

1992

A Study to Determine What Effects the Upcoming Elimination of the Wood Technology Course is Having on Instructors and Their Programs

Pennie L. Brown
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects

 Part of the [Education Commons](#)

Recommended Citation

Brown, Pennie L., "A Study to Determine What Effects the Upcoming Elimination of the Wood Technology Course is Having on Instructors and Their Programs" (1992). *OTS Master's Level Projects & Papers*. 391.
https://digitalcommons.odu.edu/ots_masters_projects/391

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

A STUDY TO DETERMINE WHAT EFFECTS THE UPCOMING
ELIMINATION OF THE WOOD TECHNOLOGY COURSE IS
HAVING ON INSTRUCTORS AND THEIR PROGRAMS

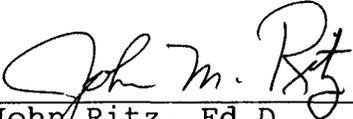
A Research Paper
Presented to
The Faculty of the Graduate School
Old Dominion University

In Partial Fulfillment
of the Requirements for the Degree
Masters of Science
in Secondary Education

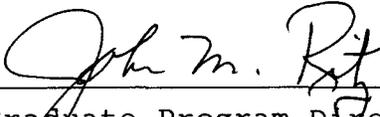
by
Pennie L. Brown
July 1992

This research paper was prepared under the direction of Dr. John Ritz, Graduate Advisor. It is submitted to the Graduate Program Director for Secondary Education in partial fulfillment of the requirements for the Degree of Master of Science in Education.

Approved, July, 1992



John Ritz, Ed.D.
Graduate Advisor



Graduate Program Director
Secondary Education

ACKNOWLEDGEMENTS

This study, related to the woodworking instructors in Tidewater, Virginia, could not have been done without their help. Their input, both from interviews and the surveys, was invaluable.

This study could not have been done without the help and patience and understanding of my wife Paula. I also thank Janet Alford for her help in typing the final copies.

Dr. John Ritz and the Technology Department faculty are acknowledged for their encouragement, direction and suggestions.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
CHAPTER I. INTRODUCTION.	1
STATEMENT OF THE PROBLEM.	2
RESEARCH GOALS.	2
BACKGROUND AND SIGNIFICANCE	3
LIMITATIONS	4
ASSUMPTIONS	4
PROCEDURES.	5
DEFINITION OF TERMS	5
OVERVIEW OF CHAPTERS.	6
CHAPTER II. REVIEW OF LITERATURE.	7
CHANGES IN TECHNOLOGY EDUCATION	7
WOOD TECHNOLOGY TEACHER MORALE.	8
REMOVAL OF WOOD TECHNOLOGY COURSES.	9
WOOD TECHNOLOGY TEACHER OPTIONS	10
WOOD TECHNOLOGY TEACHER OPINIONS.	11
ELIMINATION OF POSITIONS.	11
SUMMARY	12
CHAPTER III. METHODS AND PROCEDURES	13
POPULATION.	13
INSTRUMENT DESIGN	13
METHODS OF DATA COLLECTION.	14
SUMMARY	14
CHAPTER IV. FINDINGS.	15
OVERVIEW OF RESPONSES	15

	Page
SUMMARY.26
CHAPTER V. CONCLUSIONS28
SUMMARY.28
CONCLUSIONS.29
RECOMMENDATIONS.31
BIBLIOGRAPHY.32
APPENDIX A - LIST OF SCHOOLS SURVEYED33
APPENDIX B - COVER LETTERS.35
APPENDIX C - SURVEY38

LIST OF TABLES

	Page
1. TOP TEN COURSES 1986-1990	10
2. SCHOOLS AND INSTRUCTORS SURVEYED.	16
3. RELATIONSHIP OF QUESTIONS TO GOALS.	18
4. RESPONSE BREAKDOWN FOR GOAL 1	19
5. RESPONSE BREAKDOWN FOR GOAL 2	20
6. RESPONSE BREAKDOWN FOR GOAL 3	21
7. RESPONSE BREAKDOWN FOR GOAL 4	24
8. RESPONSE BREAKDOWN FOR GOAL 5	25

CHAPTER I

INTRODUCTION

Throughout the history of what is today known as vocational education, woodworking has been an important part of its curriculum. In medieval times, those wanting to learn the trade worked in craft guilds. These guilds have evolved into the apprentice system we have today (World Book Encyclopedia, 1967, p. 537). Woodworking classes taken in high school are often the first step for many future apprentices.

Many students are also taking woodworking classes for pleasure or to develop skills to assist in the future role of the homeowner. Adults often return to school in adult education woodworking classes either for pleasure, to build a project, to repair a broken household item, or to learn how to safely and correctly operate equipment or tools.

With the advances in technology today, the woodworking industry needs fewer and fewer workers. Budget constraints are forcing school systems to look at programs to cut or reduce to meet budget shortfalls. Woodworking traditionally has been an expensive course to teach due to machinery, supply and maintenance costs. Another concern of the woodworker today is the cost of available raw materials. With new materials and technology, many products can be

purchased for less than the cost of buying the raw materials outright. For these and other reasons, woodworking classes are being eliminated from the state curriculum and the labs are being renovated for new, high-tech courses.

The purpose of this study was to determine the effects of these changes on woodworking instructors and their programs in Tidewater, Virginia.

STATEMENT OF THE PROBLEM

The problem of the study was to determine what effects the upcoming elimination of the wood technology course is having on instructors and their programs.

RESEARCH GOALS

The following goals were studied to determine the effects of the planned course elimination.

1. Is the plan to drop Wood Technology lowering instructor morale?
2. Are class sizes and numbers affecting the decisions to cease offering the course?
3. What is the perception of the course in the school and community?
4. Do the instructors feel the course should be saved and maintained as is or modified?
5. What will happen to the instructors' positions when the course is eliminated?

BACKGROUND AND SIGNIFICANCE

As the United States moves toward a high-tech society, education is forced to change to meet the needs of that new society. With the expansion of high technology in the United States, our industrial base is giving way to an informational based system. This information based system needs less workers and the workers it needs must be highly educated and trained. With this shift in the workplace, many products formally made in the traditional factories and mills are now either built by automated systems or are imported from other countries. This reduced need for workers is one basis for eliminating woodworking.

Another basis for the elimination of woodworking is the increased academic requirements for graduation proposed around the nation. "The general perception of woodworking among industrial technology educators is too often it is a craft, rather than an industry" (Spencer, 1989, p. 17-19). "Operating under this mindset, woodworking is being written out of many new graduation requirements" (Lundy, 1989, p. 24-25).

In the field of vocational education, technology education is replacing the traditional industrial arts curriculum. "Technology Education will make woodworking do what it should have done when Industrial Arts came into being" (Spencer, 1989, p. 17-19). Woodworking courses will be forced to stay current with industry and include all related aspects and impacts.

In the new technology education programs a variety of

materials are used to construct a group project. Less emphasis is placed on quality and more on the how, why, its use and impacts of a product.

Faced with the prospect of being without a job or being faced with an entirely new subject to teach, many vocational teachers are angry. Without assistance from supervisors at both the local and state levels, many industrial arts/technology education teachers will leave the profession taking many years of experience with them. If technology education is to help prepare for a high tech society, it cannot afford to let this happen.

"The greatest challenge facing woodworking teachers is to view the coming changes as a positive development and proceed with vigor and determination to improve their field and Technology Education in general" (Lundy, 1989, p. 24-25).

LIMITATIONS

A survey was conducted of senior high school woodworking instructors in the Tidewater, Virginia area. The subject was limited to high school woodworking classes.

ASSUMPTIONS

With Tidewater, Virginia having two universities with Technology Education programs, many instructors are being prepared for future changes. Older instructors do not want to change their ways and want to keep teaching as they have in the past. Faced with the elimination of woodworking and the introduction of new courses many teachers will take the

early retirement option if they qualify.

Those teachers with fifteen to twenty years experience are unsure what to do. Many feel they are too old for college and a new career and are also too young to retire. If Tidewater was a furniture producing center or had a large lumbering operation, many instructors would feel differently about the elimination of the woodworking classes.

PROCEDURES

Using classroom and text information, a survey was constructed to gather information from the instructors. The survey was comprised of a mixture of rating items, short answer questions and a comment sheet for additional responses.

The survey was mailed during the week of May 1, 1991 and was requested to be returned no later than May 10, 1991. After all surveys were returned, the information was analyzed and conclusions were formed.

DEFINITION OF TERMS

The following words/phrases are referred to throughout the study and are defined as follows:

1. Woodworking - The traditional course associated with the use of hand and machine tools to produce projects whose main material was wood.
2. Tidewater, Virginia - The following cities and counties were included in the survey:

-Norfolk

- Virginia Beach
- Chesapeake
- Portsmouth
- Suffolk
- Hampton
- Newport News
- Poquoson
- York County
- Isle of Wight County

3. Wood Technology - An updated version of the wood-working classes which continues to follow the traditional format.

OVERVIEW OF CHAPTERS

Chapter II includes information gathered from the literature on woodworking technology to form a background for the study. Chapter III provides details on the methods and procedures used to gather data required to meet the goals of the study. Chapter IV is a report on the findings after the collected data was sorted and analyzed. Chapter V includes a summary and conclusions based on the findings of the study. Recommendations are offered for future studies and for teachers in vocational education.

CHAPTER II

REVIEW OF LITERATURE

Since formal, public education came into being, very few subjects have disappeared from the curriculum. Subject material has been renamed, reformatted or joined with others, but seldom eliminated. With the rapid advancement of technology, educational curriculums are undergoing dramatic changes. Woodworking is one of the first courses to be eliminated from the curriculum as education moves toward high technology.

CHANGES IN TECHNOLOGY EDUCATION

The problem of the study was to determine what effects the upcoming elimination of wood technology courses are having on instructors and their programs. In the past, a teacher never faced his or her class being eliminated from the curriculum. New books and supplies, a summer inservice, and the old course with a new name continued on with the same teachers. As long as student numbers were good, tenured teachers could operate under the assumption that they would teach the same classes until they retired or chose to change subjects. Long range plans and purchases could be made and morale was high because the teacher knew what they would be doing next year.

Those who teach in technology education no longer have those guarantees. With woodworking being removed from the curriculum, long range plans are unnecessary. Equipment purchases are halted except for extreme cases and the teachers wonder what comes next (Mortimer, Tierney, 1979, p. 74). Very little is written on how course elimination affects teachers and programs, since few courses have ever been completely eliminated.

WOOD TECHNOLOGY TEACHER MORALE

How is the plan to drop wood technology lowering teacher morale? As summer break approaches, teachers look forward to a vacation. This vacation normally comes with the knowledge of what they face upon returning to school in the fall. Most will spend much time in thought and research of what is to come. Others will begin the search for a new career.

One option open to technology teachers would be a move to industry. Industry and the non-academic fields regularly hire teachers because of their skills and abilities to acquire new skills (Patton, 1979, p. 24). Another option provided to technology teachers are courses designed to train and certify them in the new course offerings. Classes are in place for the new middle school curriculum and many instructors have taken them. However, not all displaced woodworking teachers will be able to be placed at the middle school level. The courses for the new high school curriculum are being developed and will start in the spring

of 1992. These will offer some opportunities to woodworking instructors because they are high school courses. Another option open to some will be the early retirement plan being offered by the state. With declining student enrollments, school closings and teacher layoffs, no one is immune from reassignment (Ashton, Hollingsworth, 1984, p. 62).

Reassigned teachers are experienced teachers with higher standards and they often feel guilty about their shortcomings outside their field of expertise (Ashton, Hollingsworth, 1984, p. 62). Reassigned teachers resemble first year teachers (Ashton, Hollingsworth, 1984, p. 62). Reassignment, even though it means a job next year, affects teacher morale. Teachers reassigned to another building lose all building seniority and become essentially first year teachers. Often they are given the classes and the students the other instructors do not want.

REMOVAL OF WOOD TECHNOLOGY COURSES

Many localities have, over a period of years, been slowly reducing the number of woodworking classes offered. Two reasons are often cited: increased academic requirements and eventual course elimination. According to the list of the top ten technology education courses, from the 1986-87 school year to the 1989-90 school year, the number of woodworking courses dropped 17.7% (Ritz, 1991, p. 3). See Table 1.

TABLE I

TOP TEN COURSES 1986-1990

<u>COURSE</u>	<u>1989-90</u>	<u>CHANGE FROM 1988-89</u>	<u>CHANGE FROM 1987-88</u>	<u>CHANGE FROM 1986-87</u>
Woodworking	38.8%	5.5%	-10.0%	-13.2%
Drafting	38.1%	0.5%	-0.5%	-0.8%
Architectural Drafting	32.3%	-5.3%	+1.4%	+2.2%
Mechanical Drawing	27.8%	-3.3%	+0.9%	+2.5%
General Metals	27.8%	-2.1%	-8.4%	-12.2%
Technology Education	26.1%	+2.3%	+5.5%	+4.5%
Electricity	21.3%	-1.1%	-1.9%	-1.2%
Electronics	21.3%	-0.2%	-0.3%	-4.6%
Manufacturing	21.3%	+1.0%	+1.0%	-0.8%
Communications Technology	21.0%	+2.5%	+4.5%	+4.6%

(N=198)

WOOD TECHNOLOGY TEACHER OPTIONS

Woodshop has been a mainstay of both the industrial arts and vocational programs of the middle and late decades of this century and remains so today (Jones, 1989, p. 2). Those students not going to college need to gain job and work place skills (Interview with A. J. Lambiotte, 1991). In speaking with academia and other businesses, they will tell you that woodworking is dated and of no practical value. Public response to it is that it is not high tech, does not use computers, and does not meet the needs of today's changing workplace. One topic that arises when speaking to the public about the subject is woodworking for pleasure.

This aspect of woodworking already exists in adult education programs. What will happen to these courses when wood labs are renovated? This question needs to be addressed for adult education offerings.

WOOD TECHNOLOGY TEACHER OPINIONS

Is there a place for woodworking in technology education? Yes, but not in its present form. For the most part, it will be intergrated into manufacturing and construction courses, along with other materials and processes (Spencer, 1989, p. 18). In a recent interview, a local instructor felt the course should become more traditional with an increased emphasis on craftsmanship (Interview with P. Lambine, 1991). Since the classroom teacher is often given only limited input in major curriculum changes, no teacher opinion surveys on the topic were located.

ELIMINATION OF POSITIONS

As was discussed in the section on Wood Technology Teacher Morale, many present woodworking instructors are facing reassignment as woodworking is phased out. Some will take early retirement if they meet the criteria. Unfortunately, in some localities, the elimination of woodworking courses may lead to reduction in force precedures. Thus, the technology education instructor will lose his or her job.

SUMMARY

As technology education moves toward the elimination of woodworking, many fundamental changes will occur. Classes will change the way hands-on work and projects relate to the course. The teaching of craftsmanship will change as well as the way machine operation is taught. In the middle of all these changes is the teacher and his or her program. Once the course is eliminated, the teachers and their programs will face changes that will seriously affect their workplace and in turn, their morale.

In the next few years, Virginia's woodworking teachers are facing reassignments, retraining and possible layoffs. As the time approaches to eliminate woodworking from the curriculum, teachers must prepare for the changes to come. Throughout this process teacher training, teacher inservice and recertification programs will each have an impact on the teacher's morale, and in turn, their programs.

CHAPTER III

METHODS AND PROCEDURES

To gather the descriptive information needed to answer the problem of this study, a questionnaire was conducted of woodworking teachers in the Tidewater, Virginia area. Questions were asked to elicit their personal feelings on the topic. Impacts on their courses and programs were also addressed.

POPULATION

Thirty-seven high schools in the Tidewater, Virginia area were surveyed. The cities and counties surveyed included: Newport News, Hampton, Poquoson, Norfolk, Virginia Beach, Portsmouth, Chesapeake, Suffolk, Isle of Wight and York. See Appendix A. Each school was sent one survey addressed to the woodworking instructor, by name if possible.

INSTRUMENT DESIGN

A cover letter, Appendix B, and survey, Appendix C, were developed to obtain information required to answer the problem of this study. The questions used a Likert response scale to make reporting data easier. An area for open ended comments was included to allow of indepth, detailed responses.

A follow-up letter was drafted at the same time so that the content of the letters would be consistent. Questionnaire validity was determined by Dr. John Ritz, Old Dominion University, Department of Occupational and Technical Studies.

METHODS OF DATA COLLECTION

Returned surveys were tabulated to put the data into usable form. Once all the data was tabulated, it was analyzed using percentages of frequency of response to search for trends on each topic. Results of each question and comments are presented in Chapter IV.

SUMMARY

The questionnaire was presented to woodworking teachers in the Tidewater, Virginia area. Due to the diversity of the cities and counties that make up Tidewater, Virginia, the results should be representative of the state as a whole. A questionnaire with an answer scale was selected to make data reporting easier. The space for comments allowed detailed responses, if the instructors deemed them necessary.

CHAPTER IV

FINDINGS

The problem of the study was to determine what effects the upcoming elimination of the Wood Technology courses is having on instructors and their programs. In this chapter are presented the results of the survey. At the end of the chapter the material is summarized.

OVERVIEW OF RESPONSES

On May 23, 1991 thirty-seven surveys were mailed to the Wood Technology Instructors in Tidewater, Virginia. Table II lists the schools and instructors included in the survey. A total of twenty surveys were returned after the due date. Follow up phone calls were made to non-responding schools on June 5, 1991. Two additional surveys were returned.

TABLE II

SCHOOLS AND INSTRUCTORS SURVEYED

VIRGINIA BEACH

Bayside High School	Mr. Evan Jackson*
F. W. Cox High School	Mr. Kenneth Janosko
First Colonial High School	Mr. Maynard West
Green Run High School	Mr. Thomas Kolick
Floyd E. Kellam High School	Mr. Michael Vanture*
Kempsville High School	Mr. Robert Parham*
Princess Anne High School	Mr. Scott Brown*
Salem High School	Mr. John Joanides*

NORFOLK

Granby High School	Mr. Tyrone Goodman
Lake Taylor High School	Woodworking Instructor
Maury High School	Woodworking Instructor*
Norview High School	Mr. David Trotman*
B. T. Washington High School	Mr. Curtis Barrett*

HAMPTON

Bethel High School	Mr. James Grant
Kecoughtan High School	Mr. Claude Hopson
Phoebus High School	Mr. Paul Ardary*

NEWPORT NEWS

Denbigh High School	Mr. James Johnson
Ferguson High School	Mr. Paul Lambine*
Menchville High School	Mr. William Jones*
Warwick High School	Mr. Steve Colwell*

PORTSMOUTH

Woodrow Wilson High School	Woodworking Instructor
Churchland High School	Woodworking Instructor*
Craddock High School	Woodworking Instructor

YORK COUNTY

Tabb High School	Mr. Larry Hoskins*
Bruton High School	Mr. James Smith
York High School	Mr. Stephen Wirt*

POQUOSON

Poquoson High School	Mr. Torbjorn Ommundsen#
----------------------	-------------------------

CHESAPEAKE

Deep Creek High School	Ms. Karen Walker*
Great Bridge High School	Woodworking Instructor
Indian River High School	Woodworking Instructor
Oscar Smith High School	Mr. George Garnett*
Western Branch High School	Mr. Thomas Spencer*

PORTSMOUTH

Manor High School	Woodworking Instructor*
I. C. Norcum High School	Woodworking Instructor

SUFFOLK

Lakeland High School	Woodworking Instructor#
Nansemond River High School	Woodworking Instructor

SMITHFIELD

Smithfield High School	Mr. Timothy Janka
------------------------	-------------------

* returned survey

returned survey after phone call

In Table Three you will find the breakdown of how the questions relate to the five research goals stated in Chapter 1.

TABLE III
RELATIONSHIP OF QUESTIONS TO GOALS

<u>GOAL</u>	<u>QUESTIONS</u>
1	7, 9, 12, 17
2	1, 3, 19
3	2, 4, 5, 6, 8, 10, 13, 15, 16
4	17, 18, 20
5	11, 14, 21

The responses to the survey were tabulated and each question was analyzed. Please note that not all totals equal twenty-two. Surveys from the Suffolk school system stated woodworking classes were eliminated years ago and they only responded to selected items.

Goal one dealt with how the pending elimination of woodworking is affecting instructor morale. The responses to the questions for Goal 1 are presented in Table IV.

TABLE IV

RESPONSE BREAKDOWN FOR GOAL 1

Question 7 - If you are eligible for the early retirement program currently being offered, would you retire to avoid the elimination of woodworking?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	5	2	3	4	5	19
PERCENTAGE OF REPOSESES	26	11	16	21	26	

Question 9 - Your school system will pay your expenses for recertification in the new technology courses.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	7	6	3	4	1	21
PERCENTAGE OF RESPONSES	33	29	14	19	5	

Question 12- When woodworking is eliminated teachers in my school system will face layoffs.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	3	4	8	4	2	21
PERCENTAGE OF RESPONSES	14	19	38	19	10	

Question 17- Knowing what you know about the coming changes in Technology Education, would you recommend your students to become Technology Education teachers?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	3	5	5	4	4	21
PERCENTAGE OF RESPONSES	14	24	24	19	19	

Goal two dealt with class sizes and numbers of classes and their effect on course offerings. The responses to the questions for Goal one are presented in Table V.

TABLE V
RESPONSE BREAKDOWN FOR GOAL 2

Question 1 - In the past five years the number of wood-working classes at my school has dropped.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	3	2	1	9	6	21
PERCENTAGE OF RESPONSES	14	10	5	43	28	

Question 3 - There are the same number of woodworking teachers at my school as there were five years ago.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	9	5	2	3	2	21
PERCENTAGE OF RESPONSES	43	2	10	14	10	

Question 19- I would be willing to teach an updated wood-working course.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	16	5	0	0	1	22
PERCENTAGE OF RESPONSES	73	23	0	0	4	

Goal three dealt with the perception of the course in the school and the community it serves. The responses to the questions for Goal 3 are presented in Table VI.

TABLE VI
RESPONSE BREAKDOWN FOR GOAL 3

Question 2 - Guidance Counselors tell students to stay away from woodworking courses.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	2	4	5	6	4	21
PERCENTAGE OF RESPONSES	10	19	24	28	19	

Question 4 - The majority of students in my woodworking class seem to be in the lower half of their class.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	13	7	0	0	1	21
PERCENTAGE OF RESPONSES	62	33	0	0	5	

Question 5 - Other teachers in my school view woodworking as an important course.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	4	5	4	4	4	21
PERCENTAGE OF RESPONSES	19	24	19	19	19	

Question 6 - The community my school serves sees woodworking as important to the total school curriculum.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	8	8	3	1	1	21
PERCENTAGE OF RESPONSES	38	38	14	5	5	

Question 7 - If you are eligible for the early retirement program currently being offered, would you retire to avoid the elimination of woodworking?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	5	2	3	4	5	19
PERCENTAGE OF RESPONSES	26	11	16	21	26	

Question 8 - My school system has staff development procedures in place to retrain me for the new courses in Technology Education.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	7	7	3	3	2	21
PERCENTAGE OF RESPONSES	33	33	14	14	10	

Question 10- If your school system will not pay for certification in the new courses, will you pay the expense?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	2	9	5	3	1	20
PERCENTAGE OF RESPONSES	10	45	25	15	5	

Question 13- Industry in my community deems the skills and knowledge gained in woodworking courses as important to future employees.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	8	7	4	1	1	21
PERCENTAGE OF RESPONSES	38	33	19	5	5	

Question 15 - When woodworking is eliminated will your laboratory be maintained as a technology facility?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	6	7	6	0	2	21
PERCENTAGE OF RESPONSES	28	33	28	0	10	

Question 16 - Many of my students have attendance problems.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	8	4	0	7	2	21
PERCENTAGE OF RESPONSES	38	19	0	33	10	

Goal four dealt with whether woodworking instructors felt woodworking courses should be saved as is or modify them and keep them in the curriculum. The responses to the questions for Goal four are presented in Table VII.

TABLE VII
RESPONSE BREAKDOWN FOR GOAL 4

Question 17 - Knowing what you know now about the coming changes in technology education, would you recommend your students to become Technology Education teachers?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	3	5	5	4	4	21
PERCENTAGE OF RESPONSES	14	23	23	19	19	

Question 18 - Would you prefer to have woodworking courses brought up to date rather than eliminate them?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	14	7	0	0	1	22
PERCENTAGE OF RESPONSES	64	32			4	

Question 20 - Woodworking courses should be taught even if they are removed from the state approved list.

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	13	6	1	1	1	22
PERCENTAGE OF RESPONSES	59	27	5	5	5	

Goal five dealt with what will happen to the instructors positions when woodworking courses are eliminated. The responses to the questions for Goal five are presented in Table VIII.

TABLE VIII

RESPONSE BREAKDOWN FOR GOAL 5

Question 11 - Have you participated in a workshop or taken a course specifically related to woodworking in the last three years?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	4	1	1	7	6	19
PERCENTAGE OF RESPONSES	21	5	5	37	32	

Question 14 - When woodworking is eliminated, do you plan to continue teaching?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	6	10	3	1	1	21
PERCENTAGE OF RESPONSES	5	48	14	5	5	

Question 21 - When woodworking is eliminated will there be sufficient technology students and classes to keep you at your present school?

	SA	A	U	D	SD	TOTAL
NUMBER OF RESPONSES	3	5	6	3	3	20
PERCENTAGE OF RESPONSES	15	25	30	15	15	

For the four questions in Goal One 43% answered agree or strongly agree, 23% answered undecided and 34% answered disagree or strongly disagree. This showed a slight trend in how instructor morale is being affected.

For the five questions in Goal Two 62% answered agree or strongly agree, 10% answered undecided, and 29% answered disagree or strongly disagree. This shows that class sizes

and numbers are affecting the decisions to offer the course.

For the nine questions in Goal Three 62% answered agree or strongly agree, 15% answered undecided, and 23% answered disagree or strongly disagree. This shows the instructors feel the course has a positive image in their school and community.

For the three questions in Goal Four 74% answered agree or strongly agree, 9% answered undecided, and 17% answered disagree or strongly disagree. This shows the instructors feel the course should be kept.

For the three questions in Goal Five 48% answered agree or strongly agree, 17% answered undecided and 35% answered disagree or strongly disagree. This showed a slight positive response to how instructors feel their positions will exist after the elimination of woodworking.

SUMMARY

Responses to the items reflected the school system the instructor taught in. Systems with strong woodworking programs were reflected in the instructor's responses. Instructors in systems with weak or declining programs responded in the neutral or negative area. As stated earlier Suffolk schools have not taught woodworking in years and the responses to their surveys were incomplete.

Within the schools the course has a negative connotation. To the contrary, outside the building the business and

industry community stated woodworking was a valuable course with usable skills and knowledge.

CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

This study was undertaken to determine what effects the upcoming elimination of the Wood Technology course is having on instructors and their programs. A survey was conducted of the woodworking instructors at thirty-seven high schools in Tidewater, Virginia. Five research goals were established to determine the effects of the planned course elimination. The goals to be answered were: 1. Is the plan to drop Wood Technology lowering instructor morale? 2. Are class sizes and numbers affecting the decisions to cease offering the course? 3. What is the perception of the course in the school and community? 4. Do the instructors feel the course should be saved and maintained as is or modified? 5. What will happen to the instructors positions when the course is eliminated?

Woodworking teachers in Tidewater, Virginia were chosen because of the diversity of the school systems in the area. Twenty-two of thirty-seven surveys were returned. Follow up phone calls yielded only two additional responses. Names of woodworking instructors were obtained from the state list of vocational instructors.

After receiving the completed surveys, the responses

were tabulated by percentage of response for each question. Over-all percentages were determined for the questions in each goal.

CONCLUSIONS

Goal One reads "Is the plan to drop Wood Technology lowering instructor moral?" Forty-three percent of the responses were agree or strongly agree giving an indication of a positive effect due to the coming changes. Are class sizes and number affecting the decision to cease offering Wood Technology is the question of Goal Two. The responses for the questions in Goal Two indicated that the number of teachers, students, and classes have remained consistent over the last five years. What is the perception of the course in the school and community was the question in Goal Three. Sixty-three percent answered agree or strongly agree on questions related to the schools and communities view of woodworking courses. This shows that the course is still seen as a positive influence in the school and community. To the questions for Goal Four "Do the instructors feel the course should be saved and maintained as is or modified?" A large percentage, seventy-four percent, agreed that the course should be kept or updated, not eliminated. "What will happen to the instructors' positions when the course is eliminated?" was the question for Goal Five. The responses showed a very slight (forty-eight percent) positive response. With just under half responding positively and seventeen percent undecided, thirty-five percent responding

negatively, most instructors are unsure of what will happen to their position.

If in the Tidewater, Virginia area there is strong support for Wood Technology from the schools and community, why is it to be eliminated? One reason is it is not seen as high tech. It could be a high tech course but most administrators will not fund it. It also does not attract the "trendy, popular" students. If all of technology education goes the way of the new courses, where will students gain skills and craftsmanship in hands-on activities? Vocational Technical Centers will continue to offer more skills oriented courses in the future. Most of the students served by the present Technology Education classes cannot afford the number of periods out of the building and many would not meet the admission requirements.

Wood Technology can and should survive to give students an opportunity to develop problem solving skills and be able to carry them through to a completed project. This is not to say the new courses are bad, both can co-exist. In most school systems they target different student levels. If the courses normally taken by the lower level students are dropped, where do they go? Could ramifications of this decision, in the future, lead to two class society? One society or class of people being highly educated and another passed over and left to fend for themselves. If the United States attempts to educate all students equally and fairly, what courses do the students take to get hands-on skills if

they do not meet the requirements of academia or vocational classes.

Newport News Public Schools are striving to return to basics in Technology classes, woodworking allows this. An article in the Clarksburg, West Virginia Telegram of July 9, 1991 reports that West Virginia is constructing a Wood Technology Training Center using a \$700,000 federal Economic Development Administration grant. Kentucky, as reported in the Harlan Daily Enterprise on July 25, 1991 reported an increase in exporting more hardwoods to Japan. If the states surrounding us are expanding their woodworking skills and industry, why does Virginia want to drop Wood Technology classes?

RECOMMENDATIONS

Based on the surveys collected and the research done, the following recommendations are made in view of the opinions expressed by the Wood Technology Teachers:

1. Continue to offer Wood Technology courses and update as needed.
2. Offer the new courses to compliment Wood Technology, not eliminate it.
3. Research statewide the possibilities of expanding Virginia's woodworking industry and the resulting training that will be required.

BIBLIOGRAPHY

BOOKS

World Book Encyclopedia, p. 537, 1967.

Patton, Carl V., Academia in Transition; Mid-Career Change or Early Retirement AVT Books, Cambridge, Massachusetts, 1979 p. 24.

Tuckman, Bruce W., Conducting Educational Research, Harcourt Braoe Jovanovich, Inc. Orlando, Florida, 1988.

PERIODICALS

Spencer, Albert G., "A Woodworking Update: Where Do We Go From Here?" School Shop Vol. 48, No. 6 January 1989 pp. 17-19.

Lundy, Lyndall L., "State Survey Describes IE's Toughest Problems" School Shop: Tech Directions Vol. 49, No. 3 October 1989 pp. 24-25

Ashton, Beverly, Hollingsworth, Julia, "Reassignment: Threat or Promise?" English Journal, April 1984, pp. 62-65.

Ritz, John M. D.T.E. "Where Might Our Changes Lead Us?" The Technology Teacher, Vol. 50 No. 5 February 1991 p. 3.

Jones, Alan H., "The Continuing Evolution of Woodworking", School Shop Vol. 48, No. 6 January 1989, p. 2.

NEWSPAPERS

Clarksburg Telegram, Clarksburg, West Virginia
July 9, 1991 edition.

Harlan Daily Enterprise, Harlan, Kentucky
July 25, 1991 edition.

E.R.I.C.

Mortimer, Kenneth P., Tierney, Michael L., "The Three 'R's' of the Eighties: Reduction, Reallocation and Retirement", AAHE-ERIC/Higher Education Research Report No. 4, 1979.

APPENDIX A

APPENDIX A
HIGH SCHOOLS SURVEYED

Bayside*	Phoebus*
Frank Cox	Warwick*
First Colonial	Tabb*
Green Run	Bruton
Kellam*	York*
Kempsville*	Poquoson#
Princess Ann*	Churchland*
Salem*	Craddock
Granby	Deep Creek*
Lake Taylor	Great Bridge
Maury*	Indian River
Norview*	Manor*
Booker T. Washington*	I.C. Norcum
Bethel	Oscar Smith*
Denbigh	Western Branch*
Ferguson*	Lakeland#
Menchville*	Smithfield
Woodrow Wilson	Nansemond River*
Kecoughtan	

* Return survey

Returned survey after phone call

APPENDIX B



May 24, 1991

PENNIE L. BROWN
246 BENNS ROAD
NEWPORT NEWS, VIRGINIA 23601
(804) 599-5390

Dear Colleague,

I am presently the woodworking instructor at Hampton High School. As you know, Wood Technology courses are in the process of being removed from the state list of courses. Enclosed you will find a survey dealing with this change. Since you are currently teaching this course, your input is important to my study.

I ask your honest feelings on the survey questions. The information collected will be used as part of my thesis. A copy of the thesis will be sent to the State Department of Education in Richmond.

Thank you for your time in completing the survey and have a wonderful summer.

Sincerely,

Pennie L. Brown

Enclosures:

- 1) Survey
- 2) Envelope
- 3) Gifts



June 1, 1991

PENNIE L. BROWN
246 BENNS ROAD
NEWPORT NEWS, VIRGINIA 23601
(804) 599-5390

Dear Colleague,

Recently I mailed a survey to your school dealing with the elimination of woodworking courses from the state list of approved courses. To date I have not received a response from your school. The final copy of my thesis is due July 31, 1991. Your input is vital to the completion of my study.

Enclosed you will find a second copy of the survey. Could you please complete it and return it as soon as possible. Thanks for your help.

Sincerely,

Pennie L. Brown

Dr. John L. Ritz

Enclosures:
1) Survey
2) Envelope

APPENDIX C

- SURVEY -

A study of the effects on teachers and their programs relating to the elimination of woodworking courses.

	Scale				
	SA 5	A 4	NO 3	D 2	SD 1
1. In the past 5 years the number of woodworking classes at my school has dropped.	5	4	3	2	1
2. Guidance Counselors tell students to stay away from woodworking courses.	5	4	3	2	1
3. Your school is making capital investments in the wood labs.	5	4	3	2	1
4. If a major woodworking machine breaks down to the point of needing replacement, it will be replaced.	5	4	3	2	1
5. There are the same number of woodworking teachers at my school as there were five years ago.	5	4	3	2	1
6. The majority of students in my woodworking class tend to be in the lower half of their class.	5	4	3	2	1
7. Other teachers in my school view woodworking as an important course.	5	4	3	2	1
8. The community my school serves sees woodworking as important to the total school curriculum.	5	4	3	2	1
9. If you are eligible for the early retirement program currently being offered, would you retire to avoid the elimination of woodworking?	5	4	3	2	1
10. Your school system has staff development procedures in place to retrain you for the new courses to be offered.	5	4	3	2	1

11. Your school system will pay your expenses for recertification in the new courses.	5	4	3	2	1
12. If your school system will not pay for certification in the new courses you will pay the expenses	5	4	3	2	1
13. You have participated in a workshop or taken a course specifically related to woodworking in the last three years.	5	4	3	2	1
14. When woodworking is eliminated, teachers in my school system will face lay-offs.	5	4	3	2	1
15. Industry in my community deems the skills and knowledge gained in woodworking courses as important to future employees.	5	4	3	2	1
16. When woodwork is eliminated you plan to continue teaching.	5	4	3	2	1
17. When woodworking is eliminated your laboratory will be maintained as a technology facility.	5	4	3	2	1
18. A large percentage of my woodworking students plan to attend college.	5	4	3	2	1
19. Many of my students have attendance problems.	5	4	3	2	1
20. Knowing what you know now about coming changes in Technology Education you recommend to your students to become Technology Education students.	5	4	3	2	1
21. You prefer to have woodworking courses brought up to date rather than eliminated.	5	4	3	2	1
22. I would be willing to teach an updated woodworking course.	5	4	3	2	1

Your School _____

Additional Comments: