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The purpose of this pilot program was to test a method of orienting and recruiting high school seniors as prospective industrial arts teachers. Students in grade 11 were identified by contacting administrators, guidance personnel, and industrial arts teachers in 35 Virginia high schools. From these contacts 48 students from 13 schools were selected; of these 24 attended an experimental summer institute and the remainder served as a control group. Students attending the institute participated in classes, demonstrations, field trips, and conferences which were devoted to the theory, philosophy, and purposes of industrial arts. Evaluation findings included: (1) All 48 students completed high school by the end of the summer, (2) 11 from the experimental group majored in college industrial arts, (3) 3 from the control group majored in college industrial arts, (4) 20 from the experimental group enrolled in college, and (5) 11 from the control group enrolled in college. (EM)

FINAL REPORT

to the

U. S. OFFICE OF EDUCATION
BUREAU OF RESEARCH

A Pilot Program For
Recruiting And Orienting High School Seniors
As Prospective Industrial Arts Teachers

LL

JUNE 1967 – NOVEMBER 1968

VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

Submitted by
Rayford L. Harris

Final Report

Project No. 7-C-029
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

A Pilot Program For Recruiting and Orienting High School Seniors As Prospective Industrial Arts Teachers

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June 1967 - November 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

TABLE OF CENTENT

PART I. INTRODUCTION

PART II. OBJECTIVES

PART III. EVALUATION

PART IV. FOLLOW-UP EVALUATION

PART V. OBSERVATIONS and CONCLUSIONS

PART VI. APPENDIX

INTRODUCTION

The current shortage of industrial arts teachers gives emphasis to the need for orienting and, if possible, recruiting high school students to consider industrial arts education as a career. The continuous increase of the impact of industrial technology on the economy of our country has created a basic need for a "step-up" in educating the American citizenry to live intelligently and effectively in a society so oriented. There is a tremendous demand for personnel possessing knowledge and understanding of industry. Consequently, industrial arts teachers are being drained-off or attracted to industrial pursuits by both government and industrial enterprises. Also school systems across the country are expanding their offerings to include more programs in industrial arts, thereby creating new demands for teachers and adding to the acuteness of the shortage program of industrial arts teachers.

The importance of industrial arts as a school subject has grown nationally and the shortage of competent teachers to man the classroom has become a crucial problem. This was evidenced by the passage of the Higher Education Amendments of 1966 in which industrial arts was added to the nine critical subjects supported under the NDEA Title III.

Many high schools do not provide adequate information and

industrial experiences designed for building understandings concerning and involving broad areas of technology, all of which are basic in the industrial arts discipline. This highlights further the need for recruitment.

This report represents the results of an initial attempt to test a method for orienting and recruiting high school seniors to become industrial arts teachers.

OBJECTIVES OF THE PROGRAM

The specific purpose and objective of the Pilot Program were to test the use of a method or device for orienting and recruiting high school seniors as prospective industrial arts teachers, and to evaluate a three-week institute to determine its effectiveness as a recruitment method for encouraging high school students to become industrial arts teachers.

The program for orienting and recruiting high school students consisted of three distinct phases:

1. Four weeks of recruitment at local high schools began May 1, 1967 and ended May 30, 1967.
2. A three week institute of industrial arts orientation began June 12, 1967 and ended June 30, 1967.
3. A period of evaluation follow-up began October 1, 1967 and ended November 30, 1968.

In order to carry out the objectives and to determine the effectiveness of a Pilot Program to test a recruitment method, forty-eight high school seniors were selected to participate in the program. Twenty-four students were designated to compose the Experimental Group and twenty-four students were designated to compose the Control Group. The purpose of establishing the Experimental and Control Groups was to provide a base for evaluating the outcomes of the three-week institute.

EVALUATION

The program was evaluated continously beginning with the preparation of the initial proposal through contract negotiations, selection of participants, and the arrival of participants for the three-week institute. The administration of the institute included such items as programing, handling of individual problems and other supporting activities. The problems which developed were handled as they arose. Fortunately, no major problems developed which could not be quickly solved.

1. Relations with the United States Office of Education

The United States Office of Education was very cooperative and helpful during all phases of the proposal and program planning. Consultants from the Industrial Arts Division, United States Office of Education, provided the necessary assistance in helping to plan the best possible program. Consultants in the regional office under which this proposal grant was served gave full cooperation to the Director of the proposal.

2. Institute Relations with College Administration

The College administration seemed to have unlimited confidence in the administration of the Institute and its program. In keeping with NDEA policy, all fiscal matters became the exclusive responsibility of Virginia State College Policies also governed expenditures for the Institute and the entire program.

3. Pre-Institute Preparation

Once the proposal for the Pilot Program had been approved by the Bureau of Research, United States Office of Education, the Institute staff immediately set about developing machinery for

smooth organization and operation of the Institute.

Division superintendents, principals, guidance personnel and industrial arts teachers in thirty-five high schools within a 50 mile radius of Virginia State College were contacted by the program Director and staff. Detailed information regarding the program was explained to prospective students recommended for participation. An evaluation instrument (see appendix) used for the selection of participants was sent to all prospective participants.

Selection of the applicants for participation in the Institute, which included participants designated for the Experimental Group, and those designated for the Control Group, was the responsibility of the Selection Committee. The committee was composed of the Director, Mr. Rayford L. Harris, Assistant Director, Mr. Frank T. Greene, and Institute staff member, Mr. Calvin B. Powell. However, the final responsibility for selection of the participants was left with the Director.

The Selection Committee examined the application forms, high school transcripts, and other information submitted in support of each prospective participant's application. Selection of participants was made in keeping with the policies set forth in the proposal pursuant to the provision under which the Institute was sponsored.

There was some difficulty in selecting participants in keeping with the criteria that was used in the Selection of Participants

which were as follows:

a. The applicant must be a student in good standing at his school and who will be entering the senior class the school term beginning August or September, 1967.

b. According to the applicant's performance as reflected by his school record he must be considered promising college material.

c. The applicant must indicate an interest in attending college for the purpose of pursuing teacher preparation in Industrial Arts Education.

d. While applications will be accepted from all interested and qualified students at schools within the designated geographical area, one (1) student will be accepted into the Institute from a school, and (1) will be selected for the Control Group.

The reason for the difficulty was that most students in the high schools who were enrolled in or had an interest in industrial arts, were enrolled in curriculum tracks which would not qualify them for admission to an accredited college. This resulted in a minimun number of applications from most schools and no applications from some of the schools within the geographical areas included in the proposal.

Forty-eight students from thirteen high schools were selected. Twenty-four students were designated for the Experimental Group and attended the Institute. The remaining twenty-four students were designated for the Control Group but did not attend the Institute.

4. Orientation of Participants

The orientation of participants was a continous process, beginning with the letter of acceptance and continuing throughout

the institute. The following activities were provided.

a. The first meeting was devoted to program procedures and orientation. The participants were told of the program and its objectives. At this time, housing or dormitory facilities, stipends, meals and other supporting activities were discussed.

b. The participants were given a tour of the campus and were familiarized with buildings and locations which they would be constantly using including the Industrial Arts Center library, the main library, dormitory, laundry, business office, hospital, dining room, post office, recreational and other facilities.

c. A get acquainted luncheon was held for participants and staff on the first day of the Institute. Every effort was made to help participants to become acquainted with each other and with the staff in order to provide for a continual interchange of ideas.

5. Social Activities and Counseling

As a part of the Institute personnel, a full time guidance counselor was appointed as a member of the staff. His responsibility included the direction and organization of out-of-class or extra curricula activities of the participants, dormitory supervision in cooperation with the regular college dormitory staff, counseling of participants on special problems and interperting test data on each participant's record.

Participants were free to select activities of their own choosing after the regularly scheduled day's activity. However, there were planned recreational and cultural activities suggested such as: swimming, playing softball, attending campus movies, attending college musicals, and an Institute picnic was held on the campus and participants were permitted to invite guests. Weekend

activities included visitation to a nearby National Park in Petersburg. Other activities were planned and managed by the Institute staff cooperating with the College Dean of Students and his staff.

6. Program and Pattern of Organization

The Director was responsible for selecting, organizing, assigning the teaching personnel and consultants, and for scheduling activities. The typical daily schedule, five days a week, follows:

6:45 - 7:45 A. M.	Breakfast
8:30 - 9:45 A. M.	Class discussions, Demonstration, Illustrations
9:45 - 10:00 A. M.	Rest Pericd
10:00 - 11:45 A. M.	Applied Communication, Mathematical and Planning skills with guidance integrated
12:00 Noon - 1:15 P. M.	Lunch
1:30 - 3:30 P. M.	Laboratory: Equipment and Material Demonstrations, also basic skills experiences
3:30 - 4:30 P. M.	Individual and Group Conferences (optional)
4:45 - 5:45 P. M.	Dinner
6:00 - 7:00 P. M.	Planned and Supervised Recreation
7:00 P. M.	Study, Educational and Entertaining Movies, Library and other Cultural Activities
10:00 P. M.	Retire

This educational time schedule was comparable to a high school schedule. This was recommended by persons operating Upward Bound Programs at Virginia Union University, Richmond, Virginia. This schedule had been found favorable in dealing with high school students.

The instructional program was designed to provide the participants with an opportunity to better understand the objectives of industrial arts and its contribution to the total program of education in general. Topics discussed included the theory, philosophy, and purposes of industrial arts supported by realistic laboratory experiences and observations. The major topics considered during the three-week institute were:

a. Purposes and Goals of Industrial Arts
b. Guidance and Its Place in Industrial Arts
c. Mathematics and Some of its Applications in Industrial Arts
d. Communication - "The Must" in Industrial Arts
e. Support of Industrial Arts by State and National Agencies.

These topics were presented and discussed by visiting consultants and lecturers whose names are listed in the appendix.

Laboratory experiences and observations were provided in the areas of general drawing, general metals, woods, plastics, and basic electricity-electronics. Individual and group participation was emphasized to promote a better understanding of industrial arts.

7. Field Trips

Field trips were planned as part of the Institute's program. One field trip was taken each week as the time indicated in the weekly schedule. The first field trip was to Reynolds Metals Company in Richmond, Virginia. This industrial plant was part of Reynold's Printing Plant in which alumnium foil of various colors are imprinted on paper or other materials to make containers for many large corporations. The participants were provided an opportunity to see the organization and productive methods of industry. They were told of qualifications for various jobs and given information about materials being produced and being used. This was an informative and interesting field trip.

The second trip was to the Fort Lee Quartermaster School, Education Center, Fort Lee, Virginia. This trip provided an opportunity to see one of the finest equipped educational centers in Virginia. Educational media involving models, maps, mock-ups, closed circuit television and other training aids and electronics devices were available for training Military personnel and for observation by visitors. Curriculum developments and teaching techniques were explained to the participants. Team work and group participation provided a classic example of learning and doing to enhance knowledge and skill.

The third and final field trip was to the Goddard Space Flight Center Greenbelt, Maryland - located 10 miles northeast of Washington, D. C. The Goddard Space Center is the first major

United States laboratory devoted entirely to the investigation and peaceful exploration of Space. The Center is responsible for complete development of sounding rockets and orbiting space-craft experiments in basic and applied science.

By virtue of the extremely wide variety of projects and responsibilities Goddard Space Center is one of the few installations in the world, capable of conducting a full range space science experimentation program from theory, through experiment, design and construction, satellite fabrication, testing, tracking, data acquisition and data reduction.

This field trip was by far the most exciting and interesting. Because of the nature of our Institute program, the authorities and government officials at the Space Center made every effort to explain many functions and experiments that were in operation.

To summarize, the field trips were an important and valuable phase of the program. They provided the opportunity to show the importance of technology and education working hand-in-hand; and perhaps, relate the role more clearly for industrial arts in education programs of our schools.

8. Major Strengths of Institute

Some of the unique features of the institute were the bringing together of twenty-four high school seniors from different high schools to focus attention on industrial arts and the critical shortage of persons in this subject area as teachers. No other such venture of this nature to recruit students to become

industrial arts teachers had been attempted.

The opportunity for group living, studying and working with industrial materials in an Industrial Arts Center seemed to have been an exciting experience for all of the participants.

Another feature was the cooperation of visiting lecturers from other academic departments of Virginia State College who expressed the importance of industrial arts in coordination with other disciplines. Possibly the most pronounced strength of the Institute is the hope that this proposal will serve as an effective method in recruiting industrial arts teachers.

9. Major Problems Encountered

For conducting a program of this type, even with the pre-planning by the Institute staff and consultants, some problems were encountered. Included in the geographical area as proposed were thirty-five high schools to be visited. The four-weeks period allotted for recruitment was too short. Many schools could not arrange a visiting date upon the first request, therefore, several schools had to be visited a second time.

The program schedule for the Institute was organized so as to permit the Director to teach as part of his responsibility. This created a problem because the Director needed more time in planning and supervising the total program.

The author of this report believes that the Institute was a success and fulfilled the objectives for which it was proposed.

FOLLOW-UP EVALUATION

In order to determine the effectiveness of the method proposed in orientating and recruiting high school seniors to become industrial arts teachers, comparison was noted between the two established groups included in this study. These groups were designated as the Experimental Group and the Control Group. The Experimental Group (Twenty-four students) attended the Institute. The Control Group (Twenty-four students) did not attend the Institute.

Comparison of the two groups was based upon the following:

1. The extent to which members of the Experimental Group and Control Group remained in high school during their senior year.

2. The extent to which members of each group graduated from high school

3. The extent to which members of each group entered College and enrolled in industrial arts teacher education curricula.

The comparisons were necessary in order to determine the effectiveness of such a method and to give some validity to its use for recruiting students to select industrial arts as a career.

1. Findings

Information on all forty-eight participants was received. All participants in both the Experimental and Control Groups completed high school by the end of the summer session school year 1967-68.

Accordingly, the following findings were observed:

1.

Graduated from High School	Experimental Group	Control Group	Total
February	1	0	1
June	23	22	45
August	0	2	2
	24	24	48

2.

Ranked in Graduating Class	Experimental Group	Control Group	Total
First Quartile	16 or 66%	7 or 29%	23 or 45%
Second Quartile	3 or 13%	7 or 29%	10 or 21%
Third Quartile	4 or 17%	7 or 29%	11 or 23%
Fourth Quartile	1 or 4%	3 or 13%	4 or 8%
	24	24	48

3.

Accepted by College	Experimental Group	Control Group	Total
Four Years	21 or 86%	13 or 53%	34 or 71%
Two Years	0 or 0%	3 or 13%	3 or 7%
	21 or 86%	16 or 66%	37 or 78%

4.

Entered College	Experimental Group	Control Group	Total
Four Years	20 or 82%	8 or 33%	28 or 59%
Two Years	0 or 0%	3 or 13%	3 or 7%
	20 or 82%	11 or 56%	31 or 66%

5. Major Subject in College

A. Subject Field and Number Entered

Experimental Group		Control Group	
Industrial Arts	11	Industrial Arts	3
Electronics	2	Electronics	1
Sociology	1	History	1
Drafting	2	Music	1
History	1	Sociology	1
Mechnical Engineering	1	IBM	1
Economics	1	Physical Education	2
Business	1	Agriculture	1

These findings indicate that forty-eight (48) or 100 percent of the participants in the groups finished high school. In the Experimental Group, sixteen (16) or 66 percent ranked in the first quartile of their graduating classes; three (3) or 13 percent ranked in the second quartile of their graduating classes; 4 or 17 percent ranked in the third quartile of their graduating classes and one (1) or 4 percent ranked in the fourth quartile of their graduating classes.

In the Control Group, seven (7) or 29 percent ranked in the first quartile of their graduating classes; seven (7) or 29 percent ranked in the second quartile of their graduating classes; seven (7) or 29 percent ranked in the third quartile of their graduating classes and three (3) or 13 percent ranked in the fourth quartile of their graduating classes.

Eighty-six percent of the Experimental Group was accepted by colleges of their choice while sixty-six percent of the Control

Group was accepted.

Eighty-two percent of the Experimental Group entered colleges of their choice while forty-six percent of the Control Group entered colleges of their choice.

In the Experimental Group, fifty-five (55) percent of the participants who entered college took a major in industrial arts and twenty-five (25) percent in related fields such as drafting, electronics, and mechnical engineering. Twenty- (20) percent took majors in non-related fields to industrial arts.

In the Control Group, thirty (30) percent of the participants who entered college took a major in industrial arts and seventeen (17) percent in related fields such as electronics and mechanics. Fifty-three (53) percent took majors in other non-related fields.

It is significant to note, that a larger percentage of the participants of the Experimental Group entered college and majored in industrial arts and related fields than did the participants of the Control Group. This would seem to indicate, without doubt, that the experiences of attending the Institute was an important factor in influencing the participants in the Experimental Group to continue their education and consider industrial arts as a career.

Many of the participants who did not entered college went into Military service, others enter jobs of various types indicating a desire to further their education at a later date.

OBSERVATIONS AND CONCLUSIONS

The evaluation of this program, planned and conducted for the first time, revealed the strengths and weakness of such a program. Both formal and informal methods of assessment were relied upon to detect successes or failures. Appraisals by the Institute staff and participants were used throughout the Institute period to determine the effectiveness of the program. Evaluative instruments, periodic reports, and discussions were employed in this task.

1. Observations

The important observations made in the total operation of this program were characterized by the seriousness with which the Institute staff proceeded to excute the proposal. With keen recognition of the need for progress in the enlistment of new recruits in industrial arts, this team of educators approached the task with understanding and foresight.

The provision for individual and group participation in laboratory experiences and observations contributed significantly to the participants' enlightenment and enthusiasm for industrial arts. Because of this the participants were able to establish clearer understanding judgments relative to industrial arts education as a career. It was obvious that these youths, who were prospective college students, had come to the program imbued with curiosity and hopefulness. The same enthusiasm that characterized them in the opening session was continuous throughout the Institute.

The following questions were asked participants in evaluating their experiences in the Institute:

1. In light of what you have learned about industrial arts and the teaching profession, would you choose industrial arts as a major in college?

2. Was the orientation program adequate to your needs?

3. Were there any major points of information not covered in the orientation program that you felt would have been of greater benefit to you?

4. Would you recommend the same type of orientation program for other high school students interested in industrial arts?

5. Were there any major points of information you received which should be stressed to future orientation groups?

6. Was the institute program useful to you in helping you decide to become an industrial arts teacher?

7. Did the field trips to the various industries give you a better insight in the organization, operation and function of industrial persuits?

8. What would you consider to be the major strengths and weaknesses of the Institute?

Answers to the following questions were highly favorable. The participants cited the competency of the staff and consultants as a major strenght of the Institute. They also expressed enthusiasm for the field trips and participation in laboratory experiences.

There were many evidences of educational development and understanding of industrial arts. One of the most vivid examples of this growth was revealed through a comparison of the answers given to the question, "What is industrial arts and its function in education?" asked at the beginning and at the end of the institute period.

In addition to the leadership and instruction provided by the Institute staff, presentations were made by specialists and consultants in industrial arts. Presentations in several disciplines were given to show the relationships of industrial arts to other subject areas in the high schools.

The interest and cooperation on the part of local school superintendents, principals, guidance counselors, industrial arts teachers, and community resource persons contributed significantly to the success of the program.

Visits to the several industries as reported in the study provided favorable experiences in which the participants were able to see the organization and operational procedures in industry. On their own they asked questions concerning types of employment, examinations required by prospective employees, types of experimentations in process, and educational requirements.

By the close of the Institute it was apparent that the participants had grown in knowledge and understanding. Certainly, they had been helped in their occupational outlook. It was inescapably clear that the experiences had been effective and valuable relative to their orientation in the field of industrial arts and according to the purpose of the Institute.

A closing exercise was held on the last day of the Institute. At this exercise certificates of attendance were awarded the participants. Their parents and relatives were invited to attend

this program.

In retrospect, the total program has had a tremendous public relation impact in promoting a favorable image for industrial arts. The expenditure was well justified by the accomplishments obtained from the objectives set forth in the proposal.

2. Recommendations

As a result of the experiences gained in conducting this program, and in light of the apparent successful achievements gained by the participants to continue their education and to consider industrial arts as a career, the following observation emerge as recommendations for future action:

1. Types of Program. That this type of program be continued with whatever modifications in its organization and operation may suggest or direct from the experiences learned from executing this program.

2. Length of Institute. The three-week period allotted for this type of Institute was favorable. A high degree of enthusiasm was maintained throughout the program. A longer period might not have provided this carry-over of interest even though more time could have been spent on related activities. A program of this type is best conducted during the summer in order not to interrupt the regular high school program.

3. Number of Participants. The number of participants could vary according to facilities, staff, and length of program. However, a research grant of ten thousand dollars ($10,000) or less would necessitate a small number of participants. We felt that anything between twenty (20) or thirty (30) represented an optimum number of students for this type of program. We selected twenty-four (24) participants to attend the Institute and divided them into three groups of eight each for instructional purposes.

4. Travel and Participants Expenses. The expenses for the participants who attended the Institute included board and lodging, medical, and travel. In addition, each participant was given a fifteen dollar ($15.00) per week stipend. This was an incentive in attracting qualified and interested participants which provided an opportunity to test and evaluate this type of recruitment method.

5. Future Institutes. Even though we have not been presumptious in assuming a continuation of this type of recruitment method, it appears as a necessary factor if the efforts started are to be improved upon. We were pleased with the outcome of this first attempt and would recommend that this type of program be conducted for at least two more periods in order to provide a more adequate assessment of its value.

Although it is difficult to determine the potential impact of the results of this type of program for recruitment, it is believed by the Director and staff who conducted this program, that the experiences previously mentioned are significant enough to motivate high school seniors to become industrial arts teachers.

Perhaps more important than the evidence cited in this report is recognition of the need for continuing research related to the foregoing investigation so as to determine more conclusively the validity of present conclusions. By so doing, evidence could be obtained which might influence industrial arts teacher recruitment procedures as well as point the way toward development of methods that could apply in other teaching areas.

APPENDIX

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George F. Montague 8006 Langley Drive Glen Allen, Virginia	Virginia Randolph High School Route 2 Glen Allen, Virginia 23060
Lynwood Morris 2106 Maplewood Ave Richmond, Virginia	Maggie L. Walker High School 1000 N. Lombardy Street Richmond, Virginia 23220
Arnold Parker, Jr. 1115 Sumpter Street Richmond, Virginia	Armstrong High School 1611 N. 31st Street Richmond, Virginia 23223
Walter W. Randolph 2820 Fendall Avenue Richmond, Virginia	John Marshall High School 4225 Old Brooke Road Richmond, Virginia 23227
William E. Ross Star Route Box 22 Emporia, Virginia	E. W. Wyatt High School Route 2 Emporia, Virginia 23847
Thomas A. Shaw, Jr. 400 Hunt Avenue Richmond, Virginia	John Marshall High School 4225 Old Brooke Road Richmond, Virginia 23227
Eddie C. Smith Route 2, Box 99 Jetersville, Virginia	Russell Grove High School Box 336 Amelia Court House, Virginia 2

PROGRAM PARTICIPANTS
(Control Group)

Name and Home Address	School Address
Reginald L. Snead Route 2, Box 78A Glen Allen, Virginia	Virginia Randolph High School Route 2 Glen Allen, Virginia 23060
Moses Valetine Star Route 1, Box 23A LaCrosse, Virginia	East End High School Route 1 South Hill, Virginia 23970
Donald A. Willie Route 5, Box 508 Petersburg, Virginia	Matoaca High School Route 5 Petersburg, Virginia 23803

INDUSTRIAL ARTS RESEARCH INSTITUTE
VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

May 23, 1967

Division Superintendent
Richmond Public Schools
Richmond, Virginia

Dear Sir:

The Industrial Arts Department at Virginia State College has submitted to the Regional Research Bureau, Department of Health, Education, and Welfare, United States Office of Education, a proposal-title: "A Pilot Program for Recruiting and Orientating High School Seniors as Prospective Industrial Arts Teachers".

Enclosed is an abstract of the proposal stating the objectives, procedure, and phases for carrying out the objective.

Participants for the three-week institute will be selected from cities and counties embracing 35 high schools within a 50 mile radius of Virginia State College of which some of the high schools under your jurisdiction are included.

We would appreciate your cooperation in the effort by granting us permission to visit your high schools. Permission granted, we would contact each principal to explain the program and to inform eleventh grade students of the opportunity to participate in this institute.

A prompt reply would be appreciated as time is a factor in selecting the participants.

Again we thank you for your cooperation.

Very truly yours,

Rayford L Harris

Rayford L. Harris, Head
Industrial Arts Department

RLH/rwe
Encl:

'INDUSTRIAL ARTS RESEARCH INSTITUTE'
VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

May 25, 1967

Dear _____

The critical shortage of industrial arts teachers has become of national concern; therefore, leaders in industrial arts at the state and national levels are giving attention to ways of decreasing this problem.

The Industrial Arts Department at Virginia State College has received a research grant for a proposal submitted to the Research Bureau, United States Office of Education - title: "A Pilot Program for Recruiting andOrienting High School Seniors as Prospective Industrial Arts Teachers."

Your school has been included among those from which 24 participants will be selected for the three-week Institute which will begin June 12, 1967 and end June 30, 1967.

Enclosed is an abstract of the proposal along with the criteria for the selection of participants. We are asking that you cooperate with us in arranging a meeting with you and to talk to eleventh grade students, who will be seniors next year, to explain the possibility of their participation in this research.

The Director of the Institute will call you to confirm his visit to your school. Prompt attention to this effort by you and your staff will be appreciated as time is a factor in selecting the participants.

Very truly yours,

Rayford L Harris

Rayford L. Harris, Director
Industrial Arts Research
Institute

RLH/rwe

INDUSTRIAL ARTS DEPARTMENT
VIRGINIA STATE COLLEGE
Petersburg, Virginia 23803

FOR OFFICE USE ONLY
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Rej.

APPLICATION FOR ADMISSION TO THE INDUSTRIAL ARTS RESEARCH PROGRAM AT VIRGINIA STATE COLLEGE

Orientation Phase - June 12, 1967 to June 30, 1967

You are asked to fill out this application in your own handwriting in ink. It is essential that each question be carefully and completely answered. Incomplete answers delay our decision and necessiate further correspondence.

Before starting this application, please read the following:

1. The applicant must be a student in good standing at his school and who will be entering the senior class the school term beginning August or September, 1967.

2. According to the applicant's performance as reflected by his school record he must be considered promising college material.

3. The applicant must have an interest in attending college for the purpose of pursuing teacher preparation in Industrial Arts Education.

4. Students will be selected without regard to race, color, or national origin.

5. Students must live on the campus of Virginia State College for three weeks during the session, June 12, 1967 through June 30, 1967.

6. The students will not be expected to go home during the Institute except by permission from the Director.

7. The students will be expected to participate in all activities and trips included in the Industrial Arts Orientation Program.

8. All of the information on this form will be kept strictly confidential. Please give your completed application to your Principal or Counselor. He will forward it to us along with a transcript of your high school record.

PERSONAL DATA

1. Name (print) _____
   Last First Middle

2. Home Address (print) _____

   Present Address (if not at home) _____

3. Place of Birth _____ Date of birth _____
   City State Mo. Day Year

4. Age_____ Sex: Male ( ) Female ( ) Home Phone _____

5. Father's Name _____
Last First Middle

Living ( ) Yes ( ) No

Address _____

Occupation _____ Employer _____

6. Mother's Name _____
Last First Middle

Living ( ) Yes ( ) No

Address _____

Occupation _____ Employer _____

7. With whom do you live: (Check one) Both parents ( ) Father only ( ) Mother only ( ) Foster parents ( ) Guardian ( ) Other ( )

8. If you do not live with both parents, give the name and address of the person with whom you live: _____
Name

_____
address

SCHOOL INFORMATION

9. List in chronological order the schools you have attended.

_____
A. Name of School Address

Attendance: Began _____ Ended _____
Mo. Year Mo. Year

Name of: Principal _____ Counselor _____

_____
B. Name of School Address

Attendance: Began _____ Ended _____
Mo. Year Mo. Year

Name of: Principal _____ Counselor _____

_____
C. Name of School Address

Attendance: Began _____ Ended _____

Name of: Principal _____ Counselor _____

10. What subjects in your curriculum do you like best? _____

_____, _____, _____

11. What subjects in your curriculum do you like least? _____

_____, _____, _____

12. How would you rate yourself as a student: Excellent ( ) Good ( ) Average ( ) Fair ( ) Poor ( )

13. Name at least two teachers who know you very well:

_____
Teacher's name Address

_____
Teacher's name Address

14. Name at least two persons in your community who know you very well:

_____
Name Address

_____
Name Address

15. What are your special interests - or hobbies? _____

_____

16. List activities in which you have taken part such as representing your school in academic and athletic inter-scholastic contests, editorships, entertainments and holding responsible offices in student organizations and responsible positions in school function. Comment on any special recognition received.

_____
_____
_____
_____
_____
_____

HEALTH INFORMATION

17. How would you rate your health? Excellent ( ) Good ( ) Average ( ) Fair ( ) Poor ( )

18. List below any physical handicaps that you are aware of: (Include speech, hearing, vision) _____

_____

19. Give the name of your family doctor _____
Doctor's name

_____
Address

_____
Applicant's signature

DC NOT WRITE BELOW THIS LINE

(TO BE COMPLETED BY THE COUNSELOR OR PRINCIPAL IN YOUR SCHOOL)

1. How would rate this student in terms of achievement and performance? Excellent ( ) Good ( ) Average ( ) Fair ( ) Poor ( )

2. Total Grade Point Average _____ Days absents for the present school year _____

3. Tests Information: A. Intelligence Tests

Name of Test (s)	Date administered	Score (s)

B. Achievement Tests: (Please indicate the type of scores, e.g. percentiles, percentile ranks, grade equivolents)

Name of Test (s)	Date administered	Score (s)

C. Other tests information _____

4. What course of study is the applicant following in High School ? General ( ) Academic ( ) General Business ( ) Technical ( ) Other ( )

5. Do you feel that the applicant would benefit from this program Yes ( ) No ( )

Why? _____

(Signature) _____
Principal or Counselor

INDUSTRIAL ARTS RESEARCH INSTITUTE
VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

May 29, 1967

Dear _____

We are happy to inform you that you have been selected to participate in and attend the Industrial Arts Research Institute Program to be held here at Virginia State College beginning June 12 and ending June 30, 1967.

You will be required to live on campus with 23 other students who have also been selected. All expenses for board and lodging will be paid by the Institute. In addition, you will be given $15.00 per week stripend for your personal use.

You will be expected to report to Foster Hall, Virginia State College, for registration beginning 9:00 A.M. Monday, June 12. You will be reimbursed for round trip transportation from your home to Virginia State College. Please try to be on time.

Your wardrobe should consist of casual clothes and one dress outfit for special occasions. For sport events you may bring sneakers, shorts, swim trunks, etc. If you have your own shop or lab apron this may also be included.

We look forward to seeing and greeting you Monday Morning.

Sincerely yours,

Rayford L. Harris

Rayford L, Harris, Director
Industrial Arts Research
Program

RLH/rwe

Staff Photo by Don Blackwell

Experiment With Shaper

Industrial Arts Teacher Pilot Program Is Begun

By DeMARIS BERRY
Progress-Index Staff Writer

PETERSBURG — An institute with an unusual purpose is being conducted at Virginia State College.

The Industrial Arts Research Institute, which runs June 12-30, is being held to test a method for recruiting teachers in areas where there is a critical shortage.

The entire research period, however, will cover a span of 18 months. It began last month.

Virginia State College was given a $10,000 grant by the U.S. Office of Education to conduct the research in the field of industrial arts. Rayford Harris, director of the institute, said that this is the first year in history that a research program on the recruitment of teachers has been financed by the U.S. Department of Education and that this is the only college in Virginia to receive such a gramt

"If this program proves successful, it could become a national method for recruitment," Rayford explained. He also said that the college plans to recommend such programs.

The 24 boys attending the institute were chosen by their academic record and principal guidance counselors' recommendation. Besides the 24 boys attending the institute, 24 other boys were chosen by the same criteria as members of a control group.

Each of these boys progress will be followed by Virginia State College to determine the percentage of each of the two groups going into teaching industrial arts.

Only boys who indicated that they were college bound were selected to participate in the program. Also, only boys who will be high school seniors this fall were selected.

All the students are from various high schools within a 50-mile radius of Petersburg.

Those who were chosen to attend the institute receive free room and board at the college and have their transportation from home paid. They receive $15 in spending money.

Upon entering the institute the boys were given a written test to determine their concepts of industrial arts and what they believed to be the purpose and definition of that field. Shortly before ending their three weeks training they will be given another test to see if their views and so forth concerning industiral arts have changed.

These 24 boys attend classes each week day, much the same as they would on a regular school day. In the morning, the boys attend discussion sessions in which different topics are talked about.

For example, "Principles in Industrial Product Planning," "Theory and Development of Industrial Arts Today," and "Relationship of Industrial Arts to Other Subjects." They might also discuss the opportunities and responsibilities of teachers in industrial arts and the professional requirements of an industrial arts teacher.

The boys spend each afternoon in a laboratory session, either in electronics, metal, wood, or drafting and design shop.

Each Wednesday the students take a field trip. On June 14 they visited Reynolds Metals in Richmond and last Wednesday they visited the Quartermaster School at Ft. Lee.

Teachers from the guidance and psychology department, mathematics department and the communications department of the college are being brought into the program to explain to the high school students the correlation between industrial arts and the other subject areas of a high school.

INDUSTRIAL ARTS RESEARCH INSTITUTE
VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

June 28, 1967

Dear Parents:

You are cordially invited to attend the closing exercise for the Industrial Arts Research Institute to be held Friday, June 30, 1967, in the Auditorium of Owens Hall, The School of Agriculture Building, at 3:00 P. M.

The twenty-four participants will receive their certificates of attendance and Dr. Elwood B. Boone, Dean of the College will be the speaker.

After the closing exercises there will be a tour of our Industrial Arts Center in the Industrial Arts Building.

All participants will check out of the dormitory on Friday evening (Williams Hall for men) no later than 5:00 P. M.

We look forward to seeing you and greeting you on our campus at that time.

Sincerely yours,

Rayford L Harris

Rayford L. Harris, Director
Industrial Arts Institute

RLH/rwe

CLOSING PROGRAM

Mr. Frank T. Greene, Assistant Director, Industrial Arts Institute, Presiding

Invocation ..... Rev. Otha C. Harris
Assoc. in Religious Affairs

Remarks ..... Mr. Paul R. Miller, Director
The School of Industries

Music Selection ..... William A. Batts, Jr.
(Miss Doris J. Foster, Accompanist)

Introduction of Speaker ..... Dr. Elwood B. Boone
Dean of the College

Awarding of Certificates ..... Mr. Rayford L. Harris
Director, Industrial Arts Institute

Announcements ..... Mr. Rayford L. Harris

Benediction ..... Rev. Otha C. Harris

Industrial Arts Research Institute For High School Seniors

at

Virginia State College

This is to certify that

Participated in the Industrial Arts Research Institute at Virginia State College, Petersburg, Virginia, from June 12 to June 30, 1967.

Rayford L. Harris
DIRECTOR, INDUSTRIAL ARTS INSTITUTE

R. P. Daniel
PRESIDENT, VIRGINIA STATE COLLEGE

Virginia State College

Petersburg, Virginia 23803

Dear

There is a critical shortage of industrial arts teachers in Virginia and throughout the nation. In view of this fact, the Industrial Arts Department at Virginia State College, in cooperation with the United State Office of Education through authorization of the Bureau of Research, is conducting a study to test the effectiveness of a method to recruit and orient high school seniors into industrial arts teacher education programs.

You were selected from your high school and participated in the Control Group of our Industrial Arts Research. Since that time we have kept in touch with your high school and were informed that you were in this year's graduating class. We hope you are continuing your education and will consider industrial arts teacher education as a major.

Please fill out the enclosed form and return it to us immediately in the enclosed self-addressed stamped envelope.

This information is necessary in order for us to complete our study.

Your cooperation in this request is sincerely appreciated.

Best wishes for continued success.

Yours truly,

Rayford L. Harris, Director
Industrial Arts Research
Institute

RLH/rwe

Enclosure

INDUSTRIAL ARTS RESEARCH INSTITUTE
VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

Name _____

Address _____ _____
Number Street

_____
City State

1. Did you graduate from High School? June 1968 _____ Summer 1968 _____

2. Are you now enrolled in College or University?

Yes _____ or No. _____

3. Name of College or University _____

4. Location _____
Street City State

5. What is your major? _____

6. What is your minor? _____

Please complete this form and return to:

Mr. Rayford L. Harris, Director
Industrial Arts Research Institute
Box 379
Virginia State College
Petersburg, Virginia 23803