1967

Administrative Appraisal of Industrial Arts Education Graduates of Eastern Illinois University in Graduating Classes 1960-1965 Inclusive

Sam G. James
Eastern Illinois University

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ADMINISTRATIVE APPRAISAL OF INDUSTRIAL ARTS EDUCATION GRADUATES OF EASTERN ILLINOIS UNIVERSITY IN GRADUATING CLASSES 1960-1965 INCLUSIVE

(TITLE)

BY

Sam G. James

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1967
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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~~ADVISER~~ Reader

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I

INTRODUCTION

Naturally the value and effectiveness of industrial arts in education depends to a great extent on its teachers. Industrial arts is evaluated according to what the teachers accomplish with their students in the form of desirable changes.

Homer C. Rose has said that an instructor is successful only to the extent that he enables his students to learn what they need to know at the right time, rapidly and well. The measure of his success is the learning which results from his instruction.[1]

There are certain positive qualities that are needed in a teacher for him to do the best job of teaching industrial arts. Of course, many of those characteristics and traits of a good industrial arts instructor would represent a duplication of what is needed by any good teacher, however, due to the very nature of industrial arts certain desirable qualities are unique to its teachers.

Before evaluating an industrial arts teacher it must be clearly understood exactly what industrial arts is. There are many versions of the definition of industrial arts.

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[1]Homer C. Rose, The Instructor and His Job, (New York, American Technical Society, 1961), p.2.

In 1904 Charles E. Richards defined industrial arts as "the elements of the industries fundamental to modern civilization".[1]

Five years later Dean James E. Russell viewed industrial arts as "the study of industries for the sake of a better perspective of man's achievements in controlling the production, distribution, and consumption of the things which constitute his material wealth".[2]

One of the most well-known and oftquoted definitions is that of Frederick G. Bonser which follows: "Industrial arts is a st dy of the changes made by man in the forms of materials to increase their values, and of the problems of life related to these changes".[3]

In more simple terms industrial arts may be considered as that segment of general education that pertains to the understanding of tools, processes, materials, organization, and products of industry and all the problems related.

The competent teacher instructs his students with definite objectives in mind, he must make an effort to achieve the generally accepted objectives and intents of industrial arts.

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[1]Charles A. Bennett, History of Manual and Industrial Education, 1870 to 1917, (Peoria, Illinois, The Manual Arts Press, 1937), p. 453.

[2]David Snedden, et. al., Reconstruction of Industrial Arts Courses, (New York City, Teachers College, Columbia University, 1927), p. 6.

[3]Frederick G. Bonser and Lois C. Mossman, Industrial Arts for Elementary Schools, (New York, The Macmillan Co., 1923), p. 5.

In a recent publication by the U. S. Office of Education the following were cited as main goals of industrial arts; developing technological literacy for all students in order for them to understand the new force technology; providing a rich offering of experiences which challenge and draw out human talents technological in nature; providing instruction about industry and technology; and giving students opportunities to create from materials new and different forms having greater human value.[1]

In a 1960 publication, Ivan Hostetler clearly lists four objectives that should be emphasized in industrial arts:

1. To develop in each student an insight and understanding of industry and its place in our culture.
2. To discover and develop talents of students in the technical fields and applied sciences.
3. To develop technical problems solving skill related to materials and processes.
4. To develop in each student a measure of skill in the use of common tools and machines.[2]

With this concept of industrial arts in mind a better evaluation of the teacher may be made.

A good school administrator will quickly recognize that the teacher is much more important than room, equipment,

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[1]Marshall L. Schmitt and Albert L. Pelby, Industrial Arts Education, (Circular 791, U. S. Office of Education, 1966), p. 2.

[2]Ivan Hostetler, Improving Industrial Arts Instruction, (U. S. Dept. of Health, Education, and Welfare, 1960), p. .

supplies, books, and teaching aids. It was the concern of this study to secure from school administrators an appraisal of their industrial arts teachers that have graduated from Eastern Illinois University. The assumption is made that the administrator is in a good position to evaluate a teacher and is highly capable of identifying a good teacher.

Purpose of the Study

It seems important that the administrator be satisfied with the work of the teachers that are under his supervision. It would follow that it is important for a college or university to educate and graduate teachers who are acceptable to and compatable with the administrators under whom they will teach.

This is not to assume that teacher education programs should be designed entirely in terms of what the administrator expects. In a recent publication Arthur L. Fritschel of Western Illinois University wrote: that many pre-service programs are designed in terms of certification requirements rather than in terms of the actual needs of teachers as defined by competencies. He further states that competencies must be defined in terms of what the teacher does, what action he performs, what role he plays, and how he carries out his responsibilities.[1]

It was the purpose of this study to formulate an overview of the administrators appraisal of industrial arts teachers educated at Eastern Illinois University, specifically the graduates of classes 1960-1965 inclusive. It was hoped that some insight might be gained as to the strengths and weakness of Eastern's industrial arts education graduates.

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[1]Arthur L. Fritschel, "Minimum Standards for Teacher Competence", Illinois Education, Vol. 55, No. 8, (April, 1967), p. 347.

The purpose was not to arrive at a set of minimum standards of competence for it would be safe to say that there are no generally agreed upon minimum standards. Neither was it the purpose to discredit particular courses or practices of the University. The purpose was that of identification of general characteristics, according to administrators, of Easterns' industrial arts education graduates.

Method

Instrument

Data used in the study was secured from information forms completed by administrators. The information forms listed questions and otherwise dealt with the administrators appraisal of industrial arts teachers in his school.

The information form (see appendix B) was designed to evaluate what the teacher does and how he carries out his responsibilities in relation to the accepted role of industrial arts, not to evaluate his character traits and place him in a personality group.

Much research has been done on the concept of identifying certain traits which are possesed by outstanding teachers. Dr. A. S. Barr at the University of Wisconsin, after several years of research, has suggested the futility of such an approach. Characteristics as fairness, honesty, cheerfulness, sense of humor, and responsibility, just do not add heavily to the identification of outstanding teachers.[1]

Z. Emily Stogdill, at Ohio State University, in attempting to identify leadership traits, has arrived at similar conclusions.[2]

It is more logical to define a good teacher not by what he is, but by what he does.

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[1]Ibid., p. 347.

[2]Ibid., p. 347.

A Harvard psychologist, Stanley H. King reports that college makes very little change in a student's personality. He reports that there is a constancy and stability of personality that is set early in life and undergoes little change.[1]

Dr. Fritschel has suggested that there are four areas of desirable competency: (1) The fundamental role of the teacher is that of a director of learning; (2) The role of the teacher revolves around the concept of human relations; (3) The teacher should be an agent of change; (4) The manner in which he performs the other three. The teacher must be professionally competent in carrying out his changing role.[2]

The information form for this study was designed with the above mentioned ideas in mind.

Source of Data

Information forms were sent to administrators who have industrial arts teachers in their school that graduated in classes 1960-1965 inclusive.

There have been 152 industrial arts graduates in the classes 1960 through 1965. Of the 152 there were 58 graduates for which addresses could be obtained. The others are either teaching out of state, are not teaching, or have taken administrative or supervisory positions. The 58 graduates represented 54 schools, thus information forms were sent to 54

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[1] Phi Delta Kappan, "Keeping Abreast in Education", Vol. XLVIII, No. 10, (June, 1967), p. 539.

[2] Fritschel, op. cit., p. 348.

administrators (see table 1), four of which were sent an information form for each of two teachers.

Of the 58 mailings, 54 were completed and returned. The mailings yielded 54 usable forms or 93.1 percent of the total mailing.

TABLE 1

ENROLLMENT OF PARTICIPATING SCHOOLS

Size of Schools	Number of Schools	Percent
1-250	12	24
250-400	6	12
400-750	12	24
750-1000	8	16
1000-1500	7	14
1500-2000	2	4
over 2000	5	10
Total Participating Schools	50	

It should be pointed out that the size of schools varied from enrollments of less than 250 to over 2000, with concentrations at levels of 250 or less and 400 to 750. (see table 1)

TABLE 2

NUMBER OF INDUSTRIAL ARTS TEACHERS IN PARTICIPATING SCHOOLS

Number of Teachers	Number of Cases	Percent
1	17	34
2	15	30
3	12	24
4	2	4
5	2	4
11	1	2
22	1	2
Total Cases	50	

The number of industrial arts teachers in each school varied from 1 to 22, forty-four cases being 1,2, or 3 teacher situations. (see table 2)

TABLE 3

EXTENT OF THE TEACHERS FORMAL EDUCATION

Extent of Education	Number of Teachers	Percent
B. S. only	25	46.5
B. S. plus	16	29.6
M. S. only	12	22.2
M. S. plus	1	1.9
Total	54	

Teachers involved in the study included those with B. S. degrees only, and one with work beyond the Masters degree. (see table 3)

TABLE 4

ADMINISTRATORS SURVEYED

Type of Administrator	Number	Percent
Principal	36	72
Asst. Principal	3	6
Superintendent	7	14
Asst. Superintendent	1	2
Adm. Assistant	2	4
Dept. Head	1	2
Total	50	

Administrators representing several different positions have participated in this study. (see table 4) Those who are principals constitute 72 percent of the total number of respondents.

The respondents have been associated with their respective teachers at least one full year and in some cases five or more years. (see table 5)

TABLE 5

LENGTH OF TIME ADMINISTRATOR HAS BEEN ASSOCIATED WITH THE TEACHER

Number of Years	Number of Cases	Percent
1 year	9	16.7
2 years	16	29.6
3 "	14	25.9
4 "	6	11.1
5 or more years	9	16.7

Care was taken to insure confidence. Teachers and or administrators are not identified in the study by name or school.

Limitations of the Study

As was mentioned in a previous section, the data used was secured from administrators. For this reason it should be kept in mind that all data and conclusions should be considered with the thought in mind that this study was designed to arrive at an overview of administrators opinion or appraisal of industrial arts teachers. It should not be assumed that the data and other information given represents the opinion of any group other than the administrators. Information from sources other than administrators has been identified in the paper.

The teachers involved in the study represent the graduating classes 1960-1965 inclusive at Eastern Illinois University. It is merely a hypothesis that results from a study of additional classes would be similar to those of this study.

All the teachers of each of the classes were not included in the investigations. Only those teachers teaching in the state of Illinois were involved in the study.

Due to the fact that some items on some information forms were not completed, there will be a necessary deviation in the tables and figures from the total number of information forms utilized.

It must be remembered that in this study, the information forms were concerned with the teachers but were answered or completed by administrators. The results will be considered and reported in like manner.

II

FINDINGS

Public Relations

Public relations is an important aspect of any educational field. For this reason an item which concerned the teachers keeping the school community informed of what was being done in the industrial arts laboratory was included.

For several years there have been many leaders in industrial arts that have felt that public relations have been substandard within the field of industrial arts. In an editorial, "Public Relations For Industrial Arts", J. J. Metz called for improved public relations as the possible solution to public misunderstanding of the actual role of industrial arts.[1]

John Feirer, in the article, "The Administration and You", stated that industrial arts instructors fail to appeal to the administration, school board, or the public.[2]

According to the administrators surveyed, 79.2 percent of teachers involved maintain good public relations; 11 of the 53 or 20.8 percent of the teachers involved do not keep

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[1]J. J. Metz, "Public Relations for Industrial Arts", Industrial Arts and Vocational Education, XLV, (January, 1956), p.11.

[2]John Feirer, "The Administration and You", Industrial Arts and Vocational Education, L, (May, 1961), p.21.

the school community informed of what they are doing in their labs and classrooms.

Upon further investigation it was noted that 8 of the 11 teachers who make up the 21 percent are teaching in 1 or 2 teacher situations, in schools with enrollments of 750 students or less.

TABLE 6

RATED CHARACTERISTICS OF TEACHERS

	Excellent	Good	Average	Fair	Poor
Housekeeping	26	19	8	1	
Maintain Class Control	30	14	7	3	
Effectiveness of Achievement Evaluation	16	25	8	4	1
Enthusiasm	28	15	8	1	1

Note: Numbers represent the number of teachers appraised by administrators as belonging in each category.

TABLE 6a

	Excellent	Good	Average	Fair	Poor
Housekeeping	48.2	35.2	14.8	1.8	
Maintain Class Control	55.5	25.9	12.9	5.5	
Effectiveness of Achievement Evaluation	29.6	46.3	14.8	7.4	1.8
Enthusiasm	52.8	28.3	15.1	1.9	1.9

Note: Numbers represent percentages of numbers in table 6.

Housekeeping

It is clearly stated in the Guidelines For Industrial Arts Instruction that good housekeeping is a definite part of desired laboratory atmosphere; it adds to the effectiveness of good teaching, discipline, and public relations.[1]

Silvius and Curry note that every teacher must begin his safety program by maintaining an attractive and orderly laboratory.[2]

Administrator response indicated that of the teachers involved only 1 of the 54 was below average in his housekeeping. Approximately 83 percent of the teachers involved were rated as good or excellent. (see table 6)

Class Control

The industrial arts area by its nature may be conducive to a kind of conduct that is different from that of some other areas, however, it provides unique opportunities for developing desirable attitudes. As stated in the Illinois Guidelines, discipline is merely a by-product in a well-mannered and well-conducted class.[3]

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[1]Illinois Curriculum Program, Guidelines for Industrial Arts Instruction, (Springfield, Office of Public Instruction, 1964), p.251.

[2]G. Harold Silvius and Estell H. Curry, Teaching Successfully the Industrial Arts and Vocational Subjects, (Bloomington, McKnight & McKnight Publishing Co., 1953), p. 161.

[3]Guidelines for Industrial Arts Instruction, op. cit., p.252.

Responses identify 81 percent of the teachers involved as being above average in their ability to maintain class control. (see table 6) Of the remaining 10 only 3 were rated as being below average. Size of the school seemed to have little to do with the teacher ratings in this category.

Naturally class control is influenced very much by the teacher-pupil rapport in a classroom. A good teacher strives to be both admired and more important respected by his students.

The participants were asked to respond to some statements concerning teacher-pupil rapport on the information form. (see appendix B) Of the 51 teachers involved, 90.2 percent were listed as appearing to have the respect and admiration of the majority of students. Five of 51 or 5.9 percent were rated as being unable to cope with situations caused by bad conduct, and 3.9 percent or 2 of 50 were identified as having many conflicts with students.

Achievement Evaluation

In this situation, evaluation is meant as a more comprehensive term than measurement, it includes values resulting from exercise of human judgment as well as more objective measurements.[1]

The administrators were asked to rate the teachers effectiveness of achievement evaluation. (see table 6) Sixteen of 54 or 29.6 percent were rated as excellent, 46.3

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[1]Wm. J. Michaels and Ray W. Karnes, Measuring Educational Achievement, (New York, McGraw-Hill Book Co., 1950)

as good, and 14 of the 54 or 26 percent were rated as average or below.

Evaluation is an essential aspect of the industrial arts teachers work, an integral part of the total process of instruction. Silvius and Curry note that professionally-minded teachers continually evaluate outcomes to ascertain that effective methods are being used.[1]

Enthusiasm, Creativity, Inventiveness

According to responses by administrators the enthusiasm of the teachers involved is very high in general. The participants were asked to rate the teachers interest in teaching as evidenced by his enthusiasm and performance. (see table 6) Fifty-two and eight tenths percent or 28 of 53 teachers were rated as excellent, while only 2 of the 53 were rated as below average in the fair and poor categories.

Equally important as enthusiasm in the industrial arts area are creativity and inventiveness in teaching. The industrial arts area is a natural location for developing creativity in the student. James O. Proctor in his TNT points out that enthusiasm and creativity can be catching in the classroom or laboratory and suggests that the teacher provide a climate for creativity.[2]

Administrators indicated by their responses, when asked about the creativity of the teachers involved, that 52 percent

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[1]Silvius and Curry, op. cit. p. 148.

[2]James O. Proctor, TNT, Techniques, Notes, Tips for Teachers, (Albany, N.Y., Delmar Publishers Inc., 1963), p. 76-77.

showed much evidence of creativity, 41 percent exhibited occasional evidence, and 7 percent showed very little evidence.

Appearance

The typical industrial arts teacher for many years was prototyped as being the "grease or sawdust covered man in the dirty coveralls or open collar work shirt". This may have been appropriate in the days when he was the "shop teacher", but now he is the instructor in a laboratory of learning.

It is interesting to note that when asked to compare the appearance of the industrial arts teacher with the accepted standards in the school (see appendix B), administrators did not list one teacher as being below standard. On the contrary, 19 of the 54 or 36 percent were rated as being above the accepted standards. The remaining 84 percent were rated as being in line with the accepted standards of appearance; not one of the teachers involved in the study was noted as having substandard appearance.

Philosophy of Education

John Friese has written that a teachers philosophy of education results from a thoughtful review of the complete inventory of related life experiences. These include what he hears, sees, does, and thinks in both in-school and out-of-school environment. Obviously no two persons can have exactly the same background; therefore, their guiding beliefs cannot be exactly alike.[1]

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[1]John Friese, The Role of Industrial Arts in Education, unpublished manuscript, 1964, p. 13.

The important point is that every teacher have a set of guiding beliefs, based on sound and rational thinking. Such an organization of beliefs is necessary in the solving of every day problems in all matters of education.

Participating administrators were asked in one item on the information form if the teacher involved seemed to have a sound philosophy of education. Five of the 51 or 9.7 percent were rated as not having a sound philosophy of education. On this item administrators were asked to reply with a direct yes or no, this might explain why this item was not completed on three forms.

In addition to the item dealing with a philosophy of education, there was included a portion concerned with the relation of the administrators concept of the role of industrial arts and that of the teacher involved. (see appendix B, item 9) This item was completed on 50 of the information forms. In 47 cases it was noted that there was agreement as to the purpose of industrial arts, in one case it was noted that there was some difficulty because of a disagreement as to the role of industrial arts in general education, and in two cases the administrator felt that the teacher did not seem to be certain about the purpose of industrial arts.

Distribution of Time

There are often differences of opinion as to how much time should be spent in laboratory work and how much in classroom work. Leaders in the field of industrial arts agree that the teacher should devote a certain amount of time to instruction in class work.

The Illinois Guidelines lists three criteria to be considered when determining the emphasis to be given subject matter information:

1. The age and maturity level of the learner.
2. The time available for the work.
3. The nature of the work.[1]

Administrators indicated that of 52 teachers, 49 or 94 percent of them divided laboratory and classroom work effectively. One administrator felt that the teacher devoted too much time to laboratory work, and two teachers were identified as spending more time than is necessary in the classroom.

Administrators were also asked to give their opinion as to whether or not the teacher showed a good command of subject matter relevent to the field in which he taught. It was evidenced by responses that 51 of 54 or 94 percent of the teachers did show a good command of subject matter.

General or Specialized Education

Throughout the country there are several different schools of thought as to whether an industrial arts teacher should be prepared with a general industrial education or allowed to specialize in one or more specific areas of industrial arts.

Respondents were asked whether or not they thought their industrial arts teacher should have had more

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[1]Guidelines for Industrial Arts Instruction, op. cit., p. 239.

specialized training rather than a general industrial arts background.

Of the 50 teachers for which responses were given, administrators indicated that 15 of them or 30 percent should have had more specialized training. Information received indicated that the respondents felt that the other 35 or 70 percent should not have had more specialized training.

It seems illogical that of the 15 teachers thought to have needed more specialized education 9 teach in schools with enrollments of 750 or less and are 1 or 2 teacher situations. One third or 5 of the 15 teachers are in schools with enrollments of less than 250 and are in one teacher situations.

TABLE 7

THE TEACHERS ABILITY TO EXPRESS HIMSELF VERBALLY

	Excellent	Good	Average	Fair	Poor
Written	8	28	15	3	
Percent	14.8	51.8	27.8	5.5	
Orally	11	30	13		
Percent	20.4	55.5	24.1		

Note: Numbers represent the number of teachers appraised by administrators as belonging in each category.

Respondents were advised on the information form to rate the ability of the teacher to express himself both orally and in written work. (see table 7)

None of the teachers involved were categorized as below average in oral expression. Only 5.5 percent were below average in written expression. The concentration in both written and oral expression was in the good category with 48.1 percent and 59.3 percent respectively.

Additional Study

TABLE 8

AREAS IN WHICH ADMINISTRATORS FELT THAT THEIR INDUSTRIAL ARTS TEACHER COULD HAVE BEEN BETTER PREPARED WITH ADDITIONAL STUDY

Areas	Number of Teachers	Percent
General		
English	11	20.5
Mathematics	3	5.5
Professional		
Methods of Teaching	9	16.6
Professional Education	13	24.7
Psychology	9	16.6

On the basis of having observed the teacher for some time, the respondents were asked to indicate whether or not the teacher might have been better prepared by additional study in any of the following areas: English, mathematics, methods of teaching, professional education, psychology. (see table 8)

Information received indicates that 20.5 percent of the teachers involved would have been better prepared with

additional study in English, 16.6 percent in methods of teaching and psychology, and 24.7 percent in professional education; only 3 or 5.5 percent noted as deficient in mathematics.

III

IMPLICATIONS OF FINDINGS

As a result of considering the findings of this study several assumptions might be made. The findings tend to imply several points that should indeed concern teachers and administrators in the public schools and also those involved in teacher education programs. It seems logical to the writer that findings of studies of this type could be of value to teacher educators when considering changes in the program.

As was noted in the findings 21 percent of teachers involved were identified as not maintaining good public relations. It was also noted that 8 of the 11 who comprise the 21 percent teach in schools with enrollments of 750 or less. It might be assumed from this that it is more of a tendency for teachers in the smaller school situations to be content to remain in their industrial arts rooms or facilities and quietly conduct classes quite removed from the rest of the school.

According to administrator response Easterns' graduates rate very high in their housekeeping and ability to maintain class control. The teachers were also rated highly in respect to their interest in teaching as evidenced by their enthusiasm. The findings in these three areas plus the fact that the teachers seemingly have a high ability to express

themselves would tend to indicate that E.I.U. graduates in general have a good reputation with administrators.

The complaint is often heard that many college graduates in spite of their degree do not express themselves well. This does not seem to be a valid complaint, at least not for the group considered in this study.

Administrators did, however, indicate that the teachers involved in the study might not be as effective in their achievement evaluation as they should be. The tests and measurements course has been dropped as a requirement for those in teacher education at Eastern. These findings tend to point out a need for courses of this type.

The personal appearance of the teachers involved in the study compares favorably with that of other teachers according to administrators. The respondents rated none of the teachers involved as being below the accepted standards.

Almost 10 percent of the teachers were identified as not having a sound philosophy of education. It should be remembered that the administrators own philosophy would have influenced how he might have appraised that of another. The greater part of the data gathered for this study is the result of a subjective value judgment; we must assume that the administrators are qualified and reliable.

In 94 percent of the teacher-administrator cases there was an agreement on the purpose of industrial arts, that is, two administrators felt that their teacher was not certain about the purposes of industrial arts.

According to administrators 94 percent of the teachers

effectively divide class and laboratory time, the same percentage also show a good command of subject matter in their field.

Even though a high peroentage of the teachers were noted as showing a good command of subject matter in their field, more than 20 percent were recognized as needing additional study in English and professional education.

Naturally the matter of deficienoies in English and professional education would have to be investigated by studies of graduates of other departments before conclusions could be formulated. There, however, might possibly be a need for changes in the teacher education curriculums at Eastern in regard to general and professional requirements.

As was discussed in the context of this paper, there are differences of opinion as to whether or not industrial arts teachers should be prepared with a general industrial education or more specialization and concentration in one or more areas of industrial arts.

Of 50 teachers, administrators indicated that 15 should have more specialized training. It seems illogical that of the 15 teachers thought to have needed more specialized education 9 teach in schools with enrollments of 750 or less and are 1 or 2 teacher situations. One third or 5 of the 15 teachers are in schools with enrollments of less than 250 and are the only industrial arts instructor. It is suggested that the administrators might have been influenced by expressed opinions of others rather than considering

the question according to their own situation.

It seems apparent from administrator response that administrators in general are pleased with Eastern Illinois University industrial arts education graduates, specifically those included in the graduating classes 1960-1965 inclusive.

IV

SUGGESTIONS FOR FURTHER STUDY

As a result of investigations made for this study, the writer has realized some possibilities and a need for additional studies:

1. A study to ascertain what views administrators have as to what is the role of industrial arts.

2. A study to ascertain what views teachers have as to what is the role of industrial arts.

3. A study similar to this one involving graduates of one of the other state universities.

4. A study similar to this one involving graduates of other departments within Eastern Illinois University.

Appendix A

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

Dear Mr.

Will you assist in an attempt to formulate an overview of the administrators' appraisal of a group of industrial arts graduates from Eastern Illinois University, classes 1960-1965 inclusive?

According to our records you now have the following teachers_____ employed in your school who are within the group being considered. The results of this study will rely to a great extent upon the objectivity, accuracy, and level of participation. Please complete the enclosed information form and return it at your earliest convenience.

We hope to gain insight as to the strengths and weaknesses of Easterns' industrial arts education graduates. We assume you will not discuss the particulars of the information form with the teachers involved; likewise, assurance is given that the names of all personnel involved will be held in confidence.

Enclosed is a stamped, self-addressed envelope for your convenience. Please indicate in the space provided if you wish a copy of the results of this study.

Thank you for your consideration.

Sincerely,

Sam G. James
Graduate Assistant

Approved by:

Dr. Walter A. Klehm
Professor of Industrial Arts

enc.

Appendix B

INFORMATION FORM

Note: Please respond to the following in terms of the Eastern Illinois University graduate who is teaching industrial arts in your school. Please react conscientiously and honestly to each item.

1. What is your present position? Principal_____ Dept. Head_____
   Asst. Principal_____ Supt._____ Other_____

2. What is the enrollment of your school?

   Less than 250_____ 400 to 750 _____ 1000 to 1500_____
   250 to 400 _____ 750 to 1000_____ 1500 to 2000_____
   over 2000 _____

3. How many Industrial Arts teachers are there in this school?_____

4. How long has this teacher taught in your school?

   1 year____ 2 years____ 3 years____ 4 years____ 5 years or more____

5. His interest in teaching as evidenced by his enthusiasm and performance can be rated as:

   Excellent_____ good_____ average_____ fair_____ poor_____

6. How does his appearance compare to the accepted standards in your school?

   Above_____ in line_____ below_____

7. In regard to his laboratory and classroom, how would you rate his housekeeping?

   Excellent_____ good_____ average_____ fair_____ poor_____

8. Is there evidence of creativity and inventiveness in his teaching?

   Much evidence_____ occasional evidence_____ very little evidence_____

9. How would you rate his ability to maintain class control?

   Excellent_____ good_____ average_____ fair_____ poor_____

10. How would you rate his methods of (effectiveness) achievement evaluation?

    Excellent_____ good_____ average_____ fair_____ poor_____

11. Is the school community kept informed by the teacher regarding the program as administered by this teacher?

Yes_____ No_____

12. Desirable teacher-pupil rapport is an important factor in the educational process; check the following statements which apply to the teacher involved.

_____ He seems to have conflicts with many students.
_____ He seldom has difficulties with students.
_____ When he does have difficulties with a particular student, he handles the situation effectively.
_____ He often seems unable to cope with situations caused by bad conduct on the part of a student.
_____ As a teacher and a person, it appears that he has the respect and admiration of the majority of the students.

Preparation for Teaching

This section has to do with the teacher's educational preparation.

1. What is the extent of his formal education?

B. S._____ B. S. plus_____ M. S. _____ M. S. plus_____

2. If he has courses beyond the B. S. degree, was the work done at Eastern Illinois University?

Yes_____ No_____ Other Inst._____

3. In your opinion does he exhibit a sound philosophy of education?

Yes_____ No_____

4. How well does he express himself orally?

Excellent_____ good_____ average_____ fair_____ Poor_____

5. How would you rate his ability to do written work?

Excellent_____ good_____ average_____ fair_____ poor_____

6. Check those categories below in which you feel he could have been better prepared with additional study.

General	Professional
_____English	_____Methods of teaching
_____Mathematics	_____Professional education
Other_____	_____Psychology
_____	Other_____
	_____

7. Does he show a good command of subject matter relevant to the field of Industrial Arts, specifically in those areas in which he teaches?

Yes_____ No_____

8. Do you feel that he should have had more specialized training in a specific area of Industrial Arts rather than a general Industrial Arts background?

Yes_____ No_____

9. The following statements have to do with the relation of your concept of the role of Industrial Arts and that of the teacher. Check those statements which are appropriate.

_____ I do not have a definite concept of the purpose of Industrial Arts.
_____ The teacher does not seem to be certain about the purpose of Industrial Arts.
_____ We agree on the purpose of Industrial Arts.
_____ There is some difficulty because of our disagreement about the role of Industrial Arts in general education.

10. There are often differences of opinion as to how much time should be spent in laboratory work and how much in classroom work. Check the appropriate statement.

_____ He has his classes spend too much time in the lab and thus neglects subject matter information.
_____ He has his classes spend more time than is necessary in a classroom situation.
_____ He divides classroom time and laboratory time effectively.

Copy Desired ☐

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