ 1 2 3 4 5 X

(e) Housekeeping_____ 1 2 3 4 5 X

CAFETERIAS, KITCHENS, AND EATING ROOMS--OBSERVATION GUIDE "N"

II. Physical Facilities and Utilization (continued)

E. Utilization

1. Comment on non-cafeteria use of the rooms in the day school___

2. Comment on facilities for community use of rooms_____

III. PROVISIONS AND SERVICES

A. Adequacy of cafeteria provisions and services_____

1 2 3 4 5 X

B. What are the strong aspects of the food program?_____

C. What aspects of the food program are most in need of improvement?___

D. What plans are being made to improve the weaker aspects of the program?_____

OBSERVATION GUIDE "O"

Form and Guide for the Preparation of

AREA COMMITTEE REPORTS

Identification Data

_____

(Area Observed and Code Letter of Observation Guide)

School_____ City and State_____

Observer_____ Dates of Observation_____

Observers (List Area Committee members when this is a consolidated report)_____

General Instructions

For purposes of consolidation, all area reports by members of the Observation Committees should be prepared in a similar manner. It is intended that the form will aid rather than restrict the individual in preparing his area report and that it will facilitate the assembly, organization, and interpretation of results. Kindly use the exact titles in the outline on the following pages as headings to the sections of the area report.

The report should be a clarifying document giving critical, explanatory, or descriptive appraisal of the area previously described on the accompanying Observation Guide. The report may be written and submitted on the following pages. Where more space is needed, extra pages may be inserted or the reverse side of present pages may be used.

Area reports should be submitted to the Chairman of the Observation Committee at the conclusion of the Summation Conference. Each observer is to prepare an Area Committee Report for his area of

observation. Attach to this report all completed Observation Guides and supporting documentary material, including all pre-visitation data received and all other information gathered at the school or headquarters. After the discussion in the Summation Conference, the individual area reports are to be consolidated into one report for each area, attaching all the individual reports and documentary material. Detailed procedures for using Observation Guides and preparing consolidated reports are given in the Manual.

I. OBSERVATION DATA

A. Number of classes observed_____

B. Semester or term levels observed_____

C. Subjects or subject areas observed_____

_____

D. Total time spent in classroom or area observation_____

E. Total time spent in interviewing (other than classroom or area observation)_____

F. Number of persons interviewed in the following categories:

1. Teaching Staff _____
2. Administrative Staff _____
3. Supervisory Staff _____
4. Students _____
5. Custodial personnel _____
6. Others _____

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

I. Observation Data (continued)

G. Average number of students per teacher in the classes observed. Please indicate whether this figure is an estimated or calculated average by entering the figure in the proper space below.

_____ (Estimated Average) _____ (Calculated Average)

H. Estimated average of students per teacher in all the classes in your area _____(estimated average)

II. FINDINGS, JUSTIFICATION, SUGGESTIONS

A. Indicate the strong aspects, practices, and features of the area observed, including justification for the conclusion.

B. Indicate the weak aspects, practices, or factors in the area observed, including justification for the conclusion.

Note: Please fill in at bottom of this and each succeeding page, the identification letter of accompanying Observation Guide (e.g., Observation Guide "B").

ACCOMPANY OBSERVATION GUIDE_____

AREA COMMITTEE REPORTS—OBSERVATION GUIDE "O"

II. Findings, Justification, and Suggestions (continued)

C. What areas of uncertain status or condition require further study?

D. What suggestions do you have to bring inadequate areas into satisfactory condition?

ACCOMPANYING OBSERVATION GUIDE_____

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

III. SUPPLEMENTARY INFORMATION

A. Describe briefly the program as it exists in your area of observation.

B. Describe briefly the contribution of the central office supervisory services to curriculum revision and the improvement of instruction in your area of observation.

ACCOMPANYING OBSERVATION GUIDE_____

AREA COMMITTEE REPORTS—OBSERVATION GUIDE "O"

III. Supplementary Information (continued)

C. Describe briefly what is being done in your area of observation in relation to curriculum revision and the adaptation of the curriculum to care for students of different levels of ability.

D. In what respects has the program in your area been changed within the last two years?

ACCOMPANYING OBSERVATION GUIDE_____

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

III. Supplementary Information (continued)

E. In your area of observation, what improvements or changes are now being made or are definitely planned for the immediate future?

F. To what extent are the shops, laboratories, or classrooms observed appropriate to the stated objectives of the school?

G. To what extent are the shops, laboratories, or classrooms observed appropriate to the probable occupational goal of the students?

ACCOMPANYING OBSERVATION GUIDE_____

IV. SUMMARY OF OBSERVATIONS

Descriptive Scale

Circle number "1" if there is <u>little or no evidence</u> to support the statement.

Circle number "2" if there is <u>some evidence</u> to support the statement, but evidence of satisfactory practice is not indicated.

Circle number "3" if there is evidence that the statement is applicable to a <u>reasonably satisfactory degree.</u>

Circle number "4" if the stated practice or condition is <u>well above average</u> but not exemplary.

Circle number "5" if there is marked evidence to support the statement that the practice or condition <u>is exemplary</u> and one to which the survey can point as <u>outstandingly good.</u>

Circle "X" if the item does not apply to your observations.

In this section of the report, following the instructions given above for recording descriptive appraisals, indicate to what extent your observations have revealed that the program is contributing to the following:

A. Occupational Competency

1. Skills needed for occupational competency are effectively taught.

   1 2 3 4 5 X

   Supporting Statement:

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

IV. Summary of Observations (continued)

A. 2. Occupational and technical knowledge is being used by the students.

1 2 3 4 5 X

Supporting Statement:

---

3. Development of students' individual judgment in the solution of problems is encouraged.

1 2 3 4 5 X

Supporting Statement:

---

4. Good work habits are demonstrated (following instructions; getting along with others; respect for physical facilities and individual property; accepting and carrying out responsibilities; organization of procedures; safety; orderliness).

1 2 3 4 5 X

Supporting Statement:

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

IV. Summary of Observations (continued)

A. 5. Students are gaining in economic understanding of the relationship of management, labor, and productivity.

1 2 3 4 5 X

Supporting Statement:

B. Physical and Mental Hygeiene

1. Students are developing good health habits for both work and personal living.

1 2 3 4 5 X

Supporting Statement:

---

2. The learning situations and experiences are organized and offered in line with the abilities and capacities of the students so that the students participating in them realize personal satisfactions.

1 2 3 4 5 X

Supporting Statement:

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

IV. Summary of Observations (continued)

C. Civic Competency

1. The school provides a thorough grounding in the American heritage and in understanding democratic responsibility for good local, national, and international relationships.

1 2 3 4 5 X

Supporting Statement:

---

2. Students are developing respect for the rights of others through school experiences that involve all groups within the school or the school community.

1 2 3 4 5 X

Supporting Statement:

D. Social Competency

1. Desirable social attitudes and relationships are developed through school experiences.

1 2 3 4 5 X

Supporting Statement:

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

IV. Summary of Observations (continued)

D. 2. Students are learning to plan and work with each other, with teachers, and with the administration by being consulted regularly regarding class and shop organization, school regulations, school organization, extra-class activities, school program, student control of conduct, and the like.

1 2 3 4 5 X

Supporting Statement:

E. Personal Competency

1. Students are learning to assume responsibility for their own conduct in all school situations.

1 2 3 4 5 X

Supporting Statement:

---

2. Students are learning to accept responsibility in their school community and toward its property as shown by their attitudes in classrooms, shops, halls, lunchrooms, school grounds, and toward school materials.

1 2 3 4 5 X

Supporting Statement:

AREA COMMITTEE REPORTS—OBSERVATION GUIDE "O"

IV. Summary of Observations (continued)

E. 3. Students are learning to evaluate their own achievements both in shop and non-shop activities to the extent that they are building good attitudes toward a job well done.

1 2 3 4 5 X

Supporting Statement:

---

4. **Students are learning to reason, apply sound thinking,** and use resources of information in the making of decisions regarding their vocational, educational, and life goals.

1 2 3 4 5 X

Supporting Statement:

---

5. Students are learning to apply ethical and moral standards to the work they are doing in shops and classes and in other school activities.

1 2 3 4 5 X

Supporting Statement:

AREA COMMITTEE REPORTS--OBSERVATION GUIDE "O"

V. SUMMARY OF SUGGESTIONS

In the space below, summarize your suggestions for improving the area observed (if more space is required, use the reverse side of this sheet or attach an additional sheet).

SECTION III

OUTLINE AND GUIDE

for Preparation of

DESCRIPTIVE SUMMARY REPORTS

Introduction and Purpose

The outline on the following pages is designed to guide and assist Observation Committee Chairmen and individual schools in writing their Descriptive Summary Reports following the study of Program and Related Areas through the use of the Observation Guides.

It is anticipated that the completed Descriptive Summary Report will cover approximately 65 pages of text with the charts and tabular data shown in the body of the report.

Instructions

1. Procedures

The following steps are suggested as preliminaries to writing the Descriptive Summary Report:

a) A thorough study of the Manual of Procedures to obtain an over-all view of the purpose and evolution of the Plan and to become familiar with the processes for conducting a study of a school.

b) Preparation of the material requested in the Pre-visitation Questionnaire (Observation Guide "A").

c) Completion of the Observation Guides "B" through "N".

d) Preparation of an Observation Guide "O" (Form and Guide for the Preparation of Area Committee Reports) for each area covered by Observation Guides "B" through "N".

After all of the Observation Guides have been completed, in accordance with the instructions given in the Manual of Procedures, a tentative report should be prepared in cooperation with the coordinating office (or by the steering committee and observation committee chairman in self-study by a school). This tentative report should then be cleared with the school principal and the necessary supervisory or departmental personnel, and after resolution of any disagreements, a final Descriptive Summary Report should be prepared of the findings of the observation and recommendations for improvement of weak areas. A reviewing committee might be assigned to work with the observation committee chairman to determine the extent of the desirability of the reported practices of the school when viewed in the light of the school's philosophy, local conditions, and the findings of research and to decide on the recommendations to be made.

It is important that the following Outline and Guide for Preparation of Descriptive Summary Reports be strictly followed, in order that like areas in different schools may be compiled as a "horizontal study," thus enabling the preparation of a final report by the Coordinator covering all schools studied in a given school system.

The Descriptive Summary Reports need not be limited to the material shown in the outline, but should be extended to include any desired additional aspects in a given school. However, all headings and subheadings in capitals or underlined in the Outline and Guide

should be used as heads or subheads in the completed report in order to provide easy reference. Other headings may, of course, be included.

Descriptive Summary Reports of school observation will be more thorough, and accordingly more significant, if they are prepared with both the Area Observation Guides and Observation Guide "O" as sources.

2. Tabular and Statistical Data

Certain tabular data should be compiled in a uniform manner by all schools. Charts for recording these data are shown within the outline. Additional statistical data should be presented whenever required by the nature of the school's report.

3. References

In order to facilitate the development of materials for the Descriptive Summary Report, parenthetical references to Observation Guides and pages are given in the outline for Descriptive Summary Report.

Sample of Processed Descriptive Summary Report

To facilitate preparation of the report, a sample of a processed Descriptive Summary Report has been appended to this outline. This sample is intended merely to give a general idea of the manner in which a report is presented. The headings, charts, and instructions as given in the Outline and Guide for Preparation of Descriptive Summary Reports should be followed in the actual preparation of the Report.

I. HISTORY AND CHARACTER OF THE SCHOOL

A. HISTORY

1. Descriptive data concerning the school, including:

   a) Date of organization of school (A 60)

   b) Sequential changes in the character of the organization (A 44, 60; C 82)

   c) Location of main building (A 42-B)

   d) Location of annexes (A 42-C)

   e) A brief description of architecture, sequential modifications in construction, and original and present use of building (A 60; C 82, 83)

B. AREAS SERVED

1. Brief description of areas or sectors served (e.g., borough, district, or county) (B 64)

2. Chart I

Chart I

Registration in the School According to Sector

Name of Sector in Which Students Reside	Number of Students Registered	Percentage of Total Registration

C. PHILOSOPHY OF THE SCHOOL

A statement of philosophy prepared by the School (A 47, item 3)

II. PROGRAM

A. FULL TIME DAY PROGRAMS (B 68-A, 76)

1. Curriculums

a) Description of curriculums offered

(1) Vocational-industrial curriculum (B 70-72)

(2) Vocational-technical curriculum (B72-74)

(3) General industrial curriculum (B 74-75)

(4) 9th Year exploratory curriculum (B 75-76)

b) List I. This list should be constructed to show the curriculums in the full-time day programs, together with the courses of study offered in the several curriculums. Where specific courses or entire curriculums are designed for students of superior, average, or lower abilities, such courses or curriculums should be so designated.

List I

Curriculums and Courses of Study

Vocational-industrial curriculum

(List courses of study)

Vocational-technical curriculum

(List courses of study)

General-industrial curriculum

(List courses of study)

9th Year exploratory curriculum

(List courses of study)

A. 2. Recent Changes

Describe in detail recent changes in any day-time programs (B 78; page 353 of all Guides "O")

3. Special, Remedial, and Honor Classes (A 44-G; B 77-G,3)

a) Describe special, remedial, and honor classes given

b) Chart II, showing number of students and teachers in designated special, remedial, and honor classes

Chart II

Number of Students and Teachers in Special, Remedial, and Honor Classes

	No. of Students	No. of Teachers
SPECIAL (list classes)		
REMEDIAL (list classes)		
HONOR (list classes)		

4. Cooperative Work Experience (A 44-G; B 73,b-7, 8; H191, item 18; I 250, item 6)

a) Number of students taking part in cooperative work experience

b) Kinds of curriculums and courses in which students are engaged in cooperative work experience and terms in which cooperative work experience is offered

c) Describe the functions of the coordinator or coordination committee in charge of cooperative work experience and indicate extent to which these functions are carried out

B. PART-TIME PROGRAMS

1. Part-time continuation and other part-time programs (A50, item 5; B 68-A)

2. Chart III - registration for part-time programs

Chart III

Part-time Programs and Current Registrations

Program	Registration
Part-time Continuation School	
Apprentice Training	
Veterans' Training	
Adult Classes (non-vocational)	
Trade Extension Evening (supplementary)	
Evening Industrial Arts for Adults	
Evening Elementary English	
Other (name)	

C. OCCUPATIONAL OBJECTIVES - the kind of post-high school activities (occupations and higher education) for which the respective curriculums prepare:

1. Level of skill for which the General-Industrial Curriculum prepares (B 75, b, 4)

2. Level of skill for which the Vocational-Industrial Curriculum prepares (B 71, b, 9)

3. Level of skill for which the Vocational-Technical Curriculum prepares (B 73, b, 9)

C. 4. Kinds of advanced study for which the Vocational-Technical Curriculum prepares (B 74-b-11)

D. STUDENT POPULATION

1. Trends in Registration

a) Full-time students registered for past 8 years (Information to be procured from Central Office - page 33-8-a)

Chart IV

Full-time Students Registered, 19 to 19

(Construct chart beginning with earliest year and ending with registration for the past year)

b) Reasons for decline or expansion of student registration over the past eight years

2. Changes in Enrollment

a) All information available on drop-outs during the past eight years (B 65, 66, 76; D 108; C 170, 171)

b) Chart V showing such changes in enrollment

Chart V

Changes in Enrollment in Term Groups from Entry to Final Term

Class Entering	No. of Students According to Term								Ratio 8th to 1st Terms
	1	2	3	4	5	6	7	8	
September 9 years ago									
September 8 years ago									
September 7 years ago									
September 6 years ago									
September 5 years ago									
Totals									

D. 3. Current Registration

Chart VI, showing current registration by curriculums, courses of study, and terms (B 70A, 72, 74)

Chart VI

Register by Full-time Day Curriculums and Courses of Study According to Terms

Curriculums and Courses of Study	Term 1	2	3	4	5	6	7	8	Total
Vocational-Industrial Curriculum									
(Course of Study)									
(Course of Study)									
Vocational-Technical Curriculum									
(Course of Study)									
(Course of Study)									
General-Industrial Curriculum									
(Course of Study)									
(Course of Study)									
Exploratory Curriculum									
(Course of Study)									
(Course of Study)									
List Try-out Courses									
Others (name)									
Totals									

4. Characteristics of Students

a) Co-educational character of the school and number of students of each sex currently registered (B 63A)

D. 4. b) Student background (kind of home students come from and community characteristics) (B68-B,2; D 108, item 3)

c) Level of student ability, as expressed by I. Q. distribution, median and percentage for the past five years. Include Chart VIIA(given on page 373) (B 63A, 68A, 69, 71, 73, 76; information to be procured from the Central Office, page 35, item 9.)

5. Employment of Graduates and Drop-outs (B 65A, 66, 67)

a) Employment or post-high school study of graduates - include whether employed in trade for which trained or in a related or unrelated trade

b) Employment or transfer to other school of drop-outs -- include whether employed in trade for which trained or in a related or unrelated trade

III. PHYSICAL FACILITIES

A. SCHOOL PLANT

1. Over-all description of the school site and building, including in the material on the building its age, original and present purpose, heating, lighting, general condition, and adequacy of design for present purposes (Entire Guide C)

2. Description of safety and health measures (C 88, 91)

B. SHOPS, LABORATORIES, AND CLASSROOMS

1. Description, number, kind of laboratories, adequacy of space, equipment, supplies - construct Chart VII (C 92-96)

CHART VII

Physical Facilities of Laboratories

Laboratory	Number	Condition	Adequacy of		
			Space	Equipment	Supplies

(List laboratories and give pertinent information under each of the headings above.)

2. Description, number, and kind of shops, and adequacy of space, equipment, and supplies - construct Chart VIII, similar to Chart VII for laboratories (C 92-96; Entire Guide H-2, p.222)
3. Description, number, and kind of related classrooms, and adequacy of space, equipment, and supplies - construct Chart IX, similar to Chart VII for laboratories (C 92-96; I 266-271)
4. Description, number, and kind of academic classrooms, and adequacy of space, equipment, and supplies - construct Chart X similar to Chart VII for laboratories (C 92-96; J 294-298)

C. LIBRARY

Description of the library and adequacy of space, equipment, and supplies (Entire Guide K)

D. AUDITORIUM

Description of the auditorium and adequacy of space and equipment - include adequacy of stage area and stage properties, auditorium utilization, and control devices (C 96-98)

E. GYMNASIUMS

Description of space, facilities, and utilization of the gymnasiums, athletic field, and additional recreation space (H 331-335)

VII A

I. Q. DISTRIBUTION, MEDIAN, AND PERCENTAGE OF TOTAL OF FULL-TIME STUDENTS

I. Q.	September of Current Year		September 1 Year Ago		September 2 Years Ago		September 3 Years Ago		September 4 Years Ago	
	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage
150 and Above										
140 - 149										
130 - 139										
120 - 129										
110 - 119										
100 - 109										
90 - 99										
80 - 89										
70 - 79										
60 - 69										
0 - 59										
Median										
Total Full-time Students Enrolled										

F. CAFETERIAS, KITCHENS, AND DINING AREAS

Description of cafeterias, kitchens, and dining areas - space, equipment, and applies (M 341 - 347)

G. OFFICES

Description of the following, including arrangement and adequacy of space, equipment, and applies:

1. Administrative offices (C 91-92)
2. Health Rooms (C 91-92; M 3 27-329)
3. Guidance Offices (C 91-92; G 158-159)
4. Clerical and Accounting Offices (C 91-92)

IV. PROFESSIONAL PERSONNEL

A. ORGANIZATION (A 42-43, 48-49; D 110-115; E 123, 146; Entire Guide F, 147); G 172)

Chart XI

Organization Chart

Category	Number of Regular Teachers	Number of Substitute Teachers
ADMINISTRATIVE (list subjects)		
INDUSTRIAL SUBJECTS (list subjects)		
RELATED SUBJECTS (list subjects)		
ACADEMIC SUBJECTS (list subjects)		

B. OUT-OF-LICENSE TEACHING

Construct Chart XII, showing number of teachers teaching out of license and subjects taught (A 46, 47 (Master Schedule); F 147)

Chart XII

Instructional Distribution of Personnel

Classification of Teachers	Area of Present Teaching Responsibility		
	The Field for Which Licensed	Some Other Field	No Response
Vocational teachers			
Related subject teachers			
Academic teachers			
Health education teachers			
Totals			

C. BACKGROUND OF PROFESSIONAL PERSONNEL

1. Educational Background (F 147-150)

Chart XIII

Distribution of Professional Personnel According to Educational Background and Present Teaching Classification

Years	Number and Type of Teachers				
	Vocational	Academic	Related	Health	Total
Less Than High School					
High School					
Bachelor's Degree					
Bachelor's Degree Plus Add'l. Work					
Master's Degree					

Chart XIV

Distribution of Professional Personnel According to Hours of High School and College Credit

Years	Number and Type of Teachers				
	Vocational	Academic	Related	Health	Total
One Year High School					
Two Years' High School					
Two Years Trade School Graduation					
Three Years' High School					
Academic High School Graduation					
Vocational High School Graduation					
One Year College or Normal School					
Two Years " "					
Three Years' " "					
Four Years' " "					
Graduate Study-1 to 30 Hrs. (After B.S. 31 to 60 Hrs. Degree 61 to 90 Hrs.					

C. 2. Teaching Experience (F 150 - IIIA)

Chart XV

Teaching Experience of the Professional Personnel

No. of Years of Teaching Experience	No. Teachers According to Present Teaching Exp.				
	Vocational	Academic	Related	Health	Total
Less Than 5					
5 - 9					
10 - 14					
15 - 19					
20 - 24					
25 and Over					
No Response					

C. 3. Occupational Experience (F 150,III-B)

Chart XVI

Number of In-license Teachers With Occupational Experience Related to Present Teaching Field

Years	Teachers' Experience Related to Field of Teaching				
	Vocational	Academic	Related	Health	Total
Less Than 5					
10 - 14					
15 - 19					
20 - 24					
25 - 29					
No Related Experience					

4. Teaching Load

Construct chart showing teaching load for shop, related, and academic teachers (H 196, II, B)

V. ADMINISTRATION AND SUPERVISION

A. ADMINISTRATION AND ORGANIZATION

1. Relationship to Professional Personnel

a) Induction and orientation of new teachers (D 108, 117, 118; E 136; Information to be procured from Central Office, page 33, item 5)

b) Teachers' participation in program planning and policy determination, including name and function of operating teacher committees (D 108, 118; E 126, 127, 128, 134, 137, 138, 139, 141, 142; F 152, 153)

A. 1. c) Assignment of teachers (A 43, 46; D 108, 118; E 142)

d) Professional improvement, including in-service courses provided in the school and number of professional personnel participating (B 68; D 108, 117; E 127-139; F 152, 153; Information to be procured from Central Office, page 33, item 5)

Chart XVIII

Action for Professional Improvement During the Last Five Years According to Number of Teachers

Activity	Number of Teachers
In-service Courses	
Professional Courses	
Professional Reading	
Attending Conferences	
Membership in Professional Organizations	
Attending Industrial Meetings	
Visiting Industry	
Work in Industry	
Other	

2. Relationship to Students

a) Admission practices, including methods of recruiting, methods of selection, if any, kinds of students refused admission (A 34; B 68; D 108, 119; G 157; Information to be procured from the Central Office, page 35, item 8)

A. 2. b) Adjustment to student need--programming, ability grouping, transfer (A 44, 50; B 75, 76; D 108, 119; E 132, 140, 145; G 157, 158, 159, 161, 162; I 252, 253, 254, 255; 27-260; J 263, 285-288; page 353 of all Guides "O")

c) Promotional policies: block, subject or other, minimums for promotion and graduation, certification (D 108, 119)

d) Student participation in planning and operation of program (B 77; D 108, 116, 118, 120; E 141; H 192; I 256; I 260-263; J 284, 289, 290; L 315, 317, 318)

e) Methods and kinds of appraisals of student achievement (B 77; E 133, 134, 139-141-145; H 180, 181; I 254-257; J 282-285)

f) Policy and practice concerning productive work (D 109, item 11, 120; H 188; H^2 240-241)

3. Public Relations

Administrative policies and practices engaged in to establish public relations, including P. T. A. (A 45; D 109, 116, 120, 121; E 140)

4. Relations With Industry

Employers, employee groups, methods of keeping contacts with industry, effectiveness of trade commissions (A 45; B 78, D 109, 120-121; E 139; G 167, 168, 169; H 182; I 252)

5. Relationship to Central Office

Admissions, selection of teachers, school offerings, supplies and equipment (D 120; E 131; H 1; H 2; Information to be procured from Central Office, pp, 33, 34, 35)

A. 6. Records and Clerical Service

Practices regarding records and adequacy of clerical and stenographic staff (A 48; D 108, 118; G 161, 170)

B. SUPERVISION OF INSTRUCTION

1. Supervisory Personnel

Personnel and time allocated to supervision (A 41, 42; D 110-114; E 146)

2. Supervisory Activities and Procedures

Discuss supervisory policies, activities, and procedures, and include sample agenda of meetings held by supervisory officers (E 126, 145; J 280)

3. Curriculum and Course Revision and Adaptation (A 44, 50, 51; B 67, 68, 76-79; D 109, 116, 118, 119; Entire Guide E, pp. 123-146) (Page 353 of all Guides "O")

4. Central Office Supervisory Services

Contribution of city-wide supervisory services (B 68; D 109; E 130, 131; page 352 of all Guides "O")

C. GUIDANCE

1. Personnel

Personnel, time, and facilities allocated to guidance (A 43, 44, 46, 47; D 115; F 151; G 158-167, 172, 173, 174)

2. Guidance Activities

Descriptive of guidance activities, touching on selection of students, guidance records, programming of pupils (Entire Guide G, pp. 154-174)

C. 3. Placement and Follow-up

Time allotment, activities, effectiveness of placement, barriers to placement (Entire Guide G, pp. 154-174)

4. Strong and Weak Aspects of Guidance (G 174)

VI INSTRUCTIONAL PROGRAM

A. SHOP CLASSES

Class size, adjustments made to differences in ability, strong aspects, weak aspects; include Chart XIX (Entire Guide H, pp. 175-196; Information to be procured from the Central Office, page 36)

Chart XIX

Number and Size of Shop Classes

Size of Class (Students per class)	Number of Classes
Less than 15	
15 - 19	
20 - 24	
25 - 29	
30 - 34	
35 - 39	
40 - 44	
More Than 44	

B. RELATED CLASSES

Class size, adjustments made to differences in ability, strong aspects, weak aspects; include Chart XX, constructed in accordance with Chart XIX for Shop Classes above (Entire Guide I, pp. 245-274; Information to be procured from the Central Office, page 36)

C. ACADEMIC CLASSES (Entire Guide J, pp. 275-300); Information to be procured from the Central Office, page 36)

1) Class Size (Include Chart XXI, constructed in accordance with Chart XIX for Shop Classes)

2) Adjustments to Differences in Ability

3) Strong Aspects

4) Weak Aspects

VII. SERVICES OF THE SCHOOL

A. LIBRARY (A 43, 46-47, 53-56; H 194-195; I 263-266, 270; J 291-294, 297, 298; K 301-311)

1. Personnel and Services

2. Physical Facilities

3. Use of Library

4. Shop and Class Libraries

5. Number of Books and Periodicals

a) Lists of periodicals (A 55-56)

b) Average monthly circulation for past three months (A 56)

c) Number of books in library according to classification (e.g., social studies, philosophy, science, etc.) (A 56)

B. EXTRA-CURRICULAR ACTIVITIES (A 45-46, 47, 51-52; B 67-68; D 116, 119; L 312-320; Information to be procured from the Central Office, page 34, item 9 (g))

1. Activities

a) Kinds of activities, indicating the extent to which these activities are extra-curricular or co-curricular

2. Physical Facilities

B. 3. Student Participation

a) Number of students participating

b) Selection of students

4. Staff Participation

a) Staff selection and assignment

b) Adjustments to staff on assignments

5. Strong and Weak Aspects

6. Chart XXII, a list of names of all extra-curricular activities, showing number of students participating and the manner of their selection for each club

Chart XXII

Club	Number of Students	Manner of Selection

C. HEALTH PROGRAM (A 43-47; C 82, 88-91; D 117; G 159, 165-166; H 189; M 321-337)

1. Personnel

2. Physical Facilities

An appraisal of health program facilities in terms of facilities described in IIIG, page 374 or C 91, 92, or G 158, 159

3. Services

a) Appropriateness of service

b) Adequacy of service

4. Strong and Weak Aspects

B. CAFETERIAS, KITCHENS, AND DINING AREAS (A 45; N 338-347)

1. Personnel

2. Physical Facilities

An appraisal of the physical facilities of the cafeterias, kitchens, and dining areas in terms of the factors described under IIIF, page 374.

3. Adequacy and appropriateness of service

4. Strong and weak aspects

VIII. CONCLUSIONS AND RECOMMENDATIONS

FOREWORD

Metropolitan Vocational High School is one of the thirteen vocational high schools selected for intensive survey as a part of the Study of Vocational Education in New York City, undertaken jointly by the New York City Board of Education and the New York State Education Department. It was visited on January 16, 17, and 18, 1950 by a committee of observers who watched its program in action. The following report is a summary of their findings and observations.

The members of the visiting committees and areas for which they were responsible follow:

Chairman	John J. Seidel, Coordinator of Studies
Co-chairman	Walter B. Jones, Head of Department of Vocational Education, University of Pennsylvania, Philadelphia, Pennsylvania
Academic Subjects	Harvey M. Rice, State Teachers' College, Oswego, New York (Social Sciences) Harold C. Wells, Teachers' College, Columbia University, New York, New York (English)
Related Subjects	Burr D. Coe, Edison Technical and Industrial High School, Rochester, New York Charles Zinn, City Board of Education, Chester, Pennsylvania Hugh B. Templeton, Division of Secondary Education, State Education Department, Albany, New York Erwin Widmann, First Assistant, East New York Vocational High School, Wells Street and Fountain Avenue, Brooklyn 8, New York
Shop Subjects	Blanche Nechanicky, Bureau of Industrial Education, Albany, New York Edward N. Roden, State Education Department, Albany, New York John Henderson, Bureau of Industrial Education, State Education Department, Albany, New York Gilbert Weaver, Bureau of Industrial Teacher Training, New York, New York

Shop Subjects	Carl Liggio, Veterans Center, 500 Park Avenue, New York Louis People, First Assistant, Woodrow Wilson Vocational High School, 156-10 Baisley Boulevard, Jamaica 4, New York
Administration	Edmund H. Crane, Division of Research, State Education Department, Albany, New York Edward Berman, Assistant Superintendent of Schools, Bayonne, New Jersey
Supervision	Claude L. Kulp, Superintendent of Schools, Ithaca, New York
Program	Erwin Dingman, New York State Education Department, New York City Staff
Guidance	David Hartley, Division of Research, State Education Department, Albany, New York Mrs. Dorothy S. Day, Study of Vocational Education, New York City Schools
Professional Personnel	Erwin Dingman and Staff
Student Activities	Harry Spencer, Secondary Curriculum, State Education Department, Albany, New York
Library	Anna C. Kennedy, School Library Division, State Education Department, Albany, New York
Physical Education and Health	Helen A. Drake, Division of Health and Physical Education, State Education Department, Albany, New York
Dance	Helen A. Drake
Music	Mrs. Martin A. Schenck, Manhattan School of Music, 238 East 105 Street, New York, New York Grace Spofford, Henry Street Settlement, 265 Henry Street, New York, New York
Dramatic Arts	Johnna Roos, American National Theatre and Academy, New York, New York
Maratime Program	Albert C. Forter, Dean, Maritime College, Fort Schuyler, New York Hiram Candleman, Lieutenant Commander, Maritime College, Fort Schuyler, New York
Plant, Equipment, Supplies	Edmund H. Crane and Observers of "Shop Instruction"

Cafeterias, Kitchens, Dining Rooms	Thomas W. Dobbs, New York State Education Department, New York City Staff
Commercial Subjects	Joseph Gruber, First Assistant, Central Commercial High School, 214 East 42d Street, New York, New York

Metropolitan Vocational High School

What is now Metropolitan Vocational High School was established in 1918 as the East Side Continuation School, a unit of classrooms and a woodworking shop on the top floor of the elementary school (P. S. 7), located at Hester and Christie Streets. In thirty-two years of response to local needs, economic conditions, and the legislative measures of city, state, and nation, the school has grown away from resemblance to its parent organization.

Today Metropolitan Vocational High School consists of six buildings and a converted liberty ship. The main building, which houses the principal's office, is at Oliver, Oak, and James Streets. The nearest annex is four blocks away and the most remote annex, the School of Performing Arts, is four miles distant. The ship, S. S. John Brown, is docked at Pier 73 of the East River at 25th Street. The locations of the school's units and the nature of instruction in each are shown below.

Main Building (P. S. 114)	Oliver, Oak, and James Streets, (All shops except those on "John W. Brown", administration.)
Madison Building (P. S. 2)	Madison, Henry, and Pike Streets (All English, social studies, related mathematics and science classes--except Regents and college preparatory.)
"John W. Brown" (Liberty Ship)	Pier No. 4, East River, South and Broad Streets. (All 3d and 4th year maritime shop classes.)
Cherry Street Gymnasium (A public gymnasium and bathhouse)	Cherry and Oliver Streets. (All boys' health education classes.)

Rutgers Place Bathhouse and Gymnasium (A public gymnasium and swimming pool)	326 Rivington Street. (All swimming classes, compulsory for maritime boys.)
Western Union Messenger School (Western Union Building)	60 Hudson Street. (A central continuation school for all Western Union messengers in the city subject to the continuation school law.)
School of Performing Arts (P. S. 67) (Now being rehabilitated)	120 West 46th Street (Music, dance, drama, and a full program of academic and related subjects)

Metropolitan Vocational High School is a central school for maritime trades, performing arts, commercial photography, and barbering and beauty culture. It is also a neighborhood school for continuation pupils, for girls taking beauty culture, and for boys studying first and second term printing. The neighborhood features are held from an earlier date when the school was entirely a neighborhood institution.

All of the buildings are antiquated; all of them were originally constructed to serve purposes other than those of secondary vocational education. The main, Madison, and Performing Arts buildings were built as elementary schools. The other plants were, or still are, public recreational or business structures.

In these facilities the school provides three programs:

1. A full-time, four-year vocational high school program
2. A part-time continuation school program
3. A veterans' training program

The Full-time Vocational High School Program

Registration: The full-time vocational school program shows a register of 1994 students as of October 20, 1949. The areas of New

York City served by the full-time school are shown below according to approximate numbers of students attending the school from each of the five boroughs.

Borough	Number of Students	Percentage
Brooklyn	997	50%
Manhattan	499	25%
Bronx	259	13%
Queens	219	11%
Richmond	20	1%

Although the school is situated in Manhattan, approximately fifty per cent of the students come from Brooklyn. Several factors account for the large attendance of Brooklyn students:

(1) The population in lower Manhattan has fallen off in recent years

(2) The immediate neighborhood housing is currently being torn down and replaced with new apartment buildings

(3) The school is nearer to Brooklyn than to much of Manhattan

Curriculums: The full-time vocational high school program offers four curriculums as follows:

1. CRMD Vocational Curriculum
2. Undifferentiated Curriculum
3. Vocational Curriculum
4. Technical Curriculum

The CRMD Vocational Curriculum is for boys of retarded mental development and grants the 8th grade diploma. Programming is on a flexible basis and is determined by three homogeneous groupings and by guidance information. This curriculum shows a register of 150 boys for October 1949.

CRMD students completing work equivalent to 8B achievement as measured by standards tests are given an elementary school diploma. These students start their vocational work in a general shop and go to regular shop classes. A special remedial program in academic areas is provided. A few of these students enter regular high school work and a small number are eventually graduated from high school.

The Undifferentiated Curriculum is for girls of low ability. To this group such subjects as typing, social science, business arithmetic, English, beauty culture, and some science are given. Registration for October, 1949 was sixty girls. Most of these students were studying beauty culture.

Although all first and second term students are carried officially as exploratory students, Metropolitan Vocational High School offers no formal exploratory curriculum. As a central school for most of its larger courses, the school assumes that entering students are already interested in one of the four year courses offered. The first term students, however, are given a wide latitude for change of courses within the school or for transfer to other schools in accordance with interests, abilities, and the findings of the guidance department. During the months September, 1949 to early December, 1949, approximately two hundred students made such changes.

The Vocational Curriculum and the Technical Curriculum are similar except for the provision that students in the Technical Curriculum may take, in addition to their vocational work, prescribed academic subjects designed to prepare for the Regents' examinations and college entrance. A typical vocational course requires attendance at four

periods of shop and four periods of academic and related classes daily. Students in the Technical Curriculum receive training for work and for college entrance. The following courses of instruction are available in either curriculum:

(1) Maritime Course - In general, programming is on an alternating basis; students alternate from week to week between the main building and the ship during terms one and two and between the Madison Annex and the ship during terms three through eight. Academic and related subjects include English, mathematics, hygiene, trade drawing, social studies, physics, chemistry, physiography, and small business management. Specialized courses given within the maritime course are shown below.

a. Maritime Deck - eight terms aboard ship with try-outs in deck and engine. Subjects include: Marlinespike seamanship, elementary piloting and navigation, stowage of cargo, fire and boat drills, nomenclature.

b. Maritime Engine - terms one and three are spent in orientation courses in the main building. Terms two, four, five, six, seven, and eight are aboard ship with try-outs in deck and engine. Subjects include: Steam and internal combustion marine engines, elements of machine shop practice, marine pipe fitting, and marine electrical work.

c. Maritime Steward - eight terms aboard ship with tryouts in deck and engine. Subjects include: Preparation and serving of food, room service, care of passengers and crew's quarters.

d. Boat Building - eight terms of boat building in main building. Subjects include: Construction of boats, painting and finishing, blueprint reading, designing, and framing.

(2) Machine Shop - an "out" for boys learning too late that they are not interested in maritime trades.

(3) Accounting and Business - eight terms including: Keeping ship's business records, elementary bookkeeping, typewriting, maritime law.

(4) Electrical - eight terms including: Electrical installation, electrical maintenance and repairs, motors and generators, signal, lighting, and ship auxiliary system.

(5) Radio - three terms electrical installation, five terms of radio including: International radiotelegraph code; typing; motors, generators, batteries; receivers and transmitters; radio operating procedure; preparation for radiotelegraph commercial license. High school academic program required forthis course.

(6) Barbering - two terms barbering; four terms of beauty culture.

(7) Beauty Culture - one term barbering, seven terms beauty culture.

(8) Commercial Photography - eight terms including: color, murals, action, copying, printing, developing, still life, portraiture, retouching, enlarging, and studio management.

(9) Printing - given in terms one and two or terms three and four. Boys are then transferred to New York School of Printing.

(10) Performing Arts - three specialized courses are offered as listed:

(10) (Continued)

1. Music - 8 terms including: theory, history, orchestra, band, dance band, secondary instrument, and piano for non-pianists.
2. Dance - 8 terms including equivalent of 2 periods daily in modern dance or ballet technique and including: composition, notation, rhythmic analysis, history, dramatics, makeup, workshop, and tap dance.
3. Drama - 8 terms including equivalent of 1 period daily in chorus and dance and including: voice, techniques of acting, diction, interpretation, movement, and radio.

Continuation School

Continuation schools are located in both the Main Building and the Western Union Annex. There are 622 boys and girls in the Main Building and 286 boys in the Western Union Annex.

Boys registered in the Annex are employed by the Western Union. Attendance is optional with the students as far as the particular day of the week is concerned on which they attend classes. There is a high student turnover and most of those registered remain only a short time. While they are there, an attempt is made to teach them the qualities of good citizenship, but the program is irregular, ill-equipped, and short of tools. During the observation, some of the students were called back to their company jobs. The school appears to have no jurisdiction over the situation.

Good relationships exist between teachers and Western Union officials. Teachers do not appear to be licensed in the subjects they

are teaching. The continuation school is substandard in cleanliness, organization, and supplies. Truancy is heavy as students approach the age of seventeen.

Heat, light, the building, and the clerk are provided by Western Union.

Registrations

Registrations for October, 1949, in the full-time high school program are shown in descending order below. Registration in the part-time continuation school is shown as the last figure.

Metropolitan Vocational High School Register by Curriculums and Courses According to Term as of October 20, 1949

Curriculums and Courses	Term 1	2	3	4	5	6	7	8	Total
Marine Occupations			140	114	99	80	55	50	538
Exploratory	262	145							407
Commercial Photography			60	45	49	27	32	24	237
Drama			50	49	24	21	12	12	168
Vocational Music			55	30	22	21	13	12	153
CRMD	40	35	35	25	14				149
Dance			49	28	18	10			105
Electrical Installation			35	25	10	10	5	5	90
Beauty Culture			18	12	12	2	2		46
General Industrial			10	5	10				25
Academic				1	3	7	8	6	25
Accounting and Business				5	5	3	3	4	20
Barbering			12	3	2	2	2		21
Printing			5	5					10
	302	180	469	347	268	183	132	113	1994
Continuation School									1008
					GRAND TOTAL				3002

The small enrollment in term groups of the last six courses listed has made it necessary to combine term groups for shop instruction. The beauty culture, general industrial, and barbering courses are generally slanted to the slow learners.

Dropouts

A heavy dropout is suggested by the progressive decline of registration from the third through the eighth terms as indicated in the decreasing registration by term in most of the curriculums and courses. Between September and December 1949, 317 students left the school. Of these 317, approximately one third were from the third term.

It is probable that seventy-five per cent of those who enter the school drop out or leave school before graduation.

A rough indication of the extent of dropout can be seen in the term by term registration record of entering classes as these classes proceed from entrance to graduation. The following table shows the decrease in the registration of seven classes which entered and left Metropolitan Vocational High School between September, 1942 and September, 1945.

The table indicates a large dropout during the second terms for most of the seven classes. The third term (10th year), which includes entrants from the junior high schools may be regarded as a basic figure. Thus, the ratios indicate that in each class the percentages of students graduating ranged from twenty per cent to forty-five per cent of the students who were registered in the third term. The totals of all classes from September, 1942 to September, 1945 indicate overall graduation of only twenty-seven per cent of those

registered in the third term. The inference that the difference, seventy-three per cent, represents dropouts is not exact since the figures are affected by all changes in enrollment: transfers both in and out, discharges because of death, illness, court action, transfers upon reaching legal school-leaving age, transfers to other schools, etc. The probabilities are that dropouts are somewhere in the neighborhood of seventy-five per cent as indicated by estimates of the school guidance office.

Decrease in Enrollment for Seven Class Groups (1942-1945)

From Entrance to Graduation

Term	Classes Entering In							
	Sept. 1942	Feb. 1943	Sept. 1943	Feb. 1944	Sept. 1944	Feb. 1945	Sept. 1945	Total
1	572	458	541	423	404	419	265	3,082
2	230	292	357	299	376	212	189	1,955
3	480	388	526	394	571	327	381	3,067
4	331	385	287	417	365	297	260	2,342
5	230	168	195	190	233	224	222	1,462
6	175	112	195	162	201	174	178	1,197
7	84	109	153	130	157	146	130	909
8	96	106	111	107	144	93	163	820
Ratio of 8th to 3d term Group:	.20	.27	.21	.27	.25	.28	.45	.27

DISTRIBUTION OF PROFESSIONAL PERSONNEL BY FIELD OF PREPARATION*
(Including First Assistants)

SUBJECT AREAS	NUMBER OF PROFESSIONAL PERSONNEL ENGAGED					
	Main	Annex 116 Henry St.	SS John W.Brown	Performing Arts Annex	Western Union Annex	Total
ACADEMIC						
English	3	7		4		14
General Music		1				1
Health Ed.	2	2				4
Language		1		3		4
Soc. Studies	2	6		2		10
REL.TECHNICAL						
Drawing		2				2
Mathematics	2	5		2		9
Science	2	7		2		11
SHOP						
Barbering-Beauty Cult.	3					3
Com. Photog.	7					7
Elec. Radio	5					5
Maritime Tr.Boat Bldg.	3					3
Maritime Tr. Deck	1		5			6
Maritime Tr. Eng. & Mach. Shop	4		3			7
Printing	1					1
Maritime Tr. Stewards			1			1
Voc. Dance				5		5
Voc. Drama				5		5
Voc. Music				5		5
CONTINUATION SCHOOL						
Woodworking					1	1
Auto Mech.					1	1
GUIDANCE	4	2				6
HEALTH COUNSELLING	1	1				2
LIBRARY				1		1
					Total	125

* It should be noted that some teachers teach 1 or more classes outside their fields of preparation. Such departures from field are not shown in this distribution.

Philosophy

Guidance for the entire student is an integral part of the philosophy of the school. It is the school's purpose to help the student to adjust and develop all his faculties for successful social, personal, and occupational life. This philosophy has been expressed and elaborated by the principal, Dr. Franklin J. Keller, in numerous professional journals and, more recently, in his book, Principles of Vocational Education (1948)

An extension of the philosophy reveals the individual student as the center and the beginning of the vocational program. It conceives that the personal, social, and moral life of the individual is advanced by his interest in a vocation. Because of the great variety of abilities, interests, and potentialities of young people, the broad curricular offerings of the school seem justified in terms of the philosophy.

The school is essentially a guidance-centered vocational high school. This is quite clearly stated on page 3 of A Brief History of Metropolitan Vocational High School (1948): "The heart and soul of a school must necessarily lie in the guidance program. The curriculum must grow out of the world's demand for workers and citizens, and out of the interests, aptitudes, and capacities of the pupils." The application of this philosophy has developed into a large number of curriculums, courses and subjects intended to provide for students of all abilities. In its concept of building the program on guidance the school is, perhaps, unique."

Students

Like most vocational high schools in New York City, Metropolitan Vocational High School has shown a decreasing enrollment from 1942 to 1947, and an increasing enrollment since 1947. Registrations for the last eight years show this trend:

Full-time Students Registered at Metropolitan Vocational High School - October 31 - "Budget Day"

Year	Registration
1942	2,392
1943	2,009
1944	1,913
1945	1,753
1946	1,652
1947	1,555
1948	1,726
1949	1,902 *

* Registration September 30, 1949

Ability of Students

The school accepts a wide range of mental abilities and attempts through its inclusive program of guidance and range of curriculums and courses to help each student develop himself to the fullest of his capacity. The I. Q.'s of students cover an approximate range of from 59 to 160. The school does not exclude students because of I. Q. standing, but attempts to find a course of study which will suit the particular talents of each student. Students are accepted up to capacity of the school. The School of Performing Arts is an example of the

fact that I. Q. does not determine a student's acceptance by the school. I. Q.'s in the School of Performing Arts are as low as 65 and as high as 160. There appears to be a higher median I. Q. in the School of Performing Arts than in the main building. The median for all students in Performing Arts is approximately 118. The September 1949 entering class at the main building had a median I. Q. of 90.

The distribution of I. Q.'s of 282 students comprising the entering class in February 1949 indicates a median I. Q. of 95.2 for students entering from elementary schools and a median I. Q. of 97.1 for students entering from junior high schools. The breakdown of I. Q.'s for February 1949 is shown below:

I. Q.'s of Students Entering Metropolitan Vocational High School From Elementary and Junior High Schools, February, 1949

I. Q.	Number of Students
150 and Above	1
140-149	7
130-139	16
120-129	15
110-119	20
100-109	52
90- 99	65
80- 89	59
70- 79	29
60- 69	14
50- 59	4
	282

The distribution of students entering the CR&D group in February, 1949 is shown according to I. Q. as follows:

I. Q.	Number of Students
75	6
70-74	22
65-69	12
60-64	8
	48

Professional Personnel

All data on professional personnel were obtained from the professional staff of the school (through Pre-visitation Guide A and Observation Guide I)

Professional Personnel include the following:

Principal

Administrative Assistant

2 Heads of Annex or Annexes

3 First Assistants

7 Chairmen or Heads of Department

80 Regular Full-time Teachers

10 Half-time Dance Teachers

24 Permanent Substitutes

Teaching out of license. The degree to which teachers are teaching in their field of preparation is shown as follows:

Instructional Distribution of Personnel

Classification of Teachers	Area of Present Teaching Responsibility		
	Field for Which Best Prepared	Some Other Field	Total
Vocational	42	2	44
Academic	24	1	25
Health	7		7
Related	15	6	21

The discrepancy between the number of professional personnel assigned to the school and the number listed in the above chart is due to the administrative personnel whose responsibilities are not limited to a subject field and to unanswered questionnaires. The relationship between preparation and subject taught in cases where teaching was out of license is as follows:

Case	Subjects Taught	Field of Preparation
1 - Vocational	Social Studies	Printing
2 - "	Related Mathematics	Machine Shop Practice
3 - "	Civics	Commercial Photography
4 - Related	General Science	Chemistry
5 - "	Biology	Chemistry
6 - "	Physics	Biology
7 - "	Social Studies	Mathematics
8 - "	Vocational Physics	Chemistry
9 - Academic	English	Guidance

It is interesting to note that while three chemistry teachers are teaching out-of-license, the chemistry teacher in the school does not have a high school diploma, although he has had several years' post-high school credit.

Educational Background: The educational background of the teachers follows:

Years	Type of Teacher				
	Vocational	Academic	Health	Related	Total
Less Than High School	12	0	0	4	16
High School	16	1	0	1	18
College Degree	2	1	1	2	6
College Degree Plus	10	17	4	13	44
Master's Degree	4	5	2	1	12
Doctor's Degree	0	1	0	0	1

Of the thirty-four teachers who had no college degree more than half reported that they had post-high school education varying in amount from one to four years. One teacher who had no high school diploma has his Bachelor's and Master's degree with advanced credit toward his doctorate. It is possible that many teachers in the "college plus" category have advanced degrees but the credit hours and not the degrees were reported. In addition thirty-five vocational teachers and one related subject teacher indicated that they had completed the New York State Vocational Teachers course.

Teaching Experience: In the area of teaching experience, the school staff is as follows:

Years	Teaching Experience - Years				
	Vocational	Academic	Health	Related	Total
Less than 5	8	7	1	9	25
5 - 9	11	2	0	4	17
10 - 14	10	6	3	3	22
15 - 19	6	1	1	2	10
20 - 24	5	2	1	1	9
25 and over	3	7	0	3	13
No Response	1	0	1	0	2

Eight vocational teachers, seven academic, and two health teachers reported having had teaching experience outside of New York City, the time varying from two to nineteen years. Of the reporting teachers, sixty-seven per cent have had less than fifteen years' experience. This is perhaps attributed to the recent institution of the School of Performing Arts and the S. S. John W. Brown.

Experience in Business and Industry: Teachers have had wide experience in business and industry as indicated in the following chart:

Years	Work Experience				
	Vocational	Academic	Health	Related	Total
Less than 5	0	12	0	6	18
5 - 9	12	1	1	4	18
10 - 14	16	1	2	3	22
15 - 19	8	1	1	0	10
20 - 24	6	0	2	0	8
25 and over	2	0	0	0	2
No Related Experience	0	10	1	8	19

All of the vocational teachers reported industrial experience related to their fields of teaching, the approximate average length of experience being fourteen years. In the related subjects only sixty-two per cent of the teachers have had industrial experience while in the non-vocational subjects 68-1/2% reported business or industrial experience related to their fields of teaching.

Keeping Up-to-date: Professional personnel, including administrative and teaching personnel, reported a variety of activities in the last five years in keeping up-to-date in the educational field. A summary

of their reports, not classified as to subject, follows:

Membership in professional organizations	5
Reading	20
Professional Courses	26
In-service Alertness Courses	43
None	7

They also reported various activities for keeping in touch with technical developments in industrial fields.

Writing	3
Professional Organizations	5
Visiting Industry	5
Attendance at Lectures and Conferences	8
Reading	13
Courses	14
Work in Industry	39
None	14

Training for Guidance: A large proportion of the professional personnel reported special training for guidance work. Others reported experience in guidance. Metropolitan has four teachers with a special assignment in guidance, placement and follow-up, who spend from fifteen to forty periods per week in this field. The school also has a unique set-up in which each teacher spends one period per week on individual counselling of students in their sections. A summary of the professional personnel's reports of preparation for guidance follows:

Reading and Lectures	2
Experience	12

Professional or In-service Courses	60
None	27

The guidance department of Metropolitan Vocational High School consists of a well trained counsellor, two assistant counsellors, two attendance coordinators, two health counsellors, two disciplinarians, and a trained assistant who devotes half time to the testing program. The school lists only four of these persons as special guidance staff members. Three of these four persons teach a total of forty-five periods each week. Only the head counsellor gives full time to guidance. In addition to this central body, each homeroom teacher is an advisor to the students assigned to his homeroom. Seventy-one homeroom teachers are so engaged as advisors.

Students are assigned to home rooms on the basis of such factors as interests, personality, and ability. They remain with the same homeroom teacher throughout their stay in school. CRMD students are placed in special "trade try-out" classes.

The homeroom period lasts forty minutes each morning and is devoted to individual and group guidance and to such duties as attendance and handling of special communications. The infrequency of group conferences of advisors and counselors seems to account for the lack of some of the teachers in the homeroom guidance period. In order to insure time for the forty-minute homeroom period, all regular classroom periods have been reduced to forty minutes. Thus, each student has nine periods daily including homeroom. All homeroom teachers are expected to spend one period each week in individual guidance. Once each month a mimeographed set of homeroom guidance lessons is given to the homeroom

advisors by the guidance counsellor. These lessons serve as a basis for homeroom guidance.

Cumulative records of students are kept in the homeroom, are available to the teacher and the special counsellors, and are frequently used in connection with personal and vocational problems of the students. The student carries his own record to interviews.

The counsellor and his assistants handle such administrative matters as admission, discharges, attendance, truancy, and discipline. The attendance coordinator is in charge of a selected student group called the deck patrol. The patrol is given responsibility for the improvement and maintenance of community relations. The patrol was formed several years ago to resolve difficulties arising between students in the school and students in the immediate vicinity. The work of the patrol has been highly successful.

Testing and Pre-admission Practices: The testing program is carried on by a well trained psychometrician. Scores in reading and arithmetic are accepted for public school students coming from the lower grades. Other students are tested by the guidance office, usually in groups. The test grades are translated into percentiles and entered on cards under the letters I, R, A (Intelligence, Reading, and Arithmetic) for the help of teachers in thinking about the student and his problems.

Pre-admission guidance practices include: (1) letters to principals inviting elementary and junior high school students to visit the school on agreed dates, (2) Issuance of much printed and mimeographed material, (3) visiting days when potential students visit

buildings of special interest, (4) application cards completed by potential students, (5) acceptance forms, (6) group orientation, (7) mimeographed orientation materials issued to new students upon entrance, and (8) guidance interviews.

Placement and Follow-up: A follow-up of graduates is made each semester. Findings from the follow-up of graduates of the June and January classes of 1949 are shown in the tables below. Fifty-eight per cent of the June graduates and sixty-three per cent of the January graduates responded to the school's questionnaire.

Follow-up of Graduates of January 1949 Showing

Nature of Employment and Wages

Trade or Course	No. of Graduates	Grads. Ent. Trade Trained For: Number	Grads. Ent. Trade Trained For: Per Cent	Average Hourly Wage Graduates Employed in Rel. Occup. Utilizing Parts of Trade Trng.	Graduates Employed in Occup. Not Related to Trade	Cont. Training in Full-time School	Unemployed	Entered Armed Forces Immed. Following Graduation	Not Seeking Employment	Number Reporting	Unaccounted For
1	2	3	4	5	6	7	8	9	10	11	12	13
Beauty Culture	5					1						4
Com. Photog.	17	6	.35	.70		2			1			8
Dramatics	1							1				
Maritime Trade												
Boatbuilding	5	2	.40	.30		2						1
Deck	4						3*	1				
Drafting	1						1					
Electricity	5					1			1			1
Engine	14	4	.28	1.25	2	1		2				5
Radio	5				1	1	1	1	1			
Steward	1	1	100	1.10								
Voc. Music	14	2	.14	1.25		3	2					7

* 1 pupil is now enrolled in New York State Maritime Academy, 2 are taking additional courses for admission to the Maritime or Naval Academy

Follow-up of Graduates of June 1949 Showing Nature of Employment and Wages

Trade or Course	Number of Graduates	Grads. Entering Trade Trained For: Number	Grads. Entering Trade Trained For: Per Cent	Average Hourly Wage**	Graduates Employed in Rel. Occup. Utilizing Parts of Trade Training	Graduates Employed in Occupations Not Related to Trade	Cont. Training in Full-time School	Unemployed	Entered Armed Forces Immediately Following Graduation	Not Seeking Employment	Number Reporting	Unaccounted For
1	2	3	4	5	6	7	8	9	10	11	12	13
Academic	3										0	3
Beauty Culture	2					1		1				
Com. Photog.	17	2	12	.85		6		2			10	7
Dance	1	1	100	85*							1	
Drama	12	1	12	75*		1	7				9	3
Maritime Trade												
Boatbuilding	10	1	10	.90	2		2				5	5
Business	2					1	1				2	
Dock	9					3		1			4	5
Electrical	13	3	23	.90		2	1		1		7	6
Engine	25	5	20		4	2	3		1		15	10
Radio	6	1	6	.80	1	3			1		6	
Steward	2										0	2
Voc. Music	13	1	13	1.35		1	2	1	1		6	7
Totals	115	16	14		7	20	16	5	4		67	48

* Weeks

**Wage pay for pupils in maritime service (approximately $230 a month, plus maintenance) is not shown.

Of those graduates of June and January 1949 who responded (approximately 59% of the combined groups), the percentage of those employed in the trade for which trained ranged from a low of six per cent in radio to one hundred per cent in dancing and stewarding. These figures must be viewed with respect to total numbers graduating in a given

trade. In the one hundred per cent categories only one student was graduated in each category. Of 34 graduates in photography, eight students were placed in their trade. In boatbuilding, three of fifteen were placed in their trade. In engines, six of forty-two were so placed, etc.

While thirty-one students in the combined groups reported employment in their trade, another thirty-one students in the combined groups reported employment not related to training. Ten other students, however, reported employment in occupations related to their trade training.

Placements have recently not been high. In the Maritime Trades, students are perhaps too immature for immediate post-high school placement. The almost complete unionization of all labor, the stringent rules regarding admission to unions, the feeling that some unions have for accepting only relatives of members, and the raising of the minimum wage scale, are undoubtedly having an effect on placement, both at Metropolitan and other vocational schools.

Placement practices are decentralized to the extent that they are carried on through various agents. Individual teachers, supervisors, and the guidance counselor maintain contacts with industry which result in an undetermined number of placements. The cooperative program enables some of the students to start working before they leave school. This is particularly true for eighth term photography and boat building students, some of whom obtain jobs for two to three months of their final term through members of the school's advisory commissions. In such cases the reports of employers are considered as one of the criteria for graduation.

Speakers and demonstrators from industry are invited into the school to acquaint students with the realities of various kinds of employment. Working relations are maintained with the State Employment Service.

Some of the students in dance, music, and maritime trades obtain work experience after school. In some instances students may arrange to work part-time outside the school when such work can be substituted for shop instruction.

General Aspects: Space for guidance counselling is generous and insures privacy for interviews and individual counselling.

The decentralized advisory system and the mobility of guidance records are effective provisions for individual guidance.

Teachers and officials regularly engaged in other professional duties cannot carry on an adequate placement service. The school is badly in need of a full-time placement counselor.

Testing of students is carried on in a systematic manner.

Many of the classroom teachers appear to be sensitive to the guidance philosophy of the school and to the ways in which it is intended to serve the needs of the students.

The school does not carry on a periodic follow-up of drop-outs.

Health Counselling: It is an aim of the school to insure that all graduates are in the best possible health when leaving school. A full-time health counselor handles requests of students and homeroom teachers for health appointments. A school doctor and nurse are on duty one day each week. Physical examinations are given by the school doctor on request of students or parents. Otherwise students are referred to private doctors, to special clinics, or to agencies.

Organization and Administration

The administration and supervisory staff of the Metropolitan Vocational High School includes the principal and administrative assistant, two teachers in charge of annexes, the head guidance counsellor, a program chairman, three first assistants, nine department chairmen or department heads, and the attendance coordinator. The administrative staff is responsible to the principal of the school or to his administrative assistant.

The principal has recently set up a plan for reorganization of administrative and supervisory services calling for a much wider faculty participation and including approximately thirty-eight staff positions, many of them being part-time.

Philosophy and Practice. The school has a sound philosophy, and admission practices are in conformity with it. The school accepts all who wish to study the vocations for which it is equipped and who can benefit by the instruction. It makes no effort to attract only the higher intellects and it organizes curriculums within the trades to suit the needs of the students, these needs being based on the requirements of the trade, as well as the intellectual ability of the students. Because of this effort, the school has a three-level program, one for students likely to become semi-skilled, one for the average students, and a "technical" program for the intellectually better endowed.

The school does not follow the set pattern of most vocational schools in its course and curricular offerings, but has, rather, sought out vocational areas that are not being served by other schools. Hence, there are central school curriculums in maritime trades,

performing arts, and commercial photography. In addition, courses are offered in the trades usually served by most vocational schools.

Advisory Commissions. In addition to the city-wide advisory commission, the school has organized four functioning advisory committees:

Advisory Commission for the Performing Arts

Advisory Commission for the Maritime Trades

Advisory Commission for Commercial Photography

Advisory Commission for Barbering and Beauty Culture

The Advisory Committees help in the selection of teachers, where necessary (as in the Performing Arts), in the selection of students, in the development of curriculum materials, and eventually in the placement of the graduates.

Parents Association. The school has a very good functioning parents organization in the Performing Arts Annex and one, not nearly as active, in each of the other annexes.

Practice in Relation to Teachers. The morale of the faculty, in the main, is good. Due to an inspired principal, the first assistants, the administrative assistant, and the teachers all are working well together toward a common and well understood purpose.

The teacher turnover in the academic department is considered large. This is probably due to a desire on the part of many teachers to get into a general high school where the day is shorter and where the work is on an academic plane with which they are more familiar. This large turnover of teachers results in diffusion of effort in curriculum development and other phases of the program. It might be

advisable to study the possibility of a bonus for the vocational teachers as an inducement to an increased span of service.

The school faculty is functioning constantly in curriculum revision and is trying to meet the needs of a great range of mental abilities. These practices in curriculum revision are in marked contrast to the situation in some other schools, where the admission of low I. Q.'s appears to result in a lowered morale and a feeling of frustration on the part of the teachers.

Shop teachers are selected from the field after being recommended by trade and educational institutions. Alumni lists of Maritime Academy and other institutions are used. Eligibility lists of the Board of Education are also consulted and many teachers were recruited from these lists about fifteen years ago when the school assumed its present vocational role. Many of the shop teachers recruited from the field started to teach without ever having had a course in teaching. Necessary credits were acquired while on the job. They took a required ninty hours to be eligible for the first examination and obtained a permanent status when the requisite credits were earned. Most shop and related teachers entered the field in this way.

Teachers of non-vocational subjects were either taken from the Board of Education lists or began work as substitute teachers and obtained permanent status while on the job.

Method of Induction. All teachers are inducted by the first assistant or department head, who helps them with problems of method, courses of study, lesson plans, and materials as a part of his supervision of their work.

Practices With Relation to Student Admissions. Each sending school receives a booklet describing the courses offered in the school and including an application blank. In the School of Performing Arts, students are tested, interviewed by the faculty, and auditioned by members of the Advisory Committee. Only those recommended by the faculty are selected for the auditions. In the School of Performing Arts, about three hundred students are selected from an audition list of approximately one thousand applicants. For all courses, excepting those in performing arts, all applicants are admitted who qualify by previous education (graduation from 8th grade), until the school is filled to capacity. About one hundred and eighty places are reserved for CHAD groups. In the School of Performing Arts, the Advisory Committee auditions all students to qualify them for graduation.

Tests are being planned to help in the selection of students for admission to the photography course.

Requirements for Graduation. Passing in the fixed subjects is a requirement for promotion. A student must pass in all work to qualify for graduation. To graduate or qualify for graduation, every student must, in addition, (1) learn to swim, (2) complete the required First Aid Course, and (3) complete a project approved by the instructor. He must have no medical defects which the health service can correct. In grading students, attention is given to the effort of students, particularly with regard to the less capable.

Supervision by Central Board of Education Office. There appears to be insufficient supervision from the central office, as indicated by the lack of frequent visits and intimate personal contact that

all concerned would like to have. The central office makes no regular check of what is being done. The central office should be closer to the school and the actual instructional situation. Central office supervisory personnel do some work with the first assistants in curriculum development, but the results are very meagre.

Clerical Staff. The quality of clerical staff is claimed by the school to be below what it formerly was. The raising of the salary maximum to $3,300 for this group may improve the quality. Of the six clerical personnel, two are considered good. Others are willing but not too capable. Too few clerical helpers are assigned to do the necessary work efficiently.

In-service Teacher Improvement. The in-service teacher improvement program is carried on entirely by the first assistants with help of the administrative officers and is on an individual basis with each teacher.

Supervision

Supervision is carried on by the principal, first assistants, and department chairmen. Supervisory activities are carried on entirely by department heads located at the main building. Three types of regular supervisory meetings are held in the school.

Chairmen's Conference Meetings - These are held monthly by the principal, at which times problems of interest to all departments are discussed. The administrative and supervisory staff attend these meetings, which are usually held prior to the monthly faculty meeting. Representative items from the agenda of Chairmen's Conference meetings include:

Discussion of supervisory techniques

Tentative plan for orientation of new personnal

Discussion of urgent and critical problems in the School of Performing Arts

Lateness to classes

Student-teacher relationships

Departmental Meetings - These meetings are held by the department chairman on a monthly basis to consider matters of interest to the department and to make recommendations to the principal concerning each department. Departmental teachers attend these departmental meetings. Topics for discussion include:

Grading and promotion

Final examinations

Minimum essentials

Homeroom lessons

Report on new history requirements

Librarians' reports

Supplies for the Maritime Department

Basic principles of teaching related subjects

Status of curriculum projects

The CRMD program

Wide range of ability and intelligence of students

Teachers Meetings - These meetings are called by the principal on the first Monday of every month and are attended by the entire faculty. At these teachers' meetings, efforts are made to hear the problems of the teaching staff, as these concern matters of interest to the school at large.

In addition to information received at these conferences, teachers receive a considerable amount of printed and mimeographed information which is distributed to teachers and department chairmen on matters of school policy, practice, and problems.

Informal Conferences - Informal conferences are held to handle specific problem areas. These do not follow any regular schedule, but may last several weeks or several years. For example, a committee on grading and promotion has been in existence for two years and consists of approximately twelve teachers.

Classroom Supervision - First assistants and department chairmen conduct regular observations of classes in their departments. Post-observational conferences are held with teachers for discussion of the lesson. These conferences are followed by written reports which are submitted to the principal. A copy is retained in the supervisor's files. First assistants and department chairmen are given considerable freedom with respect to supervision of their teachers and are encouraged to develop programs which their departments feel are needed.

Within the school, each department develops its own supervisory program which is coordinated with the school supervisory program as a whole, as indicated in the minutes of chairmen's, faculty, and department conferences.

A well coordinated program of supervision for all buildings in the school is made difficult by the decentralization of the school itself. There is, however, a need for review, revision, and coordination of the present fragmentary supervisory programs. Some meetings of all teachers of the school and of the several departments might be devoted entirely to the professional improvement of teaching.

Although supervision is alert, and teachers participate in the solution of instructional problems, the extent of teacher preparation may be less than might be expected. Moreover, the role of the principal and supervisor and of the Board of Education Central Office could be more clearly defined than it is at present.

The school itself needs to examine its supervisory program and practices to determine the extent to which they are well coordinated and effective.

There is little evidence of coordination of the central supervisory policy with the program and philosophy of the school.

Curriculum Development. At the time of visitation, special curriculums and courses of instruction were in the process of being developed in areas peculiar to the School of Performing Arts and to the maritime trades. Instructional materials for slow learners were also being developed. Curriculum revision in Metropolitan Vocational High School appears similar to that observed in other schools, in that curriculum revision is largely within the jurisdiction of the supervisory staff. The extent to which curriculums are revised seems to rest largely within the judgment and interest of the individual first assistants and department chairmen. At Metropolitan Vocational High School, active advisory commissions exist for all of the trade areas taught. These advisory commissions are instrumental in determining standards for admission and in reviewing the course of study in advising the school concerning its improvement.

Plant, Equipment, Supplies

Findings of the visitation study as they apply to plant, equipment, and supplies are shown under various sections of this report.

The general statement may be made, however, that all building units are sub-standard with exception of the ship, which is one of the more recent additions to the school. Even the ship is in need of maintenance services. Equipment and supplies generally are far below what is required for a program which is clearly designed to meet the varying needs of youth.

The pioneering vision which has created Metropolitan Vocational High School has not been matched by funds appropriate to the housing, equipment, and supplies required by the program. Metropolitan Vocational High School needs to be housed in a new plant designed to provide adequately for the flexible and comprehensive kind of educational opportunity which the school offers to youth in New York City. It cannot be expected that students should pay the difference between what exists and what is needed.

Aside from the obvious need for a plant, the school is in poor condition as regards equipment and supplies in most areas of the curriculum as well as in the maintenance of its present plants. The school needs are not met by the present supplies allowance and equipment budget.

School of Performing Arts

The School of Performing Arts was organized in 1948 in Public School 67, at 120 W. 46th Street, in the midtown theatre section of Manhattan. The school plant is an antique elementary school building now being rehabilitated. Music, drama, and dance are taught as vocational fields. The school also houses a complete program of academic and related subjects. Most of the students plan to enter college.

Admission to the school is on the basis of ability and demonstrated talent. The entrance examination minimizes the value of the I. Q., but places much value on the demonstrated performance of students. Auditions are held in connection with candidates' applications for admission. The school has been written up in various newspapers and other publications, including Life Magazine. Applications have been received from persons living in several states of the nation.

Music

The administration appears to be most cooperative and effective. The course of study for music appeared to be adequate. The material for ensembles, such as orchestra and band, was good. As the school continues, it should develop string and piano ensembles, four and eight hand piano work, literature for two pianos, and practice in extensive sight reading.

Practice rooms were adequate, but not artistically stimulating. The ceiling is of sufficient height, but the rooms are in need of more soundproofing and improved lighting. Pianos are in very poor condition.

Students and teachers show great enthusiasm in the work that they are doing. The students are learning good work habits, as indicated in their orderly notebooks.

Students who plan to make a vocation of music must, above all, be accomplished in their major instrument. In this respect the curriculum seemed to be inadequate in providing too much time for general musical activity and not enough for student specialization on their respective major instruments. As soon as possible, adequate emphasis should be placed upon a major instrument and its use in professional

work. This is particularly true of students whose major instrument is piano.

It is important that the music department evaluate carefully each of its subjects over a three- to four-year period to determine those subject areas which are serving potential musicians most adequately.

Observers made the following notations:

(1) Students are learning the importance of good health and are developing sound health habits for life and work.

(2) Students are developing desirable social attitudes and relationships within the school.

(3) The aims of the course are understood by the students and the teachers.

(4) Teachers exemplify resourcefulness in developing and using new ideas and methods.

(5) Students are learning how to evaluate their own achievements and are building good attitudes toward a job well done.

(6) Teachers understand the varying backgrounds, abilities, and needs of individual students.

Drama

The aims of the course in drama are clearly stated and well understood by the entire staff. Classes are provided in apparently all the required skills. The plan of the work is intelligent and practical and should equip the students not only for the theatre, but for life in general.

There is an excellent rapport between the teachers and students. The team work of students is much in evidence and there is an excellent give-and-take, especially in regard to criticism. Although the department is made up of a good cross section of the student body, there appears to be a complete feeling of equality and common interest.

The students are well chosen and appear to be alert and eager above the average.

The instruction was of a high professional quality. The staff was excellent, with a vital and forward-looking attitude toward work and toward the students. Teachers seemed to understand the needs of the students and to know how to bring out the best that was in them for the amount of training they had had.

Classes were too large, space inadequate, and there were not enough teachers. It is unlikely that a serious class in acting can be conducted with a class size larger than twenty students. Acting is an individual skill, not a mass skill. It would be advisable to add more teachers from the professional fields and from the theatre. Speech, diction, and body movement are the performers' basic tools. More classes are needed in speech and diction in order to provide increased training for these subjects.

The committee believed that the drama department could compare favorably with any professional school for drama, provided additional teachers and additional teaching space, as recommended above, could be made available.

Dance

The course in dance is perhaps the only one of its kind in the country. The course has been developed almost solely through the cooperation of faculty and the City Dance Commission, which is composed of leading professional people in the dance field. The course includes ballet, modern dance, dance notation, composition, survey, history of dance, elements of music, piano, workshop, and tap.

The popularity of the course is evident in the ever-increasing number of applicants. Of two hundred who applied for admission last September (1949), forty were accepted. Initial screening is done by the faculty; final screening is done by the City Dance Commission. Although there have been transfers out of the school due to lack of progress, there are no drop-outs.

Teachers are competent, enthusiastic, and hard working, and are interested in each student's progress. Many of the teachers are part-time instructors who are professionally engaged in the dance. There is very good rapport between the students and the teachers. There is evidence of sociability and of understanding of common interests among the students. The planned course of study and the quality of instruction combine to give the students an excellent understanding of the dance and to give them a technical skill before graduation. The students are given adequate trade and technical knowledge and are frequently referred to situations resulting in employment. Students are aware that the dance requires good health and were apparently developing good health and safety habits.

The aims of the course are understood by teachers and by

students. The reality of the occupation that they are learning seems to give them a sense of responsibility for their own conduct in the school. Students are constructively critical of their own and of their fellow students' work and appear to have a sincere appreciation and respect for their fellow students and their abilities.

The combined shop work and dance, and the academic requirement for college entrance, results in a very strenuous program for the students.

There is a lack of professional pianists to accompany the instructors and students in their work. Music is very important to dance students and an experienced person is required to give them the music background they need.

The course of study is under constant review and revision in order to combine the vocational and academic work to meet the requirements of the Board of Education. The dance department has a full four-year course.

Physical facilities, which are now being used to capacity, will most probably be inadequate in the near future. A study is needed to determine whether or not existing facilities will serve the purposes of a four-year course of study.

The staff is working with members of the Board of Education in developing the curriculum. Currently, students are divided into six sections for shop work. Dancers progress at their own rate of speed, while instruction is currently meeting its objective.

Five teaching stations are available at the present time, thereby making possible the desirable breakdown of students into homogeneous groups. It is apparent that more teaching stations will be

required to meet the needs of this growing course of study.

Instructional Program

The following chart shows the distribution of recitation classes on October 31, 1949 for the instructional program at Metropolitan Vocational High School, including its annexes.

The average size of the classes for all subjects was 29.5. A comparative analysis of the average class size of all the twenty-six vocational schools shows that, Metropolitan is slightly below the general average of 29.9 with a standing of fifteenth in class size.

Subject	0-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-up	Average
Industrial	0	14	31	17	13	2	0	0		24.4
Commercial	0	0	1	0	2	2	0	0		32.4
Rel. Math	0	2	13	17	7	5	0	0		27.4
Rel. Sc.	0	2	5	16	14	9	1	3		31.0
Rel. Drawing & Art	0	0	0	1	3	1	0	0		32.2
Personality Training	0	1	2	2	4	1	0	0		26.8
Languages	0	1	4	8	2	4	0	1		29.2
English	1	3	13	13	19	10	4	1		29.7
Soc.Studies	0	3	7	16	14	5	3	6		29.3
Health Ed.	0	3	1	3	0	2	7	2	15	45.2
Music	0	4	1	2	0	0	1	0		21.5

Shop classes. As has been shown, shop classes are provided in three separate buildings. The main building accommodates shop and practice rooms for barbering and beauty culture, business, commercial

photography, electrical installation, radio, and printing. Most of the maritime shops are located aboard the S. S. John W. Brown. Students in the maritime trades alternate from week to week (or from term to term, according to course of study) between the main building and the ship. Practice rooms in the Performing Arts are located at the School of Performing Arts. Productive work is carried on to a major extent in boat building, barbering, and beauty culture. There are some phases of productive work in the Performing Arts through concerts, recitals, shows, etc. The School of Performing Arts gives regular public performances in music, dance, and drama.

Shop instruction indicates democracy in action. There is considerable student freedom and initiative with teacher leadership and guidance. Students have respect for one another. Individualized instruction is apparent in all shop areas and students progress at their own rates of speed. The low I. Q.'s, however, tend to bring down the level of training and morale, as do the inadequate facilities, equipment, materials, and supplies.

Radio and Electrical. The size of shop classes observed ranged from fourteen to thirty-one, with an approximate average of twenty-three students per shop. The course of study is well organized and the relations between students and teachers are good. Adequate safety instruction is given and there is considerable emphasis on the economic aspects of the trade, as well as upon the importance of general education. The radio shops provide approximately twenty student stations.

Shops, generally, are in need of paint, suitable work benches, supplies, storage space, washing facilities, and books. Many of the teachers and students purchase tools and supplies in order to carry on

the necessary projects in electricity and radio.

The advisory commission for electrical trades cooperates with the supervisory staff in preparation of courses of study. Supplies, however, are difficult to obtain and are secured only after considerable delay. This is apparent with respect to both standard and non-stock items.

The courses are well suited to actual practices in electrical and radio shop. The shops as they exist have been built up by the cooperative efforts of teachers, supervisors, and students.

Maritime Trade Shops. The maritime trades training on the ship is strong on the vocational side. The environment is unique and typical of maritime work stations. The students, teachers, and teacher-in-charge are enthusiastic about the training. The marine shops in the main building have inadequate space. In some instances shops are packed with machinery. In others, machinery is lacking. The general layout of the machinery in the shops creates an unsafe condition. Much of the machinery and equipment is obsolete and is, therefore, merely taking up space. The observers in the machine shop believe that eighty per cent of the students cannot profit by instruction in this area. The school, however, utilizes the machine shop as an "out" for some students who fail in the regular marine shops.

Again, as in the case of radio and electrical shops, the shops in the marine trades are ill equipped with supplies, tools, and machinery. The observers believed that the machine shop in the main building should be thinned out and that a machine shop should be set up aboard ship. The boat building shop is located on the second floor of the main building,

from which boats must be lowered by hoist.

There is some up-to-date machinery, but not enough to do the best job. Considerable production machinery is of little or no use to the instructional program and should be replaced by modern machines.

On Board Ship. Students and teachers understand the aims of the marine training they are getting. The practices employed are those found in commercial life. Students are learning how to accept responsibility and to conduct themselves well aboard ship. The students are being grounded in American heritage and understand their responsibilities in cooperative effort. The atmosphere and appearance of the ship is tidy and gives some evidence that students are acquainted with good health and safety rules. They are also aware of job opportunities. The good discipline maintained on ship results in the development of good work habits. Fine supervision of the staff and the maintenance of good standards of achievement exist on board ship.

Probably the strongest single factor in the marine trades curriculum is the authentic marine environment furnished by the ship, combined with the reality of actual experience in ship jobs. The enthusiasm and competency of the marine staff is outstanding, and is reflected in the quality of the classes on board.

The admission of a relatively unselected group of students for marine trades training makes it necessary to drop an appreciable number of them from the course as a result of their failure to profit by the training.

The space in the main building is inadequate and poorly used. This is particularly true in the boat building shop and in the marine engine shop. Both on board ship and in the main building, much of the

equipment is obsolete and inadequate. The observers advised scrapping of the obsolete machinery now in the marine engine shop and in the machine shop. Such equipment should be replaced with fewer but more modern machines. The amount of money provided for maintenance of the ship is entirely inadequate. The marine program is considered to be serving a much needed occupational area, but is extremely hampered by the deplorable equipment and supply situation which results from lack of an adequate budget to maintain the ship.

Barbering and Beauty Culture. The size of shop classes in barbering and beauty culture ranges from twenty to thirty students per shop with an average of twenty-eight students. Metropolitan Vocational High School is the only public school in New York City which offers barbering and beauty culture to boys. Many of the students registered in these classes are from lower ability groups. Students study and practice hair cutting, shaving, shampooing, massaging, manicuring, setting, waving, permanent waving, and hair styling. Courses are so designed that students may repeat inadequately learned sections of the course at any time. It is evident that the school has been at pains to fit these courses to the abilities of the student. The work learned is comparable to that practiced in industry.

Weakest aspects of the program in barbering and beauty culture lay in the lack of adequate safety and sanitary practices. Examples were observed where students were carrying scissors in their pockets, haphazardly sterilizing tools, and heating towels by wrapping them around the sterilizer. Here, again, there was a conspicuous shortage in supplies and equipment needed to carry on the best program.

Barbering and beauty culture equipment was obsolete, inadequate, and in disrepair. No permanent wave machine existed and there was very little portable equipment. There were few sinks, half of the hair dryers were broken, and approximately half of the students had nothing to do.

Photography. The size of shop classes in photography ranged from twenty to thirty-two students per class, with an approximate average of twenty-five students. The course in photography seems well adapted to meet the demands of commercial practice and teachers are qualified for their work. Here again supplies and materials are totally inadequate. There is a clear need for more satisfactory space, equipment, and supplies. In order to complete the course satisfactorily, each student is obliged to provide about fifty per cent of his own supplies. No student need furnish his own cameras, but each student must supply some of his own paper and chemicals. The observers noted that there were not enough supplies on hand for immediate use, to say nothing of providing for deterioration.

Printing. Printing is offered to students of the first and second or third and fourth terms, who then go to the New York School of Printing. The printing shop appears to be satisfactorily supplied. A multilith machine would be a fine addition for training operators from the CRMD group. The latest machine in the printing department is a 1942 model. Students bring their own tools. Materials are supplied by the persons for whom the jobs are done.

Summary of Shops. There seems to be little wrong with the instruction in the various shops that could not be made right with adequate equipment, supplies, tools, paint, and materials. The supplies are given out on basis of student population by the Bureau of Vocational

Activities. Some supplies seem hard to get. Lumber is in this category. Hence, lumber is scarce and boats are built on order. Students often contribute to buy photographic supplies. Some of the money earned from productive work is used to purchase supplies.

Academic Subjects

English Department

English is offered in all eight terms of the school and in all of the four-year curriculums.

The English Department is an alert one. Many of the courses have been revised within the last three years, and action is currently being taken for further revision. Recently a new syllabus in "Communication Arts" has been prepared which makes use of such materials as radio, movies, newspapers, and magazines. The department also provides field trips in conjunction with social studies and science. Such trips include inspections of buildings, housing developments, and local government offices and procedures.

An appraisal of courses of study is under way with committees set up to evaluate the English offerings. Courses of study were found to be organized at the course level rather than at the unit level. The present courses of study in English might be further improved by removing many of the "musts" in favor of a suitable range of optional units. There exists a lack of systematic organization in the English courses.

There is a uniformly consistent rapport of a most commendable nature between staff and pupils. There is an apparent inadequacy in the effectiveness of teaching by substitutes as compared with the work of regular English teachers. Students work independently and cooperatively in English classes. Teachers consider the abilities of the

students in appraising their work. Student courtesy, self-control, and cooperative attitude were of a high quality.

Three of the seven teachers at Madison Annex were substitutes. Classrooms at Madison were small and crowded. Desks were fastened to the floor, thereby inhibiting free group work. English classrooms at Performing Arts were larger and were furnished with moveable desk facilities.

The department of remedial speech is staffed by two teachers licensed in speech. The remedial reading class has only recently been organized. It would appear that remedial reading had been a neglected area in the school.

Madison Annex and The School of Performing Arts are in the process of developing libraries in their own buildings. At the time of visitation English students in terms 1, 3, 7, and 8 were making periodic visits to the main library.

Supervision from the Central City Office is infrequent. This Central Office Supervision is apparently limited to mimeograph material, the use of which is optional by the schools. Visits from teachers designated as supervisors are reported to be resented by first assistants and department chairmen who outrank the designated supervisors.

The English classrooms at Madison Annex are in critical need of physical improvement.

Social Studies. Social studies are required for all curriculums in accordance with the term schedule shown below.

Social Studies Required:	Terms In Which Offered							
	1	2	3	4	5	6	7	8
Civics	x							
World Geography		x						
World History			x or x or x (Total 2 terms)					
American History	(Total 2 terms)					x or x or x		
American Problems							x or x	
* Economics							x or x	

The department of social studies is alert, imaginative, and effective in the continuing improvement of the department.

The teachers are effectively organized to do their job and are well aware of their problems. Teachers are gearing their work to the abilities of the students.

There has been no social studies supervision by personnel from the central city office for the last two years. The department claims that the city supervisory staff consists of two teachers with apparently little experience. Their supervision is resented. At intervals, the city office sends suggestions for revising courses of study, such as the mimeographed "Social Studies Unit for Slow Learners."

The social studies department used the following means to adjust the courses of study to the students:

1. Segregation of Vocational-Industrial and Vocational-Technical classes

* Economics taken by technical curriculum students in place of American Problems.

2. Adjustment and adaptation of courses of study by individual teachers to fit the needs of fast and slow learners.
3. Departmental committee meetings to study student needs and adjust courses of study accordingly.

Within the last two years the social studies department has been doing the following things to improve the offerings of the department:

(1) The American Problems course has been added for non-technical students.

(2) Special reports have been made at monthly departmental meetings concerning problems, needs, and proposed ways of meeting them.

(3) Field trips and library lessons have been added to the departmental offerings.

(4) An evaluation committee has been set up to review courses of study and to recommend required changes.

(5) Professional articles have been discussed at the departmental meetings.

(6) A coordinator of social studies has been appointed to make library books and audio-visual aids more available.

In the classrooms it was observed that students were often gaining an appreciation of the problems of industrial and labor relations. Students were learning to respect the rights of others through classroom experiences involving the students as a whole. Teachers appeared to be effective in grounding students in the American

heritage and in understanding their democratic responsibility for good government. There was a conspicuous number of substitute and out of license teachers in the department.

A prevalence of the recitation method of teaching was observed. The physical conditions of the classrooms prevented the employment of a true social procedure in instruction. Rooms were crowded and desks were close together and fastened down.

Related Subjects

Related subjects are designed to accommodate students in the Vocational-Industrial and Vocational-Technical curriculums. A group of special related subjects are designed for remedial classes and for students requiring special help to bring them to grade level. Major groupings of related subjects and the terms in which they are given are shown according to curriculums below:

	Terms in Which Offered							
	1	2	3	4	5	6	7	8
Vocational-Industrial Curriculums								
Marine								
Subjects Required:								
Remedial Mathematics	x	x						
General Math and Related Math.			x	x			x	x
General Science & Applied Physics	x	x	x	x				
Drafting					x	x		
Applied Chemistry							x	x

	Terms in Which Offered							
Non-Marine	1	2	3	4	5	6	7	8
Subjects Required:								
Remedial Math. and General Math.	x	x	x	x				
General Science and applied Physics	x	x	x	x				
Drafting and Small Business					x	x	x	x
Applied Chemistry & Industrial Processes						x	x	x
Vocational-Technical Curriculums								
Algebra	x	x						
General Science	x	x						
Plane Geometry			x	x				
Physics			x	x				
Trigonometry					x			
Biology					x	x		
Intermediate Algebra						x		
Chemistry							x	x

In spite of the effort to group students according to interest and ability, the teaching in related subjects appears to fall short of meeting individual needs. Difficulties in adjusting related subjects to individuals and to groups would appear to arise from several factors: (1) related subjects must be spread over three separate buildings, (2) a large number of substitute teachers are assigned to related subjects, (3) the wide range of students abilities combined with their dispersion in four separate plants, (4) the emphasis which must be placed on administration in so large a school at the possible expense of real effort to make related subjects meaningful to all ability levels

in all curriculums and courses of study.

Observers noted that teachers were using New York Syllabi. They frequently employed visual aids in the way of wall charts and blackboard drawings. In a few cases teachers were making a sincere effort to adjust instruction to the ability of the students. It was also observed that only a few teachers seemed to understand the individual students. Very little reading material was available, with supplies and equipment meager. Many classrooms were barren and unattractive, and teachers seemed often uninterested in their work. No effort was made to relate instruction to the trade except in isolated instances, while students of similar ability were not grouped homogeneously according to class. There was little evidence of students learning to work cooperatively with others. There is a lack of true laboratories as well as a dearth of instructional materials.

In view of the lack of keen, alert, stimulating teachers, observers questioned the effectiveness of supervision in related subjects. Many teachers were using stereotyped procedures, seemed lacking in imagination, and were without adequate instructional material. Some of them had no course of study. While clearly effective work was being done with the low ability groups and with students preparing for Regents examinations, the instruction for students in between seemed less well adapted to their abilities.

The Committee believes that related instruction, though below desirable standards, was as good as could be expected in a school of this size which was extremely short of supplies, suitable classrooms, and laboratories, adequate supervision, and up-to-date plant and equipment. While such shortages would be enough to defeat a program

inclined to a selected level of students, it constitutes an almost impossible problem for a school such as Metropolitan Vocational High School, which believes it is obligated as a public school to accept children of all abilities who wish to come to school.

Library

Metropolitan Vocational High School has one library in the main building. The School of Performing Arts is starting its own library. The S. S. John W. Brown is supplied with a small number of books and magazines pertinent to the shop instruction carried on for maritime trades. The library in the main building is large, well lighted, and suited to the practical use of students. Seating space is provided for 85 students.

The library contains 5600 volumes and is open from the beginning of school each day until one-half hour after school hours. Monthly circulation reports for October, November, and December of 1949 are as follows:

Month	Fiction	Non-Fiction	Total
October	87	325	412
November	98	358	456
December	94	329	423
			1291

The library makes available to teachers and students an extensive collection of current periodicals, including the following:

Trade Technical Magazines

American Hairdresser
American Photography
Beauty Culture
Musician
Nautical Gazette
Operating Engineer

Dance	Plays: The Drama Magazine
Educational Music Magazine	Popular Photography
Etude	Q S T
Marine Engineering	Radio Electronics
The Mast	Radio and Television News
Metronome	Rudder
Musical America	Theatre Arts
Musical Courier	U. S. Camera
Musical Quarterly	Yachting

Newspapers

New York Times	Seafarers Log
Christian Science Monitor	The Pilot (Contributed by NMY)

Popular Magazines

Athletic Journal	National Geographic
Baseball	Popular Mechanics
Consumer's Reports	Popular Science
Cue	Public Affairs Pamphlets
Flying	Reader's Digest
Foreign Policy Reports	Recreation
Glamour	Scholastic
Hygeia	Seventeen
Life	Story
Mademoiselle	Time

One well trained librarian is in charge of the library. Her duties include the supervision of the library, requisitioning of books, distribution of books, instruction in library procedures, and the publication

of book lists to teachers. Forty-one classes were scheduled for library visits or library instruction between October, 1949 and mid-January of 1950. The designation of these classes is as follows: 15 English classes, 5 Civics classes, 21 CRMD classes. Altogether this school has 33 English classes and 27 Social Studies classes in the Madison Annex alone. Of the CRMD group shown, one group had 10 library periods during this time. The library seems to be a resting place or point of transfer for students who are late for school, who are rejected from shops, or who haven't proper shoes for work in the gymnasium. Continuation school students often remain at the library for long periods without assignment. The library is in constant use, but does not seem to serve a sufficient number of students at regular intervals. The total figure of 1291 books circulated in the three months shown would suggest an average of approximately one out of every five students had withdrawn a book within the first three months of school.

The book collection is classified very largely by the Dewey Decimal System of classification. The shelf list in the card catalogue was found to be incomplete and inaccurate. The book collection was probably quite good ten to fifteen years ago, but is inadequate today in that it lacks material important for curricular reference for general reading. There is an acute shortage of simple materials for slow readers.

Large legible labels marked important groups of books, such as the biography section, etc. Book jackets advertise recently acquired books. There are few exhibits and there is little exhibit space.

Nevertheless, some books are set up for display to interest readers. The loss of books is high, which may be partly due to the lack of clerical help. The use of student assistance was found to be unsuitable in the past.

There is no library in the Madison Annex.

Funds for materials and books are inadequate. For the year 1949 to 1950 only $650.00 was allotted to the school for library materials. Of this amount, fifty per cent was needed to start the library at the School of Performing Arts. The Performing Arts library, however, has an approved budget allowance of $3,500 for the establishment of a library in 1951.

The library in the main building is in need of a charging desk, vertical files, more exhibit space and resources, a work room, storage space, and more display devices to create interest. At the Madison Annex a library room should be furnished and equipped for servicing the students in the Madison Building.

Physical Education and Health

Boys' Program. There is little in the way of an intra-mural program of physical activities. Approximately one hundred boys participate in inter-school athletic programs. Competitive sports are provided for on an inter-shop basis and carried out mainly during physical education class time. Students participate in the physical education activities in accordance with their abilities to do so. The program is modified to allow students to participate within the limits of their desires.

There is a lack of consistency in teacher understanding of the

health needs for students, but there is a good working relationship between physical education teachers and the health services office. The health service personnel attempts to build up the awareness of teachers to the health needs of students. This effort, however sincere, falls short of success with some of the teachers. Cooperative relationship exists between health personnel and local health clinics. The boys are interested in health and are authorized to see the health counsellor without referral.

The school is in need of a minimum requirement in hygiene for all students. The health service can be much improved by the employment of a dental hygienist and by the addition of a room for audiometer testing. A very large number of test results are invalid because of noise interference. Administration of the health program is difficult due to the distribution of the student population in several annexes.

A good student-teacher relationship in physical education is apparent. This may result somewhat from the high retention status from the physical education department; three members of the staff are in their twelfth year with the school. The Metropolitan Vocational High School requires swimming as a qualification for graduation. The scheduling of physical education classes is on a double-period basis. There is evidence that students are learning good sportsmanship.

Metropolitan Vocational High School is in need of an additional physical education staff to provide more time for physical education work with girls. The school lacks outdoor playground facilities and is short on lockers and storage space. At present the school depends on playgrounds of the City Parks Department, which limits the hours for

school use of these facilities to the period extending from 9:00 A. M. until 3:00 P. M.

Girls' Program. A full program of physical education is not provided for girls because of lack of space and staff. The health counselling and health service department, however, are quite effective in helping the girls understand and solve their own health problems. While the health service and health counselling departments are aware of the needs of the girls, some of the teachers do not seem particularly interested. These services operate with handicaps in the area of supplies and equipment. The infirmary is in need of cots. First aid kits should be made available in shops and classrooms. The supplies for the medical suite seem to be sufficient.

Soap and paper are absent from both boys' and girls' lavatories.

Extra Curricular Activities

The student activity program at Matropolitan Vocational High School is not large. Out of nearly 2,000 students registered in the school, only 198 (approximately 8%) participate in regularly constituted extra-curricular activities. The registration of students in these activities, together with the day and time of meetings, is shown below:

Student Service Schedule

Extra Curricular Activity	Number of Students	Time of Meeting
Varsity Basketball	19	M.T.W.Th. 3:00-6:00
Manhattan G. O. Council	4	2d T. Each Mo.3:-5:00
Newman Club	40	Friday at 3:15
Varsity Swimming	35	Out of Season in Winter
Cross Country Team	10	M.W.F.-3:00-4:30
Bowling Team	10	Wed. 3:15
Indoor Track Team	30	M.T.W.Th. 3:00-5:00
City-wide Discussion Group	15	Once a Month, Irregular
School Newspaper	15	Daily
Baseball Team	20	Daily 3:00-4:30
	198	

Students are encouraged to participate in extra-curricular activities and weekly announcements are read to the students concerning such activities. Over 90 per cent of the students use transportation facilities to reach home or to go to work after school. A substantial percentage of both students and teachers are employed part-time after school hours. These, combined with the decentralization of the school, tend to minimize the extent of the extra curricular activities.

General organization funds for September 1948 through June 1949 showed cash receipts of $2,057.88 and expenditures of $1,719.70, leaving a balance of $338.18. The nature of these receipts and expenditures is shown below: (See page 447, following)

As suggested by the items shown under "Receipts" and "Expenditures" on page 447, the school carries on the usual activities of a New York City vocational high school, such as year book, General Organization, newspaper, athletic teams, assembly programs, and service squads.

Some of the shortcomings of a small participation in extra curricular activities are compensated for by an alert homeroom program in which students discuss their problems and suggest ways for solving them.

In the School of Performing Arts regular programs are offered to the public. Among these are plays, orchestra, band and choral concerts, and dance recitals.

A unified program of student activities is handicapped by the decentralized nature of the school.

G. O. Receipts and Expenditures

September 1948 - June 1949

CASH RECEIPTS

DUES		
Main Building and Annexes	$ 695.00	
Performing Arts	252.00	
Totals		$947.00
Contributions (G. O. Movies)	$ 38.14	
G. O. Dance	509.50	
Basketball	401.02	
Baseball	105.45	
Spotlight Performing Arts Newspaper	54.77	
Miscellaneous (lost baseball shirt)	2.00	
Totals		$2057.88

EXPENDITURES

Athletics (basketball, track, etc.)	$ 703.29	
Administration: auditor, buttons, movies, etc.	307.73	
Performing Arts, Loud Speaker System	32.75	
Spotlight Performing Arts Newspaper	104.10	
Dance	242.97	
Clubs	63.90	
Baseball	264.96	
Totals		$1719.70
Balance		$ 338.18

Conclusions

The Metropolitan Vocational High School has implemented its philosophy of education through curriculums and courses designed to provide educational experience for a wide range of individual potentialities and interests. It is a comprehensive high school in the respect that a student may arrange his program to prepare himself for work, for higher education, or for both.

The school is unique in two main respects: (1) It is a guidance-centered school attempting through an extensive schedule of guidance activities to adjust the student to the courses and the courses to the student, and (2) the school has pioneered in the provision of needed vocational courses not usually offered elsewhere in the public high schools of the city, such as barbering, commercial photography, marine trades, and performing arts (dance, music, drama). The School of Performing Arts is, perhaps, the only public school of its kind in the United States.

The staff is professionally competent and often excellent. Some of the teachers are, nevertheless, slow to understand the importance of the guidance point of view which is central to the school's aims and objectives.

The great majority of the 1994 students seem to be developing in social, personal, and vocational competence. With one exception, drop-outs in all departments of the school are high. In performing arts, where admission is based on demonstrated talent, little or no drop-out occurs.

The administration of the school is realistic, imaginative, and progressive, and has built a large and flexible program offering in spite of inadequate financial backing, obsolete plants, and insufficient supplies and equipment. Administrative work is made difficult by the wide geographical dispersion of the school buildings. This same dispersion helps to weaken the effectiveness of the supervisory program.

Student participation in extra-curricular activities is not large, probably because of the distances between home and school and between one school plant and another. The General Organization and Student Council appear to function actively in the school program.

The school maintains active advisory committees to cover all of its vocational fields. There are three special commissions (maritime, performing arts, and commercial photography), and one general Advisory Commission. There is an active parents' association in the School of Performing Arts.

Most obvious physical needs of the school are a new plant to house its extensive curricular programs and supplies and equipment necessary to their proper conduct. Paint is badly needed; toilet and washroom facilities are ill supplied; laboratory and shop supplies are short of requirements; much of the shop equipment is obsolete; cafeteria facilities are totally insufficient; and the ship in particular is in great need of funds for suitable maintenance.

The most encouraging observations which could be made were relative to the functioning programs which are operating in such an effective manner in spite of the many deficiencies in the physical facilities and the materials of instruction. The question to be raised is not the cost of the present instructional program, but how much longer New York City can continue to make the existing expenditures for instruction when the universal lack of physical facilities continue to negate the total desirable educational outcomes of the school.

SPECIFIC RECOMMENDATIONS

I - PLANT, EQUIPMENT, AND SUPPLIES

A - Immediate steps should be taken to develop plans for a new plant with modern equipment so that all of the administrative units (there are seven of them) will be located adjacent to each other or under one roof. It is understood, of course, that a part of the maritime course will have to be continued on the ship which is docked in the East River. Several of the existing buildings should be abandoned. The main building, in which the administrative unit is now housed, could be reconditioned and serve as an elementary school for the fast growing school population of the lower East Side housing developments. Bringing all of the administrative units within close proximity of each other would result in an effective program of administration and supervision.

In planning the new building, the offices for the principal and his staff should be readily accessible to the public. (The present location of the principal's office is on the fourth floor, rear, of a four-story "walk-up" building.)

B - There should be an increase in the per capita appropriation for supplies to approximately $15.00 per pupil. The present practice of having students purchase their own materials of instruction and supplies should be discontinued.

II - GUIDANCE PRACTICES

A - Admission to the several courses of the school should be based on a more scientific guidance procedure. An inventory of the

II - A - (Continued)

applicant's interests, aptitudes, and abilities should be developed and studied, so that this profile could be matched with the known requirements of the occupation for which the course is being offered.

B - A long-term study should be initiated and developed as soon as possible so that certain minimum pre-requisites for job competency may be established. By keeping a record of the inventory for entering students and making a continuous study of these students as they progress through the school and obtain employment, it would bring about an adjustment in the initial pre-requisites for entrance. As a result of a continuous study over a period of five to seven years, more scientific guidance may be offered.

C - The present practice of having advisors continue with the same group throughout the four years should be studied and evaluated with controlled groups, where advisors change each year.

D - Immediate steps should be taken to organize a functioning program of follow-up, not only of graduates but school-leavers, as well. Terminal interviews should be obtained. Reports from school-leavers should be secured each six months if possible.

III - PROFESSIONAL PERSONNEL

A - The practice of employing approximately 25% of the staff on a temporary substitute basis each September should be

III - (Continued)

A - discontinued as soon as possible. The purpose of employing so many temporary substitutes is caused by the large drop-out and the reluctance of the Board of Education to maintain the school staff to the decreased enrollment during the year. There is evidence to show that a considerable saving in budgetary expenditure is brought about by employing temporary substitutes. While the employment of temporary substitutes decreases the budget, the loss in educational services to the youth in the school far exceeds any such savings. This type of cost element should not play a very important part in the operation of the school program.

B - The principal and his immediate assistant should participate in the selection and assignment of teachers to his staff.

C - There should be three assistant principals on the staff, one to be responsible for each of the following areas: (1) administration, (2) supervision and curricula development, (3) student personnel services, guidance, health, curriculum development, follow-up, and in-school adjustment.

D - The staff should receive an adjustment in salary to compensate for the longer school day, in order that the teachers assigned to the vocational high school will remain, rather than ask for immediate transfer to academic high schools with a shorter school day.

IV - ADMINISTRATION AND SUPERVISION

Because of the fact that the school is housed in seven administrative units that are widely separated, it is imperative that better

IV - (Continued)

coordination be obtained and that the administration be strengthened immediately.

A - Three assistant principals should be appointed to coordinate the program as a whole: one for administration; one for supervision and curriculum development, and one for student services, such as guidance, extra curricular activities, student personnel, follow-up, and health service. The Assistant Principal for Administration should also have charge of the evening school program.

B - The administrative staff and principal should be more accessible to the public. (The principal and assistants' offices are now located on the fourth floor, rear, of a "walk-up".)

C - The program as a whole, as offered in the school, should be reviewed and treated as an administrative unit which is a part of the complete city school system. New courses should be added only after studying the proposal from a city-wide basis and its part in the complete city program.

D - There should be a continuous regular professional improvement program of meetings for the entire staff. Agenda should be made and minutes of all meetings duplicated and distributed to all the members of the staff.

E - The program should have administrative balance. Each phase of the program should have an equal share of administrative support.

IV - (Continued)

F - Present practices of administrative review and supervision should be studied carefully so that existing evidences of administrative laxness will be eliminated.

V - PROGRAM

A - The continuation school program should be made more effective. Irregular attendance in the Western Union group should be eliminated at once. Attendance among the continuation students should be regular and specific schedules should be maintained for each pupil.

B - A decision should be made relative to the future purpose of the school. Is it to be a vocational high school or a comprehensive high school? The present trend is leading to a comprehensive high school. If the youth are to be served in the areas of vocational education, then all of the courses should enroll a selected group of students.

C - When a program of selection of students is in effect, educational services with a general industrial objective should be organized to enroll those students who are not admitted to the regular vocational courses of the school.

D - The continuation school program should be given specific attention so that improvements may be made. If, after a two-year period of sincere effort in this direction, the program does not improve, it should be abandoned.

SECTION IV

STUDYING THE VOCATIONAL INDUSTRIAL EDUCATION PROGRAMS IN A LARGE METROPOLITAN SCHOOL SYSTEM

Techniques and Instruments To Be Used

The same techniques and the same instruments as outlined in Sections II and III of this document may be used in studying a program of vocational industrial education in a large city school system which has several or more vocational high schools, or where vocational industrial education programs are offered in a series of comprehensive high schools.

In developing the plans for making a study for vocational industrial education in a large city system, it would be very desirable to follow the sequence as outlined below:

Committees To Be Appointed

There should be two committees appointed:(1) a Planning Committee, which consists of professional personnel, probably ten members: four members representing the city school system, four members representing the vocational education study staff, and two members representing the Division of Vocational Education of the State Department of Education.

The second Committee should be a Citizens Committee, composed of lay personnel, with the following representation: four outstanding leaders representing employers, four outstanding leaders representing labor, and three outstanding civic leaders representing the public.

The Planning Committee would approve plans for conducting the Study, explore possibilities for further study, and coordinate the findings with the school system as a whole in order that the vocational education

program may continue to be an integral part of the city school system.

The Citizens Committee should review all the plans and findings of the Study and act in an advisory capacity both as to the procedures and techniques to be followed, as well as the Proposals and Recommendations to be made.

In any city-wide study consisting of several schools, there should be two continuing parallel approaches to the Proposals and Recommendations. One approach would be to use the techniques and observation guides for each individual school to be studied and, paralleling this committee study of each individual school, there should be committees appointed to make city-wide studies of such phases of the program as administration and supervision, pupil personnel services, costs, adult education, placement, and follow-up.

After the city-wide studies have been completed and recommendations have been made by the several committees, such recommendations should be compared with those data gathered from the individual school reports. Combining those data gathered from the two sources, the over-all Proposals could be written concerning the city-wide program as a whole. If there is a wide disagreement between the findings of the individual school reports and the city-wide committee reports, then the elements which cannot be reconciled should receive specific attention by being studied by a special committee appointed for that purpose.

Groups To Review the Tentative Proposals and Recommendations

A tentative report on the several phases of the program as outlined in the original study should be prepared, including the Proposals

and Recommendations. This city-wide report, in tentative form, should be submitted to the following groups for their review and suggestions before the final document is prepared:

1. The Planning Committee
2. The Citizens Committee
3. The Division of Vocational Education of the Central Office
4. The Principals of the Vocational High Schools
5. The Superintendent and His Staff

After the necessary revisions have been made, the final report should be written and the Proposals should then become Recommendations and be submitted to the Superintendent and his Board of Education as a report of the Study.

Proposals as a Result of Studying a Large Metropolitan System which had 26 Vocational High Schools Housed in 52 Different Buildings

These Proposals are as follows:

PROPOSAL NO. 1

Guidance services should be available to all youth at all levels of the school system, so that they may make the best possible personal, social, educational, and vocational adjustment.

Each year approximately 80,000 students enter New York City high schools. Of these, about 16,000 enter vocational high schools. If the New York City Board of Education is to offer these 16,000 students a sound program of vocational education, then a comprehensive plan for the scientific guidance of pupils interested in vocational education must be developed. The present program of guidance is offering effective service within the limits of its resources. It should be much augmented, with trained personnel given ample time and facilities to carry out effectively their part in the provision of a complete program of vocational education, which involves three major steps: guidance; education and training; placement and follow-up. It is realized that a fully effective program cannot be developed within a year or two, but it is reasonable to expect that functioning program will be in operation within five years.

The purpose of the expanded program would be to assist the youth to make an intelligent choice of employment and of the type of training necessary for entry into that employment. It would also assist the schools in placing the students into types of training programs, as

technical, skilled trade, or routine-repetitive occupational programs, in which, by his demonstrated interests and aptitudes, he shows reasonable liklihood of success. The matter of "choice" revolves about two main factors: first, the available opportunities for employment and the requirements for such employment; and second, the individual's assets -- his interests, abilities, and aptitudes -- which must be matched with employment need.

The operation of the program would make it imperative that guidance begin in the elementary school by organizing a "packet of information" concerning each pupil, which would show his progress in school, his interests, his abilities, and any other information which would assist the teacher and the counselor. It would provide a planned program of psychological testing at all levels of the school system, including verbal and nonverbal intelligence, achievement, aptitude, and diagnostic testing, and interest analysis. Throughout the early years, but especially in the seventh, eighth, and ninth years, it would include information about the world of work and the work carried on, with information about occupations, their nature, and the aptitudes and skills required for success in them. Throughout the seventh, eighth, and ninth years, also, there would be opportunity for exploration in a wide variety of activities, so that the student is enabled to define his interests more clearly and evaluate his skills and abilities. Guidance in the later years would focus on the adjustment of the student in the course of his selection, and on his placement and adjustment in satisfying employment.

The development of an effective program must recognize the

vital role of the classroom teacher in the counseling function. An adequate staff of trained guidance personnel would be provided, however, to coordinate the activities of the classroom teachers, to aid them in gathering guidance materials, to train them in guidance methods, and to supplement them in direct guidance activities.

Guidance would be student centered -- its primary goal that of directing the student into fields of training and eventually into employment where he can succeed and gain satisfaction. The knowledge of students, their interests and abilities, and the knowledge of employment conditions and requirements, however, also provide a rich source of information for the determination of educational needs and desirable extensions and adaptation of course materials.

PROPOSAL NO. 2

Courses in vocational education should be offered in the student's educational program during those years just prior to employment.

The socio-economic and technological changes which are so rapidly taking place in industry and commerce make this proposal of vital importance at the present time. The increase in the minimum wage (75¢ per hour), the raising of the minimum age for initial employment, and the almost universal desire of employers for having more mature youth for junior employment show a trend that must be recognized by those individuals responsible for the further development of the vocational education program.

There are four factors which must be taken into consideration in determining the grade level at which vocational education should begin:

1. The minimum age for employment in the occupational field for which trained.
2. The length of time needed for the development of the skills necessary for the chosen employment.
3. The level of maturity required of the student for learning the necessary skills.
4. The length of time during which students are likely to be available for instruction. There are many students who, because of lack of interest in formal education, economic necessity, or other reason, plan to leave and many students who are over-age and retarded in their studies who are likely to leave school before graduation. The practical aspect of the situation requires that they be provided with appropriate training programs while they are still where the school can do something for them.

Therefore, for the present, it is proposed that no vocational courses intended to develop high level skills be offered in the public schools of New York City below the tenth year. Some skilled occupations may not require three years of training. These should be started later, the general intent being that training for highly skilled occupations should end with graduation. As far as possible, the courses should be so organized that the highest level of skill is developed just before graduation.

For those students who are likely to drop out of school, or whose interest lies in the routine-repetitive occupations, shorter courses should be organized, ending in two years, one year, or even a shorter

time. It might be advisable to grant entry to these courses to over-age and retarded students in the ninth year or even earlier. Such courses should be so designed, however, that the student, if he wishes, can remain in school to graduation without loss or waste of time.

PROPOSAL NO. 3

A more broadly conceived exploratory program should be organized as an integral part of the seventh, eighth, and ninth grades in all schools.

Essential elements in this proposal are:

1. Moving as rapidly as possible in the reorganization of grades seven, eight, and nine to give every pupil the advantages of a junior high school program as contemplated in the long-range state plan recently adopted by the State Department of Education and approved by the Board of Regents for all school systems in the state.
2. In the junior high schools providing the opportunity for a broad exploratory shop program that will enable the student to define his interests, discover and appraise his aptitudes, and try his hand at different kinds of work.
3. For such time as it may be necessary to retain the ninth grade in the senior high schools, academic and vocational, to provide there a year of exploratory work comparable to that provided in the ninth year of a functioning junior high school.
4. In general, exploratory work should be completed at the end of the ninth year. This does not preclude instruction in the tenth year in more than one area of a family of trade occupations, with concentration on one area of the family in the last

two years.

PROPOSAL NO. 4

It is proposed that certain changes be made in the recruitment, assignment, and improvement of professional personnel.

1. Recruitment

The large number of out-of-license teachers in the vocational high schools demands attention. This is particularly true in the field of the related technical subjects, where there are difficulties in recruiting competent personnel. These difficulties are largely related to the beginning salary for teachers. It is recommended that the Fact Finding Committee appointed by the Board of Education to study teachers' salaries take into consideration the special problems that must be faced in recruiting competent vocational teachers, with attention to:

a. A comparison of beginning teachers' salaries with the wages paid in industry to people meeting the minimum qualifications for teaching in the vocational schools -- that is, five years of journeyman experience for trade teachers, and college graduation in engineering plus three years of experience in industry for teachers.

b. The possibility of adjustment of the beginning salary for experience in industry beyond the minimum required for licensing.

c. The longer school day in the vocational schools as a factor in recruiting and maintaining staff.

2. Methods of instruction

It was observed by the visiting committees that, during the time of the visits to the classrooms, the question and answer type of recitation was used almost to the total exclusion of other methods. It is recommended that principals and first assistants, along with the supervisory staff of the central office, assist teachers in the development and use of other recognized methods of teaching, such as: the laboratory method, the project method, dramatization, group discussion, and reportorial method, and others.

3. Assignment of teachers to vocational high schools

Present practice is to assign teachers to academic and vocational high schools from a single list. In some instances, as when principal and teacher choice coincide, it allows the principal some choice in the teacher, and the teacher some choice of the school in which he will serve. The method should be studied to see if, without administrative procedure becoming too involved, greater freedom of choice cannot be provided both principal and teacher, thereby reducing the number of cases of teacher dissatisfaction.

4. Class size

The average size of classes in the vocational high schools (1949-1950) was 29.4 pupils. Classes varied widely in size both as between schools and within schools, with many of them being too large for effective instruction. It is recommended that enough teachers be added to make it possible to reduce

classes to an average of 30 pupils in academic and related subjects, 20 pupils in shop subjects, and 15 in classes for slow learners. Those instances where teachers are drawn from the classroom to engage in administrative duties should be examined carefully. As far as possible, assigned teaching time should be devoted to the classroom.

5. In-service training

The in-service training program for the professional staff should be studied with a view of improving it where in practice it is weak. Some standard of progress or achievement should be set for all classes. The practice of having outstanding teachers and department heads offer in-service courses to other teachers in New York City, without compensation, should be studied. There is a question whether this additional service from certain teachers after they have spent a full day in meeting their regular day school responsibilities can be justified. Provision should be made in the budget for bringing in outside professional personnel for meeting special needs in the teacher-improvement program. They could be brought in for short periods of time to provide needed services in specific areas. Encouragement should be given to older teachers, who reached their maximums, to continue in self-improvement. In-service courses should be expanded to include courses in content as well as method.

6. Teacher turnover

The turnover of the teaching staff should be reduced. The practice of employing substitutes in place of qualified teachers,

for the fall term only -- such employment being based on the anticipated reduction in the number of students due to dropouts and midyear graduations -- should be eliminated. The school authorities have requested full-time teaching positions in these situations many times, and it is urgently recommended that the Board of Estimate in New York City make funds available so that full-time, qualified teachers may be employed in the vocational high schools.

PROPOSAL NO. 5

A continuous city-wide planning program for vocational education should be developed.

The Central Office should, because of its strategic position, continue to plan an overall program of vocational education for New York City, and further develop its services, delegating certain responsibilities and enumerating the courses to be taught by the several schools. This planning for the offering of courses should be governed, to a large extent, by the employment opportunities in the metropolitan area of New York City. It would require continuous studies, constant revision, and refinement. It would require a coordinated and cooperative effort on the part of the principal of each school. The principals of the vocational high schools have demonstrated their fine professional spirit and displayed genuine interest in such planning. "Guideposts" was developed by the Vocational High School Curriculum Planning Commission appointed by the Vocational High School Division. This professional group is being used constantly in evaluating the existing program and offering redirection where necessary. While the schools in themselves may diversify their objectives among the several trade areas to be served, the composite program for the city as a

whole should show unified effort. This unified effort can be obtained only through effective leadership and coordinated practices in the central office. Such projected program-planning should cover five- and ten-year periods.

Sound foundations exist for the construction and maintenance of a comprehensive program for curriculum improvement. The Vocational Division has formulated a basic philosophy and has established aims and purposes of vocational high school education. Standing curriculum committees have done commendable work in the development of syllabuses and courses of study, and principals, supervisors, first assistants, department chairmen, and teachers are located in positions suitable to the execution of an active program of curriculum improvement. Advancing on the steps which have already been undertaken, this program should include:

1. A master plan for the implementation of "Guideposts" should be cooperatively designed and set in operation whereby procedures and responsibilities for the following would be clearly defined: specific instructional methods for specific ends, responsibilities and function of all administrative and supervisory personnel, standards for appraisal of teaching and teaching progress, achievement standards for students in the several curriculums, uniform report card procedures and records, uniformity of guidance functions, provision for experimentation, and such other techniques as are required for the fullest implementation of the aims of education. Statements of policy or desirable practice in relation to the above or similar matters could be the subject matter of regular news letters or administrative bulletins to the schools.

2. The entire program for curriculum improvement now in process should be strengthened with a clear definition of the responsibilities and functions of the several agencies, including the Vocational High School Division, the Division of Curriculum Development, the Bureau of Curriculum Research, the Bureau of Child Guidance, the Bureau of Educational Research, and the Advisory Board.
3. An immediate point of departure should be the evaluation and review and, where necessary, the reorganization of courses of study, syllabi, and manuals, much of which is already under way. The work of the Bureau of Curriculum Research should be extended particularly in the direction of organizing, supervising, and directing curriculum experiments. The activities of the Bureau of Educational Research should be expanded to include a comprehensive program of evaluation.
4. A functioning school curriculum committee should be organized in each school and, in some schools, it may be advisable to have time and service for curriculum coordination and improvement. The person so assigned should be qualified to direct and guide curriculum improvement at the school level and should be given status commensurate with his responsibilities.

PROPOSAL NO. 6

The relationship of the Vocational Advisory Board to the Board of Education should be clarified and the activities of the Advisory Board should be extended and made more uniform on a city-wide basis.

The Vocational Advisory Board is appointed by the Board of Education to give advice and counsel with respect to vocational education. The Superintendent of Schools is the Chief Executive Officer of the Board of Education. All recommendations of the Advisory Board should be made to the Board of Education through the Superintendent of Schools. To provide for effective two-way communication between the Advisory Board and the Board of Education, it is recommended that the Superintendent of Schools be officially informed in advance of all meetings, that he be provided with a copy of the proposed agenda for each meeting, and that he be privileged either to attend in person or to send an authorized representative.

The trade commissions, which are subcommittees of the Advisory Board, give effective service to the central vocational schools. To extend an equally effective service to the general or multi-trade schools, school trade commissions should be formed, and their membership should be selected in the following manner:

1. The principal of the school should have the privilege of recommending members to the Advisory Board, as is now done in central vocational schools.
2. Members should be appointed by the Advisory Board.
3. Community leaders.

The school commissions should act in an advisory capacity to the principal of the school. The principal should attend all meetings. These

should be called by the chairman in cooperation with the principal. The decisions and recommendations of the school trade commissions should be reported to the Advisory Board and should be subject to review by that Board.

It is proposed that the Advisory Board extend its activities to include a study of occupations at less than the skilled trade level for which training can profitably be given, and the types of programs that would be most effective in meeting the need for students headed toward these occupations.

The Advisory Board should extend its activities in making industrial surveys and investigations, gathering and compiling data, and continue to make recommendations for the improvement of the vocational education program, as provided in the bylaws of the Board of Education and in paragraph 2, Section 4606, of the Educational Law. Such studies might be made with the cooperation of the Bureau of Research and Statistics.

PROPOSAL NO. 7

The New York City Board of Education should recognize that a program of secondary education, broader in scope, is in process and, to further its development, many adjustments should be made in both the academic high schools and the vocational high schools.

The extension and improvement of secondary education are essential to the economic welfare of our people and of the security of American institutions. It has become an accepted principle of American education that the high school shall provide educational offerings to meet the needs of all youth from the most capable to those generally classified

as "slow learners." It is also an accepted principle that, for those who do not plan post-high school training, the high school shall offer opportunity for the development of a "marketable skill" in an occupational field chosen through aptitude and interest. The types of occupations in which youth not planning post-high school training are interested, and the consequent levels of skill and knowledge necessary, vary from occupations which require a broad background of technical knowledge downward to occupations requiring only simple repetitive skill.

Students vary widely in their abilities, special aptitudes, and interests. In general, however, and allowing for the fact that their interests may lead them into occupations not in apparent conformity to their estimated ability, the more capable students will be attracted toward occupations which are more exacting in their requirements and hence more rewarding. The less capable students will be attracted toward those occupations which provide satisfying employment without creating the stresses that arise from attempting to do what they can do only with great difficulty or cannot do at all.

The secondary schools, therefore, have the responsibility of providing students varying widely in their interests and abilities with training for occupations that vary greatly in their requirements. A rough classification of students and appropriate training follows:

1. <u>For Superior Students.</u> Superior students, where there interests conform, should be given the opportunity for training for the technical occupations. This requires a broad background of technical knowledge and a sufficient knowledge of processes to give a practical basis for the effective use of technology.

Vocational-technical courses are now being offered in one technical high school and several vocational high schools. Although they have been operated with state approval for more than ten years in one vocational high school and in other schools for more than five years on an experimental basis, there is little evidence to show that courses of this type should be given in schools which offer courses for the skilled and semi-skilled trades. It is recommended that a careful study be made of the possibility of establishing one or more high schools whose sole purpose is to prepare for employment in the technical occupations. Experience has shown that such separate schools attract pupils who are qualified for the instruction and who can be prepared on the high school level for employment in jobs which are known to exist. Entry to technical high schools should be limited to students who have demonstrated ability to pursue successfully this type of training.

2. For Average and Above-average Students. Average and above average students should be provided opportunity for training for occupations at the skilled or trade level. These are occupations requiring a high degree of operational skill, with sufficient background of technical knowledge to give a background for understanding and controlling operational processes.

Training for skilled occupations is now being provided in the 26 vocational high schools and, in the business field, in the academic high schools. Training for the skilled occupations can

be provided in schools of different types. The central vocational schools are especially adapted to the provision of instruction when the cost of equipment is high or where there are specializations within the trade field. The neighborhood vocational school is adapted to instruction in those fields where the demand is great enough to require that it be offered widely throughout the city. With each school giving instructions in several fields, a wide variety of offerings can be made accessible to students in all parts of the city. Academic High schools can provide training for skilled occupations in fields where there is a large demand and where the costs of equipment are low enough to justify their being provided in many schools. An example is training for the business occupations. Entry into training for skilled occupations should be limited to those who show ability to profit by instruction.

3. For Below-average and Slow-learner Students. No completely satisfactory program has been devised for the slow-learner groups. Two suggestions are made as providing at least partial answers to the problem of providing them with satisfactory educational programs.

   (1) Below-average pupils should be given opportunity for training for the routine repetitive types of occupations. These vary widely in their nature and their complexity. They are characterized chiefly by the fact that they require skill only in a single operation or a few related operations and they require a minimum of technical background.

At present, training for a few such occupations is being provided in the vocational high schools. The program should be greatly extended with all or most of the vocational high schools providing instruction suitable for students not able or not interested in mastering a skilled occupation. Programs should vary in length from a few months to one or two years, depending on the complexity of the occupation and the degree of skill desired. The vocational high schools are in a strategic position to provide this training because the same shop equipment used in training for the skilled occupations can be used for this purpose. Also, such programs could be provided in separate schools where the situation warrants.

(2) Students who are interested should be given opportunity for training in occupationally oriented industrial arts courses. These would be much broader in scope than programs that train for routine repetitive occupations, but they would not attempt to develop the level of skills attained in trade courses. A brief description of the characteristics of such a course follows:

a. It would be based upon the exploratory experience of the students, who in the seventh, eighth, and ninth years would have had shop experience in a number of fields as: woodworking, metals, printing, ceramics, electricity, textiles.

b. In the tenth year the student would have a one- or two-hour shop course in the field of his choice, as general metals. In this year he would also take blueprint reading and sketching and a mathematics course appropriate to his level of ability.

c. In the eleventh year, he would take a two-hour shop in a subdivision of the course taken in the tenth year, as industrial art auto-mechanics, a subdivision of the general metals course. In this year he would take drafting and an appropriate related science course.

d. The twelfth year could be used in a number of ways. The student could enter the shop for study of a second subdivision of his chosen field. He could enter a second "general" shop, as electricity. Or he could take advanced drawing courses, concentrating on the more technical aspects of the occupation.

It should be noted that a course designed in this pattern has several advantages:

a. It is highly flexible and can be adapted to the need of individual students. With appropriate selection of mathematics, science, and related drawing courses, it can be adapted to slow learners or to more capable students who are interested in this type of training.

b. It provides an adequate background of instruction

for pupils who might want to transfer to a vocational school at any level.

c. Each year of instruction is a complete unit, so that average and retarded students leaving school at any time will have acquired useful skills.

d. All of the instruction can be given in general shops. Large schools would want several: general woodworking shops, general electrical shops, etc.; but small schools could also provide a wide variety of instruction in a single shop.

Because of the less expensive nature of the shop equipment required for courses of this type, they are especially suited to general high schools.

PROPOSAL NO. 8

The administration of the vocational education program should insure maximum educational services to its youth and adults.

The administration of the Vocational High School Division should be strengthened to insure maximum educational services to youth and adults, a more uniform development of the city-wide program, and a greater coordination of the program.

To carry out these important regulatory and leadership functions, there should be an associate superintendent and three assistant superintendents in the field of vocational education. All vocational-technical courses should be included in this Vocational Division. The services to be allocated among the three assistant superintendents include administrative organization and practice; instruction and student service, including

guidance; extra curricular activities and health service; apprenticeship, occupational extension, industrial classes for adults, courses for out-of-school youth, and education services to industry.

A desirable balance between central office control and local school autonomy should be maintained. Without this proper balance, central office control may become dictatorial and thereby constrict the program into a narrow and inflexible mold. Yet, on the other hand, extreme local school autonomy often leads to disjointed and uneven development and a great disparity in the quality of the program offerings. The ultimate objective of central office leadership and control is to strengthen the weaker aspects of the program and, at the same time, encourage initiative and recognize outstanding achievements. The central office should:

1. Establish a city-wide plan of vocational education, with provisions for the needs of students of different levels of ability and with different educational objectives.
2. Define the vocational aims and objectives of the curriculums provided for students of the several levels of ability.
3. Establish minimum standards of achievement in curriculums in different fields of specialization and at the several levels at which the curriculums are offered.
4. Maintain sufficient control over the schools to insure that they are operating in conformity with the city-wide plan and that they are maintaining minimum standards of instruction.
5. Establish and enforce uniform policies and practices with respect to routine activities, such as practices of communication between schools and the central office, between one school and another

school, and practices in regard to marking, promotion, graduation, and the like.

Key people in the development of a unified, well balanced program are the central office supervisors. They provide leadership both in planning and in the implementation of plans. The policy of having teachers assigned to the central office on a temporary basis to act as supervisors should be discontinued. To make long-term planning possible, and to prevent an unjustifiable drain on local supervisory staffs, it is recommended that central office personnel be permanently appointed. To give them official standing commensurate with their responsibilities, they should have a rank above that of a first assistant in the schools.

A sufficient number of fully qualified permanent supervisors should be appointed so that the associate superintendent and the three assistant superintendents will have adequate staff to implement their plans and policies in the field of administration and supervision of day and evening trade and technical courses, part-time continuation and cooperative work-study courses, apprentice and occupational extension classes, industrial classes for adults, classes for veterans and out-of-school youth and adults, and educational services for industry. These supervisors should pay particular attention to the improvement of instruction. They should work through the principals and supervisors in the local schools.

As far as is possible, supervisory staff in the local schools should be freed of clerical duties, disciplinary duties, substitute teaching for absent teachers, and the like. Their supervisory time should be devoted directly to the improvement of instruction.

PROPOSAL NO. 9

As soon as possible new buildings and new equipment should be made available for the vocational education program.

If education is to be respected, then the education programs of a system must be housed in respectable buildings. More than one-third of the buildings now being used by the vocational high schools are from 50 to 100 years old. Four of them were used for elementary schools before or during the Civil War. Relatively few of the 52 buildings now being used were designed specifically for vocational purposes. Not until 1935 was the first vocational high school building erected. Since that time seven other new buildings have been designed and constructed for the further development of vocational education. The buildings now occupied by the Central High School of Needle Trades and the East New York Vocational High School could well serve as a standard for future construction.

In long-term planning for the adequate housing of the vocational programs in New York City, consideration should be given to the erection of 20 plants, so that the old converted and inadequate buildings might be replaced with modern functional facilities for modern vocational education programs. The total cost, including sites, buildings, and equipment, will amount to approximately ten million dollars for each school. Therefore, to make acceptable facilities available for the further development of vocational education, an expenditure of approximately two hundred million dollars would be required.

PROPOSAL NO. 10

Equipment and supplies should be increased and handled more expeditiously.

During the Committee visits to the schools, questions were raised relative to delay in the receipt of supplies and equipment which had been ordered, as well as the adequacy of such supplies. While it can be appreciated that in a large metropolitan organization such delays are sometimes necessary, yet an efficient organization should adjust itself to its volume of business. The importance of adequate teaching material cannot be over-emphasized. There is evidence to show that instruction has been seriously handicapped by lack of supplies. In some schools the students were expected to pay for their own materials of instruction. Those unable to buy materials were given substitute assignments, often of little instructional value. All students should be provided with adequate material for effective learning. The present niggardly attitude toward furnishing the necessary supplies to the teachers raises the question as to how long New York City can afford to pay vast sums of money for salaries in teaching vocational education when services for such salaries are being discounted through a lack of sufficient materials of instruction. It handicaps the effectiveness of instruction and the service rendered, as well as having a very negative effect on the morale of both the students and teachers.

It is recommended that the appropriation for supplies be increased on a city-wide basis for vocational day schools.

PROPOSAL NO. 11

The placement and follow-up program for graduates, as well as drop-outs, should be strengthened.

In reviewing the record of placement and follow-up, there is sufficient evidence to show that this area has been very ineffective when considering the program on a city-wide basis. Evidence shows that only 41.2 per cent of the students enrolling in vocational courses complete such courses, and that the placement record is approximately 50 per cent of those graduating.

One of the fundamental elements which determines whether or not a vocational education program is meeting the needs of the community is shown by the statistics of a continuous study of placement and follow-up. This element should be reviewed, not only from the standpoint of quantity of placement, but type and quality of placement.

The result in placement is the ultimate goal of the entire program. It is the basis of a functioning service. It reveals the program in its entirety — selection of students, effectiveness and appropriateness of instruction, public relations, attitude of labor and employers toward the school, and the adaptation of the instructional program to the needs of the industrial area served. In short, it is the one yardstick which should prevail when opinions and speculations exist.

PROPOSAL NO. 12

Serious consideration should be given to and study should be made of the desirability of continuing the continuation school classes.

The rapid development of labor legislation and the rapid technological and socio-economic changes are having a very definite effect upon

the continuation school program. Fewer youth under 18 years of age are being employed, even in junior initial employment, such as messenger boys, delivery clerks, bundle wrappers, and other semi-skilled occupations.

Since employment in this age bracket is very difficult to obtain, the requirement that such employees leave their jobs to attend school for a minimum of four hours a week is an additional handicap. Negative values are developing on the part of the student himself. Irregular attendance in class, lack of punctuality, and resentfulness of returning to school are all factors which negate many positive results from the course as it is now being offered. Employers themselves are not in sympathy with the program in that they are not assuring the school authorities of regular fixed attendance of their employees. Several specific instances which were studied carefully showed that when students were permitted to attend school on the day of their choice, the result was overcrowded classes on some days, with only two to five persons present on other days.

The findings suggest that the continuation school may have outlived its usefulness. Therefore it is recommended that studies be instituted to see if other more satisfactory programs, such as the cooperative education program, cannot be substituted for the continuation program. In the meantime, continuation school students should not remain widely scattered throughout the schools, where their small numbers make it impractical to provide special classes and appropriate materials for their instruction. They should be concentrated in a small number of schools where, because they are in greater numbers, special space and equipment, special materials of instruction, and special personnel can be provided to

develop a program that contributes materially to their adjustment in civic and occupational life.

PROPOSAL NO. 13

Services rendered by the State Department of Education should be expanded.

The relationship between the New York City school authorities in vocational education and the state authorities in vocational education is typical of the relationship which exists between state authorities and large metropolitan areas in other states. These metropolitan areas, generally speaking, are adequately staffed with highly qualified personnel and operate their own program, and the state authorities spend their effort and time in assisting the smaller communities in the further development of their program. At present there are several phases of valuable service being rendered by the New York State Department of Education, especially in the field of Evening Extension Classes and the Apprenticeship Program.

There is also evidence that the State Department of Education is rendering effective leadership in the further development of technical courses, curriculum material, and state meetings. However, approving such technical courses in vocational high schools, rather than in central technical schools, is open to question.

There is a need for greater leadership on the part of the State Department of Education in the phases of administration and supervision. The State Department of Education should exert more leadership in bringing about a city-wide plan of vocational education in New York City. This should be a primary function of the State Department of Education.

There is also evidence to show that the State Department of Education should render more extended service, either directly or through the

New York City Board of Education, to the training programs of industry and commerce. This applies particularly to plant training, including foremanship training and in-service training programs. The service rendered by the State Department of Education has been limited to specific information and an attempt to conduct studies in the follow-up of students. In this respect the State Department of Education is to be commended, but greater effort should be placed in the areas described above. As staff is increased in the field of industrial education, service to industries should be increased in the directions suggested in this proposal.

PROPOSAL NO. 14

Instructional procedures should be improved.

In improving instructional procedures, several administrative practices should be changed:

First, requirements for teachers who are to render specific services should be restudied and evaluated. For example, the slow-learner problem is one of the more crucial aspects of vocational education in New York City, as well as in general. Certainly graduates of engineering colleges, while highly desirable for teaching related subjects to trade and technical students, are not the best type of personnel to become teachers of slow-learners in related subject courses. More attention should be given to the professional training of teachers in educational work, including analysis of the type of students in their classes and the development of instructional methods to meet their students' needs. The individuals having the responsibilities of supervision are giving the major part of their time to the elements of the program dealing with administration and development of teaching material. While these efforts are to

be commended, improvement of actual classroom instruction is the final measure of successful administration and effective use of teaching effort.

The Central Office should continue to hold frequent conferences for the supervisory personnel, including first assistants. The conferences should make extensive use of conference techniques, panel discussions, and other cooperative methods for the solution of problems. Examples of the kind of supervisory methods most likely to result in program improvement should be recognized and emphasized. Visits to the schools showed repeatedly that the supervisory personnel in the schools, because of inadequate clerical assistance, were devoting too much of their time to routine details, even serving as clerks and stenographers, rather than working with the teachers as individuals in improving their instruction in the classroom.

It is suggested that the best procedure to revitalize the entire program of supervision for the improvement of instruction is to develop adequate achievement tests to be given in the several schools, to show specifically where effective instruction in shop or classroom is being carried on. This testing program should be developed cooperatively by the Division of Vocational Activities and the Bureau of Research. To be specific, a boy enrolls in a machine shop course or in any other course, and there is no plan in operation which shows the individual's development or achievement during the three-year period. There are no standards of achievement set forth in order to determine whether the student has developed any skills, term by term, as a result of his instruction in that shop.

achievement goals should be established for each term in each subject area, including shop practice. As soon as these achievement goals are established, and as soon as a testing program is in operation so that it can be used to measure teacher effort against the achievement goals, interest on the part of teachers will develop by comparing the effectiveness of different instructional techniques used in different situations.

PROPOSAL NO. 15

Consideration should be given to the expansion of vocational educational services in New York City to out-of-school youth and adults.

A considerable number of youth leave full-time secondary school to enter employment and, after a period of time, decide to change their occupation or to train further in the field of their employment. A proposal should seriously be considered whereby vocational education courses could be offered to such out-of-school youth and adults on a pre-employment or occupational adjustment basis.

Such services should be made available on either a full-time basis, as provided in the State Plan for Vocational Education, or on a part-time evening school basis where industrial conditions warrant. Full-time day courses are being provided for veterans. A few evening courses are being provided in the Brooklyn Technical High School as a part of diploma courses in technical subjects. The programs should be much expanded.

PROPOSAL NO. 16

The vocational education program for developing skills should eliminate pseudo projects as work experience.

In order to make vocational industrial education courses as

effective as possible, they should be carried on in those educational situations that approach real employment. The products made should not be placed on the open market for consumption, but should be limited in number of type to those projects that can be utilized by the school itself or by charitable or eleemosynary institutions. In all cases the materials used in making the products should be furnished by the recipients of such production. The production of projects should be incidental to the educational experiences.

The effectiveness of vocational education is much improved when the student knows that his product will be placed in use. Furthermore, the Smith-Hughes law requires that "such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis."

PROPOSAL NO. 17

A continuing evaluation plan for the further development of the Vocational Education Program.

It is proposed that a joint committee, consisting of members of the Vocational Activities staff, the vocational high school principals, and first assistants, be appointed to develop and conduct a continuing survey of the vocational education program in New York City. It is further proposed that this be done in consultation with the Division of Industrial Education of the State Education Department, and the Advisory Board for Vocational and Extension Education. The services of the New York City Bureau of Education Research should be made available to this committee.

PROPOSAL NO. 18

It is proposed that the program of part-time cooperative education be expanded and that a diversified occupation program be developed.

Since vocational education is primarily designed to adjust youth to employment, work experience should be a desirable core of the curriculum.

The part-time cooperative program, although somewhat limited in the vocational high schools, shows great promise in that it assists youth in making the transition from the full-time day school to full-time employment. During this period of transition, the student's work experience is coordinated with his classroom activities by a member of the school staff.

This same principle of administration and supervision of the youth's complete educational program (including work experience) applies to the diversified occupation program, in which the youth attends school half time and works in a useful occupation in the community for the remainder of his time. It is understood, of course, that all work experience should meet the requirements of existing state and federal wage and labor laws.

The present program of cooperative education in New York City is operated on a basis of alternate weeks of study and of work. It is concentrated mostly in the field of business (clerical and sales occupations) and in large firms. It is recommended that studies be made of the possibility of developing a half day at study, half day at work program, to be operated along with the present week and week-about program; that the program be extended further into the industrial occupations; and that attempts be made

to interest more small neighborhood firms in cooperating with the schools in the development of the program. Such an expanded program may lengthen the period of time the youth is associated with the school, by delaying his full-time employment until he is more mature.

The diversified occupation programs need not be limited to seniors in high school; in fact, all potention school leavers should be encouraged to enroll in such courses in order that the school authorities may assist the youth in making his or her adjustment from the full-time school to full-time employment.

Work experience coordinated by a representative of the school staff should be given the same amount of school credit as that which is given to full-time day school students while working in laboratories and shops. It is an excellent educational technique in using the "community as a laboratory of the school." Such programs are expanding very rapidly in other states, and show great promise in the further development of vocational education.

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Teachers' College, Columbia University, B.S. - 1926

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Publications:

Report of 6-months' study on apprenticeship in the United States, which brought about the organization of the Federal Program of Apprenticeship, 1934

Study of and Recommendations for Reorganization of Future Development of Cheltenham School for Negro Boys, Maryland, 1939

Foremanship Training for Supervisors in Public Utilities, Consolidated Gas, Electric Light, and Power Company, Baltimore, Maryland, 1929

Conference Leader Training for Supervisors in Industry, Fairchild Aircraft Company, Hagerstown, Maryland, 1942

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"Bill of Rights for American Youth", Industrial Arts and Vocational Education Magazine, September, 1943

"Vocational Education in the United States - The New Era" (London, England) July, 1944

Positions Held:

June 1913-1917 - Instructor of Industrial Education, Baltimore County High Schools, Maryland

1917-1918 - United States Army Air Force

1919-1922 - Assistant Superintendent of Forge Shop, Bethlehem Steel Company, Sparrows Point, Maryland

1922-1926 - Supervisor of Industrial Education, Baltimore County Schools (September 1923-June 1924, leave of absence, teaching half time in the Lincoln School, Columbia University and attending Teachers' College, Columbia University remaining time)

1926-1927 - Principal, Fullerton High and Elementary School, Baltimore County, Maryland, and Supervisor of Industrial Education in Baltimore County

1927-1930 - Supervisor of Vocational Industrial Education, Maryland State Department of Education half time and Supervisor of Vocational Industrial Education, Baltimore City Board of Education remaining half time

1931-1934 - State Supervisor of Vocational Education, Maryland State Department of Education

1934-1939 - State Director for Vocational Education, Maryland State Department of Education

1939- Assistant State Superintendent for Vocational Education

1940-1945 - State Director for War Production Training, concurrently with State Director for Vocational Education

1942-1943 - June, 1942 to January, 1943, Deputy Assistant U. S. Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C. (Leave of absence)

1943- - September, 1943 to November 1943 - Part-time leave of absence, Department of State, Washington, D. C., studying Vocational Education in Peru, Bolivia, South America

1949-1951 - Coordinator of Studies, New York City Vocational Education Program (On a part-time leave of absence basis)