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CAP, OREST

THE USE OF RETIRED CRAFTSMEN AS VOLUNTEERS IN OHIO'S TRADE AND INDUSTRIAL EDUCATION PROGRAMS

The Ohio State University

Ph.D. 1980

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THE USE OF RETIRED CRAFTSMEN AS VOLUNTEERS
IN OHIO'S TRADE AND INDUSTRIAL EDUCATION PROGRAMS

DISSERTATION

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

By

Orest Cap, Ed.M.

The Ohio State University
1980

Reading Committee:

Dr. Aaron J. Miller
Dr. William Dowling
Dr. James E. Sage

Approved By:

Aaron J. Miller
Adviser
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VITA

Orest Cap

August 7, 1946

Born: Halten, Germany

January, 1969

Brevet d'Enseignement, Ecole Normale Ville-Marie, Montreal, Canada

June, 1973

Master of Education, Trade and Industrial Education, Rutgers - The State University, New Brunswick, New Jersey

September, 1970-1973

Machinist, New Brunswick Tool and Die Company, New Brunswick, New Jersey

August, 1973-1975

Assistant Professor, Department of Education, Vocational Division, University of Quebec at Chicoutimi, Canada

August, 1975-1979

Graduate Research Associate, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio

September, 1979

Assistant Professor, Industrial Arts and Industrial Teacher Education Program Coordinator, Faculty of Education, University of Manitoba, Winnipeg, Canada

1980

The Ohio State University, Columbus, Ohio

Doctor of Philosophy degree

Area: Vocational-Technical Education
PUBLICATIONS

Articles:


Books:


FIELDS OF STUDY

Major Field: Vocational-Technical Education

Professors Aaron J. Miller, James Sage and William Dowling

Minor Fields: Studies in Curriculum

Professors Paul R. Klohr, Charles M. Galloway and D. Severino

Studies in Educational Research

Professors John J. Kennedy and Edward Novak
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CHAPTER I
INTRODUCTION

This study represents an investigation into an area which has been given limited attention in vocational technical education research. It focuses on the feasibility of using retired craftsmen as volunteer aides to trade and industrial teachers in secondary vocational and comprehensive high schools.

Selection of this problem area was stimulated by the concern of the investigator regarding:

. recent developments in curriculum (i.e., programmed instruction, modularized instruction, competency based instruction).

. problems related to schools (i.e., budget restraints, demand for accountability, inflation).

. problems related to the retired population (i.e., stereotyped as unproductive, under-utilized, desire to be active members of society).

An abundance of evidence supports the concept of using retirees as volunteer aides in schools and attests to the usefulness and viability of such a worthwhile endeavor. However, a search of the literature reveals that, despite the career education programs across the country which are making limited use of retirees, no vocational programs exist.
which utilize this potentially great human resource, and no detailed study of this problem is available at the present time.

Such efforts are in line with the statements of a number of vocational leaders and educators in the field such as Marland (1974), Flemming (1978), Schulman (1977), and Hensley (1977). In February 1973, the United States Chamber of Commerce sponsored a national conference on career education directed toward increasing the linkages between education and the world of work. Of the proposals addressed, "Using Retired Workers as Resource Persons in Schools to Acquaint Students with the World of Work," is stressed as one of the most comprehensive efforts.

In a similar vein, the National Commission on the Reform of Secondary Education, established by the Charles F. Kettering Foundation (1973), sought new ways to improve secondary education in the United States. Not since 1918 had so comprehensive a study of American high schools been undertaken. The final report of the commission not only assessed present-day practices but also offered 32 specific recommendations intended to make secondary education more relevant to our youth. The commission found that educators working alone cannot accomplish needed reforms in secondary education. Reform will require the ingenuity and assistance of many individuals in the community.
This research study was, therefore, designed as a preliminary step in addressing this recommendation by investigating the degree to which retired craftsmen may be utilized as volunteer aides to trade and industrial teachers in secondary joint vocational and comprehensive high schools.

**Need for the Study**

In the United States today, mass urbanization and the rapid growth of technology and industrialization have had an increasing impact upon the lives of people. Many aspects of our technological society continue to fluctuate and change. As Toffler (1970) in *Future Shock* suggests, education has not been excluded from this process of change and modernization. Technological growth has brought with it a number of crucial problems for our schools. As Silberman (1970) emphasizes in *Crisis in the Classroom*, there are problems that need immediate attention.

Despite huge investments in the public schools, great numbers of students continue to graduate without basic literacy skills. This problem and others such as discipline in the classroom and inadequate school finance haunt school administrators daily (Glendenning, 1976). This is a time when people across the country are questioning the relevance and quality of education as a means of preparing students for the world of work. Further confounding these problems is the fact that schools, along with other institutions competing for public funds, are being subjected to increasing taxpayers'
demands for greater accountability (Strake, 1975; Meyers, 1975). At the same time, trends in curriculum development are leading to greater school expenditures resulting from the emphasis on the individualization of instruction.

Inflation further reduces taxpayers resources and school purchasing power. With the continued escalation of school operating costs—maintenance of equipment, salaries, electricity and heating bills due to energy shortages—the situation is not likely to improve. Taxpayers across the country, themselves feeling the monetary pressures, have voted down school bond issues and closed schools.

Masters (1975), executive director of Volunteers in Rhode Island Schools (VIRIS) supports the accusations that schools are failing to prepare students adequately.

...we would like to think that schools are able to accomplish with competence the variety of tasks society has assigned them; we are discovering that this is not the case... One out of every four students nationwide has significant reading deficiencies... high school students have scored progressively lower on Scholastic Aptitude Tests (SAT) during the past ten years. If proficiency in basic skills is still an unmet goal, how do we begin to meet the broader needs of our students? (p. 37)

Some serious examples of citizens' dissatisfactions are:  

- Ohio voters rejected 47 out of 61 bond issues.  
- Citizens of Washington state refused to raise a 6 percent interest ceiling on 63 million dollars of educational bonds.
In Oregon, voters rejected a proposal to lend schools 180 million dollars. (U.S. News and World Report, 1971, p. 192)

This trend of discontent shows no signs of having run its course. California is continuing to undergo considerable changes in its vocational education program; and with the passage of the widely publicized Jarvis Proposition 13 tax initiative in the 1978 elections, it appears that it will be sometime before vocational education stabilizes in California. The effect of Proposition 13 is also beginning to find supporters in other states.

Redeployment of Human Resources

Despite the shortages of funds that many schools are experiencing, education cannot blame all its ills on reduction of funds. In the past, increases in funding have been equated with improved education. The current situation facing public schools makes it necessary to find ways to provide quality education without spending more (and in many cases spending less) money. One way to accomplish this is to locate more experienced and skilled volunteer human resources. Some vocational administrators point to America's 22 million senior citizens as an untapped educational resource. The 1978 amendments to the Comprehensive Employment and Training Act (CETA) - Title III specifically cite vocational education as a possible vehicle for facilitating the movement of this nation's middle-aged and older
workers into employment or the pursuit of more meaningful activities.

Gotbaum, (1976) a concerned labor leader, suggests that we should consider utilizing the talents of older Americans who are rapidly becoming a growing segment of the population. In their estimation they "represent tremendous resources in communities throughout the nation... (but) we are neither using them or caring for them adequately" (Gotbaum and Bar, 1976, p. 50).

Sullivan and Florio (1976) support the view that America's elderly population can help.

...an increasing majority of men and women who retire in their sixties and are by then relieved of family responsibilities, are still vigorous and have a keen desire to remain actively involved in their communities. (p. 103)

By the same token, America's public institutions could profit tremendously by "tapping the skills, accumulated knowledge and human compassion" of its senior citizens who have "talents, energy and time" (Sullivan and Florio, 1976).

Elinor Bowles, a research associate at the New Careers Training Laboratory in New York City, points out that:

...older persons as providers rather than recipients of services is a relatively new (concept for contemporary America...The stereotype of older persons as unproductive, uninterested, and unable lingers in spite of the fact that most of us know persons who developed a talent, changed careers, or continued a vigorous life well into old age. (p. 81)

It is a tragic situation to see the talents of so many well qualified, retired craftsmen go unused. In view
of all the problems public schools face, it is essential that vocational authorities enlist the aide of senior citizens to offer all available help to this nation's vocational education staff and students. The benefits of such programs could be two-fold: (1) they would provide quality preparation of students, and (2) they would allow retirees to assume contributing roles in interaction with a younger segment of society.

One important contribution trade and industrial educators can make to the nation's retirees, is in seeking ways to facilitate their use in secondary vocational programs. Public policy and education organizations should encourage and actively initiate the use of older people in education programs (Murphy and Florio, 1978).

This nation seems to value the contributions of young adults and make lavish use of modern techniques while it fails to see the continuous shift of the population's age and to utilize one of its growing assets—retiree, especially skilled blue-collar workers. Naylor (1967) in the book *Volunteers Today, Finding, Training and Working With Them* not only identifies a similar point of view but underlines this aspect by saying that one of the greatest untapped sources of volunteers is the blue-collar worker. Because of the mutual benefits which can be reaped by all concerned, it is imperative that an investigation be conducted to determine the viability of using retired craftsmen as
volunteer aides to trade and industrial teachers in secondary joint vocational and comprehensive high schools. Finally, results obtained could provide the basis and direction for further developmental activity in this important area.

Statement of the Problem

In this era of technological growth, huge financial investments are being made to improve the quality of education and to bridge the gap between education and the world of work. However, these efforts are producing, at best, only limited impact. With the soaring costs of education, vocational education is experiencing both budget restrictions and a greater demand for accountability, especially at the secondary level.

The problem of working within a shrinking budget is particularly troublesome for the joint vocational and comprehensive high school, especially because of the high costs of individualized instruction, modular teaching, instructional technology, and the continually rising costs of shop tools and equipment. Lack of financial resources often prevents vocational schools not only from hiring additional staff but also from making significant improvements in their educational offerings. The attempt to meet the needs of diversified vocational student populations further aggravates this situation.
Today more than ever, there is a growing pressure for vocational schools to utilize community resources. Vocational education institutions, particularly at the secondary level, could be strengthened by utilizing persons who have had the practical experience of a lifetime of work in an occupation or craft. Many secondary joint vocational and comprehensive high schools fail to utilize these retired craftsmen as volunteer aides to vocational teachers in their educational programs; thus they deprive their students of a wealth of valuable information and experience which these retired people could provide.

In this time of limited financial resources, every promising and potentially worthwhile educational resource should be investigated. Certainly developing a program to use retired craftsmen as volunteer aides to vocational teachers in secondary joint vocational and comprehensive high schools should be seriously considered. Use of retired craftsmen as volunteers would not be a panacea for vocational school problems. However, a well organized effort for use of these individuals could benefit all involved. The concept of utilizing retired craftsmen as volunteer aides to vocational teachers in vocational schools has also been proposed by the U.S. Chamber of Commerce and vocational education leaders as one solution to alleviate some of the problems faced by vocational schools today.
Purpose of This Study

The purpose of this study was to examine the degree to which retired craftsmen could be utilized as volunteer aides to trade and industrial teachers in secondary joint vocational and comprehensive high schools in Ohio. The scope of the study is, therefore, described within the following research questions.

1. To what extent are retired craftsmen being utilized as resources by trade and industrial teachers?

2. To what degree do retired craftsmen want to and feel capable of participating as volunteer aides to trade and industrial teachers?

3. What are the benefits of retiree involvement in vocational instruction to:
   a) the trade and industrial teachers?
   b) the retirees?

4. What are the potential problems of retiree involvement in vocational instruction, as viewed by:
   a) the trade and industrial teachers?
   b) the retirees?

5. What differences exist between the perceptions of trade and industrial teachers' and retirees' concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting?
Assumptions

The following assumptions were made in relation to this study:

1. Current status of trade and industrial education program retiree utilization can be adequately surveyed and described.

2. Trade and industrial teachers and retired craftsmen identified in this study are best capable of judging potential problems, possible roles, and benefits of utilizing retired craftsmen in secondary joint vocational and comprehensive high schools.

Delimitations of the Study

Specifically, the investigator imposed the following delimitations:

1. The respondents randomly selected for this study were composed of:
   a) retired craftsmen 65 years of age or over who have been in labor unions.
   b) trade and industrial teachers in comprehensive high schools and joint vocational schools.

2. The study was further confined to comprehensive high schools and joint vocational schools in the state of Ohio.
Limitations

In addition to those areas identified previously, a limitation was imposed upon the study.

1. That any attempt to generalize the findings of this study beyond this population and state will be valid only to the extent to which the sample participating in the research will be identical in other populations.

Definition of Terms

In order to clarify the usage of various terms utilized in this study, the following definitions are offered.

Comprehensive High School - a secondary school with a diversified program organized to meet the needs of pupils with varying interests and abilities (Law and Schaefer, 1971).

Craftsman - refers to a skilled worker who works with established crafts—for example, carpenter, electrician, machinist (Good, 1973).

Joint Vocational School - a school or program involving a large geographical territory usually including more than one local basic administrative unit. It offers specialized training to high school students who are preparing to enter the labor market....These schools are sponsored and operated by local communities or by the state (Law and Schaefer, 1971).
Labor Union - an organization of skilled workers organized for mutual aid and protection both on and off the job.

Retired - refers to the permanent withdrawal of an individual from active participation in paid work activities by reason of age—65 years and over (Good, 1973).

Role - means the educational functions (i.e., instructional planning, institutional management...) to be performed by a retired craftsman.

Senior Citizen - an individual 65 years of age and older.

Trade and Industrial Education - instruction structured to develop basic manipulative skills, safety practices, judgment, technical knowledge, and related occupational information for the purpose of fitting persons for initial employment in industrial occupations or upgrading and retraining workers employed in industry (Law and Schaefer, 1971).

Volunteer - an individual contributing services without pay to a specialized program; usually an outsider (Good, 1973).
CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction
A thorough review of literature was conducted by the researcher to identify information related to the purpose of this study. Documents for review were obtained from Research in Education (RIE) and from Educational Resources Information Center (ERIC). The search was further extended to include periodicals and special publications from the holdings of the research library in the National Center for Research in Vocational Education located at The Ohio State University.

The related literature is presented in the following sections:

. A Growing Force: Seniors Seeking Involvement
. Rewards Envisioned
. Constraints and Misunderstandings
. Volunteers in Various Settings
  1. Senior Volunteers in Federal Programs
  2. Senior Volunteers in Secondary School Programs
  3. Senior Volunteers in Business, Labor and International Programs
  4. Senior Volunteers in Associations and Organizations
A Growing Force: Seniors Seeking Involvement

America is still a very young nation, but each year a greater proportion of its citizens join the "ranks" of the elderly population. At the present time, over 21 million persons 65 years of age or older comprise 10 percent of the nation's total population (Peterson, 1974). They represent the fastest growing group in our nation and are projected to increase even more rapidly after the year 2010 (Newsweek, 1977).

It is further reported that:

In the year 2020, over 40 million Americans will be aged 65 and above, compared to 22 million in 1975 and only 3 million in 1900. (Kahl, 1976, p.2)

The dramatic increase of the elderly in the population in the past decades is due in large part to major medical breakthroughs (Comfort, 1976). Life expectancy for an individual at birth has increased from 47 years in 1900 to 70.4 years today (Brotman, 1972). Life expectancy at age 65 has increased less dramatically during the corresponding period, from 11.5 years in 1900 to 14.8 years today. However, a greater proportion of the population is making it to 65. If advances in medical science, better nourishment, and improved standards of public health continue in the future, a more dramatic cut in death rates will occur. The nation's elderly population will then not only live longer but will be greater than the 30 million currently projected for the year 2000 (Kahl, 1976).
If the present population trends continue, then it is foreseen that in "...1990, there will be 1,341,000 older people in Ohio, nearly 350,000 more than in 1970" (Ohio Commission on Aging, p. 4). Shaw, (1971) in his chapter entitled, "The Age of Neglect," states that there is nothing surprising about this increase, for the present and future aged population has been predicted by the U.S. census. He mentions though, that despite this warning, we have failed to plan adequately for old people.

...we hide from the harsher realities of old age--realities that our society is too busy, or too selfish, or too preoccupied to give the needs of the elderly their rightful place in the order of priorities. (Shaw, 1971, p. 11)

A Triumph in Question

The figures previously mentioned represent a national triumph to twentieth-century American technology and way of life. But Wilbur (1974, p. 61) points out that:

Our achievements are many: We have the highest per capita income in the world. We have made momentous discoveries in science, technology and space...In sharp contrast, however, is our handling of the problems of the aged, the sick and the poor.

This nation also cannot afford to abandon the elderly, ignorantly viewing them as an inferior social class. It is a fact that large numbers of people in this age group today are healthy, strong, actively involved in many settings, and in possession of a great deal of expertise.
In fact,

The health of older people allows most to lead active, independent lives. Although 81 percent of all persons over 65 have some type of chronic health condition, only 15 percent are unable to carry on their activity. (Peterson, 1974, p. 44)

Birren, (1971) in a background paper for the 1971 White House Conference on Aging, similarly supports this view, adding that at least half of the retired population already has or is capable of acquiring the skills to "serve the community and themselves through part-time service positions, either paid or volunteer".

Despite retirement, older workers in many cases have a significant contribution to make in terms of skill, wisdom, and desire not only to contribute their productive effort but even to volunteer. The problem is three-fold: (1) the lack of useful and satisfying roles for these individuals, (2) most senior citizens cannot afford to take a paid job because they would lose their social security or pension benefits, and (3) the fact that volunteer status has always been regarded as somewhat less status-wise than paid employment. The underutilization of senior adults as volunteers has been noted frequently in the literature on volunteerism.

The older segment of our population plays a very small role in the volunteer world, considering the number of elders there are and the resources they have to offer. (Schindler and Lippit, 1971, p. 45)
Career Education: Implications for Senior Volunteers

The career education concept has rapidly permeated school curricula across the nation, reshaping the course of American education at all levels. In effect, the career education concept has become a catalytic force in the public school system capable of bringing community resources and the needs of the school into proper inter-relationships.

Valdry, (1977) in his review of literature, identified several such typical situations of usage of community resources in career education. However, Burt and Lessinger (1970) observe that American educators have always recognized the "value and need for involving various facets of community life and leadership" in voluntary service of public schools.

Indeed, career education activities rely heavily on resources from the community. They can offer increased opportunities from the services of a wide spectrum of volunteers. But for career education activities to be successful, it is essential that the resources of the entire community, "including senior volunteers," be harnessed and put to use in a variety of educational roles. Murphy and Florios (1978) say the key to good career education is to:
...break down conventional barriers and to effect good working collaboration among schools, businesses, unions, and other germane institutions, as well as among people of all ages—those who would learn and those who can teach. (p. 69)

A number of other concerned individuals (Hemsley, 1977), (Schulman, 1977), (Marland, 1974), and certain organizations (Chamber of Commerce, 1973, etc.) have in a similar fashion already emphasized the use of community resources including retired workers as resource persons for career education. Heathman, (1971) in his discussion paper, identified one such case. It occurred in a mid-western industrial city where a volunteer program consisting of nearly 1,500 lay citizens utilized the services of retired people. He points out that a number of retired craftsmen lectured and effectively demonstrated their skills in a variety of settings.

A Desire to Be Active

Attempts have also been made to investigate senior citizens' interests, potential placement, and the extent to which they are currently used in education roles.

In a recent study for the National Council on the Aging, Louis Harris and Associates (1975) discovered that most older people want to be active members of society. Also in the study:

Seventy-five percent of people over 65 indicated that they preferred to spend their time with all age groups. Twenty-two percent of this age group reported voluntary activity. Among those in this age group who do volunteer work, nine percent were involved in education (about 40,000)...many
more older volunteers could be recruited to help in schools, if they were asked. (National School Volunteer Program, 1978, p.4)

Psychologists and sociologists have developed a number of theories to explain why people want to volunteer. But, the reasons behind their motivation for volunteering is still somewhat unclear. The Talmudic principle is: "A man should perform a righteous deed, even if he does so only for ulterior motives, because he will thus learn to do the right for its own sake." (The Royal Bank of Canada, 1976)

In trying to probe further into why Americans volunteer, a census by ACTION (1975) an agency for volunteer services, reported the following reasons:

1. Wanted to help people;
2. Had a sense of duty;
3. Could not refuse when asked;
4. Had a child in the program;
5. Had nothing else to do;
6. Enjoy volunteer work; and
7. Hoped would lead to a paying job (p. 12-13).

Glazers, (1955) in a public affairs pamphlet, identified the following 10 most common reasons:

1. A tradition of mutual helpfulness:
2. An increase in leisure time;
3. The changed position of women;
4. Disappearance of the self-sufficient family;
5. The need to serve;
6. A need to belong;
7. A desire to gain special knowledge;
8. An opportunity to put talents to work;
9. A desire to meet the expectations of others; and
10. A desire for recognition in the community.

Church, (1962) in his booklet entitled, How to Succeed With Volunteers, identified a number of similar reasons.

Rosenblatt, (1966) conducted a study of the psycho-social characteristics of 250 older persons aged 60 to 74 who were interviewed about their interest in becoming volunteers. He found that out of a total of 248 respondents: (1) only nine out of 42 (21 percent) employed persons expressed an interest in volunteer activity; (2) 15 out of 33 (46 percent) potential employees were willing to volunteer; (3) only 15 out of 76 (20 percent) retirees replied affirmatively; and (4) only nine out of 97 (9 percent) homemakers were interested in volunteering. Results further indicated that in general, the potential volunteers tend to be younger, healthier, and more neighborly than persons uninterested in voluntary activities.

Rosenblatt concluded:

...the potential volunteers identified in this study are not equipped to engage in a high level of volunteer activity. They lack the education and training to perform satisfactory
in many positions /and/ if their services are to be used, the volunteer program that is devised must be geared to their capacities or it must undertake to train the volunteers. (p. 94)

Worthington, (1963) reported a study conducted by an established volunteer bureau in Oakland, California, which attempted over an 18 month period to recruit and place recently retired persons over 65 in voluntary community service. The results cover 197 volunteers, 17 male and 180 female, who were recruited through the personnel managers of 100 large industries. In reviewing her literature, Worthington found that:

...the writing was concerned with services given to or for older people, and little placed emphasis on what and how the older person can contribute. (p. 71)

Upon successful completion of their interviews, all volunteers began their assignments. Openings offered to older volunteers were grouped under five broad categories: (1) clerical; (2) group work-recreation; (3) committee work; (4) professional or technical work; and (5) work in the health field. The findings of this study show that of the 197 persons who applied as volunteers; (1) 129 had no specific skills to offer and no previous experience as volunteers, (2) 49 had a specific skill to offer or previous experience, (3) 46 were successfully placed and were still active as volunteers one year later, (4) 19 were judged unsuitable by interviewers for voluntary assignments. The researcher further reports that in the
first group:

...openings could be found for only a small number of volunteers in this group, and even these few had to be given training before they could be used. However, thirty-one of the 129 persons in this group were assigned to agency work...assembling mimeographed material, stapling reports, addressing and stuffing envelopes, and assembling kits for charity solicitations. (p. 74)

...if the volunteer bureau had the staff time necessary to carry out the kind of patient interviewing, careful placement, and thorough orientation and training that would be needed to recruit these older volunteers to make their contributions /a number of individuals could probably be placed/. (p. 75)

Some of the major conclusions stemming from this Oakland study were:

1. Retirees in this study were willing to volunteer, but for the most part, they could offer no useful skills.

2. Orientation and training of the retirees in this study would have resulted in more successful placement.

The Academy for Educational Development (Sullivan and Florio, 1976) and Murphy and Florio (1978) attempted (1) to find out the extent to which public schools, colleges, universities, and other nonprofit organizations use the services of people aged 65 and over in educating roles; (2) to identify types of roles the retirees hold; and (3) to determine how successful the retirees were in their roles.
Based on the experiences of 3,145 responding institutions in 1975-76, the Academy's survey results indicated that among the nation's formal and nonformal educational institutions:

- The use of older people in educating roles is the rule rather than the exception, but the number of older persons per institution or school district is typically low.
- The deployment of older adults varies markedly from one type of institution to another.
- Older persons perform well in a wide spectrum of educating roles. (Murphy and Florio, 1978, p. 20).

The investigation also revealed some of the following:

- Fourteen percent of all older persons in the schools and 10 percent of those in two-year colleges are teaching aides.
- At least 10 percent of all older persons in the Institute of Lifetime Learning and in all of the YMCAs and YWCAs serve as members of educational advisory committees. (Murphy and Florio, 1978, p. 22).

In their study, however, the researchers do not specify if secondary joint vocational and comprehensive high schools were surveyed.

Some of the major conclusions derived from this study follow.

1. Thousands of senior citizens help other people of all ages to learn in a multitude of educational environments both formal and nonformal.

2. A growing number of older educators serve as part-time, usually unpaid, volunteers in a diverse
range of educating roles.

3. Older educational workers obtain high performance ratings from professional staff and students of all ages.

**Rewards Envisioned**

The literature is abundant with accounts of the benefits which can be derived from the use of school volunteers. The growth and spread of programs utilizing volunteers is an indication of the usefulness of such volunteer programs. In the 1970s, over 2 million citizens have donated "their time, talents and energy to some 3,000 programs in all 50 states" (Whaley, 1973).

Volunteering is an American way of life. The giving of one's time to others is so much a part of this culture that few recognize the unselfishness of the act or its importance to the American way of life.

**Volunteer Support Makes a Difference: A Case in Point**

Dr. W. R. Van Dresser, while addressing the key role that volunteers play in helping to make EXTENSION successful in Virginia, is quoted as saying:

Volunteers are an extremely important part of our Extension program. In 1977, over 10,335 volunteer 4-H leaders gave 3,448,540 hours valued at $10,345,620 to the 4-H program. Obviously without volunteers the 4-H program would be severely restricted. (1978, p.2)

Dow, (1975) reporting on private support of Michigan 4-H, indicated that volunteers contributed more than 23
million dollars in the form of time, travel, telephone calls, supplies, and other resources. This figure does not include private resources made available at the state level 4-H programs through the Michigan 4-H Foundation. The average leader, according to Dow, spent 324 hours per year on 4-H efforts. To conclude, Dow says that, "It appears that for every public dollar spent on 4-H youth programs, an additional four to five dollars are gained in private support.

Brown, (1979) has developed an interesting summary of the impact volunteers have upon 4-H as viewed from a national perspective:

Volunteers are the keys to the continuing success and relevancy of 4-H...According to a scientifically designed study of volunteers in three states, the average volunteer contributes the equivalent of $1,124 in time, supplies, gas, etc. each year. If extended nationally at a conservative estimate of only $1,000 per volunteer, the total value of 4-H volunteer contributions annually totals $580 (million) compared to about $69 (million) invested by the Federal Government in 4-H.

The above information indicates the support that volunteers bring to the extension youth program called 4-H. It would seem reasonable to infer that the same kind of support from volunteers could be expected for other volunteer programs.

The following is a listing of those assets stemming from older volunteer involvement in schools. These benefits--

. bring to the classroom first-hand experience in a variety of careers (NSVP, 1978).

. re-develop in retirees a sense of self-worth (Foley,

- enable schools to become more responsive to the students, and the communities more supportive of the schools (Carter and Dapper, 1972).
- provide role models for students and help them to develop new and positive attitudes toward the elderly (NSVP, 1978).
- give the volunteers the feeling of being useful and appreciated by others (Glasser, 1975) (Church, 1962).
- assist teachers in providing individualized instruction (NSVP, 1978).
- improve public relations in the community for school which includes older persons among its personnel (Seguin, 1976).
- help teachers meet the personal needs of students (DaSilva and Lucas, 1974).
- create for the retiree positive social contacts resulting in new friendships and reduction of loneliness (Seguin, 1976).
- provide opportunities for self-satisfaction through contacts with students and faculty (Stenzel and Peeney, 1968).
- give volunteers an opportunity to participate in educational activities (Seguin, 1976).
- relieve teachers of some non-teaching duties (Carter and Dapper, 1972).
permit retirees to stay active both physically and mentally (Seguin, 1976).

provide opportunities for recognition and use of one's particular skills (Glasser, 1955).

Finally, the Edna McConnel Clark Foundation in its brochure entitled The Older Volunteer A Great and Growing Human Resource has by far gathered the most extensive list of positive quotes relating to the use of older school volunteers from tape-recorded interviews with teachers, school administrators, school board members, union officials, business leaders, political leaders, and senior volunteers. This document in itself suggests that many rewards are gained by all participating and that hundreds of older individuals are reaping satisfaction from their involvement.

Constraints and Misunderstandings

Although a multitude of rewards can be attained from the use of school volunteers, there are also a number of constraints to their effective utilization. Ivan H. Scheier (1977) former director of the National Information Center on Volunteerism at Boulder, Colorado, has identified several concerns that most staff possess. The following are among them:

1. Concern that volunteers will not be effective with clients.

2. Concern that professional or other staff status will be undermined. Professionals still struggling
for identity and under pressure to meet educational requirements may feel threatened by lay persons with virtually no training competing on a professional level.

3. Concern that adequate control will be lacking, as part-time unpaid personnel, volunteers may be perceived as not accountable or loyal to the institution.

4. Concern that volunteers will publicly expose daily school and staff problems.

Rainman and Lippitt (1971) similarly identified problem-causing resistance to the active and widespread use of volunteers. Three of these resistances are listed below:

1. The professional and client lose direct interaction because of volunteer involvement.

2. Appropriate utilization of volunteer manpower is constrained by the lack of cooperation among agencies and client populations in the recruitment and training of volunteers.

3. Many volunteers are proving to be too difficult for the professionals to handle because they may be very articulate about their expectations and their status, and critical of their assignments.

The Canadian Education Association (1975) attempted to identify present trends in the use of auxiliary personnel and to get a closer look at some school boards' concerns through
a mail survey questionnaire sent to 75 school boards. The Education Association reported the following problems relating to the use of volunteers:

1. Confidentiality of information concerning students and staff is a potential trouble spot.
2. Attendance of volunteers is irregular.
3. Personality clashes sometimes exist between teacher and volunteer.
4. Unions pressure the constituents to employ only paid aides.
5. Parents, who are uneasy about the involvement of other parents with their child, resist the programs.
6. Some teachers and teachers' associations resist the programs, fearing that professional tasks will be handled by volunteers.

Despite all the foregoing, some respondents indicated that the main problem connected with the use of volunteers is how to get enough of them. Others felt that their use had provided the schools with a large group of human resources and had an overall positive effect. When respondents were further asked to comment about teacher attitudes toward volunteers, they indicated that:

- Competent, confident, secure teachers more readily accepted volunteers in the classroom.
- Less competent or confident teachers wished help with materials, typing, and other work that volunteers might perform outside the classroom under someone else's supervision.
younger teachers were more likely to welcome the services of paraprofessionals.

if the first teacher-volunteer experience in a school was a meaningful relationship, the demand for volunteers grew.

acceptance of volunteers depended in part on the teachers' ability and willingness to spend time on pre-planning and organization.

teachers must be part of the decision to use volunteers.

the more difficult the child, the more willing the teachers were to accept volunteer help.

(Canadian Education Association, 1975, p. 24)

Volunteers vs. Union Interests

There is no evidence to suggest that volunteers will replace paid staff or put individuals out of work (Sainer, 1976). In fact, volunteer programs supplement and enrich staff services and often improve the nature of certain paid positions. The use of volunteers, in addition, offers staff members the opportunity for more varied and satisfying work roles (Schwartz and others, 1977) (Irwin, 1973).

Over a decade ago, the American Federation of Teachers, as reported by Carter and Dapper (1972), issued this statement concerning the use of volunteers.

There is a place for lay volunteer assistance within the school setting... /but/ the use of these volunteers must be restricted to those activities approved by the teacher, and under no circumstances must a teacher be forced to use or supervise a lay person...the direction, control, and responsibility for the educational process must rest firmly with the teacher. (p.16)
The following is the position of the American Federation of State, County, and Municipal Employees (AFSCME), District Council 37, on the utilization of retirees as volunteers.

First, we realize that the well-being of the nation in the future will depend to a considerable extent on the sense of worth and dignity of senior citizens and retirees... Second, we recognize that in many ways the quality of life of the nation and the individual retiree could be enhanced by useful work that retirees perform in many fields through voluntary activity. But volunteerism must supplement and not be a substitute for what should be a gainfully employed work force. (Gotbaum and Barr, 1976, p. 51)

Unions at the present time are attempting to explore program alternatives within their means to provide their people with adequate preparation for retirement (Abbott, 1978).

**Liability Insurance**

On the national scene, very little has been written on the topic of liability insurance for volunteers. Several states, however, do possess laws which provide the same insurance coverage for volunteers as for teachers and other school employees (National School Volunteer Program, 1978).

Staley, (1970) in a study of volunteer aides in Oregon and Washington Public Schools, reported that aides need to be familiar with the following job restrictions and regulations:
1. Every volunteer must have a yearly chest x-ray or skin test to certify freedom from tuberculosis.

2. Aides should realize that they are not covered by general insurance which covers district employees.

3. Volunteers cannot assume total responsibility for the supervision of children and must be under the direction of a certified teacher.

4. Volunteers are asked to observe time schedules as agreed upon to inform the school if they cannot be present for an assignment.

5. A volunteer who transports children must have adequate auto insurance since the district cannot accept liability for injury to those being carried. (p. 19)

The legal position of school boards with respect to volunteers was also given some attention in the Canadian Education Association study (1975). Elementary school administrators indicated that the school board in most instances would usually be liable, particularly if it could be proven to be negligent. Many schools, however, carried liability insurance that protected volunteers either directly or indirectly because they were considered to be working under the supervision of teachers.
Transportation and Lunch

Lack of good transportation and prohibitive costs of transportation and lunch often prevent the full participation of older school volunteers. It also keeps many others from volunteering as often as they desire. This situation, however, could be remedied if out-of-pocket expenses could be reimbursed for transportation and lunches, or if other arrangements could be secured for them.

Volunteer Fears

Despite becoming a more permanent entity of our school systems, volunteers have two main fears;

One is the fear,...that it won't be worthwhile, that their efforts won't make any difference to the children. The other, is the fear of their own incompetence. (Carter and Dapper, 1974, p. 39)

Acceptance by Staff

Introducing any new concept in education involves change. Acceptance of change always carries a certain degree of reluctance from professional staff if the change involves threats to comfort, authority, or professional status (Carter and Dapper, 1974).

Resistance to the acceptance of volunteer aides can discourage and frustrate the volunteer. Cull and Hardy (1974) recommend that a complete understanding by the professional staff that volunteers will not encroach on their professional preserves is essential before introducing any volunteers.
Scheir (1977) has a similar view. He believes that in order to have an effective relationship between volunteers and staff, it is necessary to orient staff to the concept of volunteerism and the benefits that can be accrued from their use. In his view, if this is not accomplished, we seriously hurt the volunteer movement since staff resistance and misunderstanding can result. However, in some instances, if resistance or fear appears to be absent, the staff orientation effort may be safely reduced.

Many school districts, to avoid potential constraints or problems and to overcome staff resistance, have established guidelines for all concerned. In this manner they hope to eliminate or dissipate constraints and fears. Guidelines usually define the responsibilities and mutually clarified roles of lay-workers. Regulations, statement of goals, and philosophy are also discussed prior to the actual volunteer experience. (Whaley, 1973).

With time, as elderly volunteers are introduced into the schools and successfully accomplish their assignments, fears and criticisms relating to volunteerism will begin to subside. The present growth and scope of this movement already indicates a rapid disappearance of initial resistance.

**Volunteers in Various Settings**

**Senior Volunteers in Federal Programs**

Today, the range of senior volunteer involvement in this nation is so broad that there appears to be no program
or setting in which senior volunteers cannot be used effectively. The volunteer efforts to follow are merely representative—not all inclusive—of the successful federal programs that have come into being: a number of alert older adults are willing to serve in a volunteer capacity.

Serve and Enrich Retirement by Volunteer Experience (SERVE)

The SERVE program dates back to 1966 when a first group of 23 volunteers served at the Willowbrook State School for the retarded on Staten Island, New York (Williamson and Ware, 1977). All 23 volunteers served as a group on the same day each week at a given location. The use of group assignments provided opportunities for peer support in the work setting and created an environment where volunteers had social contact and made new friends. Agencies at first were reluctant to utilize elderly volunteers; they were even skeptical about the value of the contribution such individuals could bring forth. However, after extensive experimentation (Sainer, 1976), some of SERVE's research findings concluded that:

1. Senior citizens were willing and able to offer their services to the community provided transportation and sites in need were available.

2. The oldest volunteers took the greatest number of assignments and contributed the most hours of service.
3. The elderly volunteered because they felt a crucial need for social contacts and a need to do some worthwhile tasks.

4. The group approach to recruitment placement and training was an efficient way to operate.

The uniqueness of this program centered on the group approach to recruitment, placement, and training of older persons. The small-group approach was time-saving and facilitated group transportation to and from the agency. In addition, it permitted SERVE staff to supervise in many agencies at one time.

This program is still being continued and presently more than 1,000 senior volunteers, age 60 or over, serve in the community (Sainer, 1976). Today, SERVE volunteers can be found providing a number of services. Some of them assist instructors or tutor students, visit the retarded and the institutionalized aged, while others teach patients and repair furniture and toys.

SERVE was financed in part by the Community Service Society (CSS), HEW Administration on Aging, and private foundations. The success of SERVE on Staten Island laid the groundwork for other volunteer programs across the nation. Congress even enacted legislation in 1969 for the Retired Senior Volunteer Program (RSVP), modeled after SERVE.

Retired Senior Volunteer Program (RSVP)

As a result of the successful SERVE pilot program in
New York City, legislation was enacted in 1969 which created the Retired Senior Volunteer Program (RSVP) as part of the Older American Act under the ACTION agency of the federal government. Since its inception, RSVP has become one of the largest ACTION volunteer programs in the nation (ACTION, 1976b); (Sainer, 1976). This program expanded at an increasing rate from

\[ \ldots 1,800 \text{ volunteers in 84 local projects and a budget of $5 million in 1972 to about 210,000 volunteers in 680 projects with a budget of $19 million in 1976. (Murray and Florio, 1978, p. 32)} \]

The volunteer program operates as a grant program. However, local sponsors (public or private) assume responsibility for sustaining it over the long run. Persons involved in this program receive no income, although local sponsors and RSVP assist with transportation, meals, and public liability. The basic purpose of RSVP is to get retired persons involved in sharing life experiences, wisdom, skills, and interest with others in the community. The only requirements are that the retired person be at least 60 years of age and have the desire to serve others. Volunteers work several hours a week performing diverse functions in schools, hospitals, libraries, correctional institutions, and nursing homes according to their interests and the needs of the local community.

In a recent study of RSVP as reported by Murphy and Florio, (1978) local sponsors found the volunteers to be a valuable addition to their staffs. The retirees, because
of their assignments, had a more positive outlook on life and felt better physically.

The Foster Grandparent Program (FGP)

The Foster Grandparent Program (FGP) was launched in 1965 by the Office of Economic Opportunity and was transferred to ACTION on July 1, 1971. At that time, 4,400 persons were serving 8,800 institutionalized children in 68 centers (ACTION). Since 1976, FGP has expanded to include over 14,000 people in 182 local centers (Murphy and Florio, 1978). While foster grandparents can be found serving in hospitals, institutions for the mentally retarded, homes for the physically handicapped, and homes for the emotionally disturbed, FGP offered the elderly an opportunity to serve children with special needs on a one-to-one basis. New legislation now extends their services into various private settings beyond the previous residential institutions, schools, and day care centers.

Individuals with an understanding of and a desire to satisfy the needs of unfortunate children, serve in the Foster Grandparent Program. The FGP requires volunteers to possess three qualifications: They must be age 60 or over, in a low-income bracket, and in good health (ACTION, 1975). Foster grandparents work four hours a day, five days a week and receive a modest stipend and additional benefits such as: hot meals, an annual physical examination, pre- and in-service training, accident insurance, and a transportation
allowance. Their tasks on the job range from feeding to tutoring a child and sometimes helping with physical therapy.

This program on the whole has been valuable, not only in terms of cost/benefit to ACTION, but also in other ways: 1) deprived children have been provided with warm emotional experiences, and 2) older Americans have enjoyed the feeling of being useful. In addition, the stipend foster grandparents receive helps relieve some of their financial hardships.

The Senior Companion Program (SCP)

The Senior Companion Program was modeled after the Foster Grandparents Program. Senior volunteers in this program, however, provide care to low-income older persons age 60 and above rather than to children with special needs (ACTION). An important objective of SCP is to prevent institutionalization and to assist in deinstitutionalization (Bowles, 1976).

Senior citizens participating in this program volunteer 20 hours per week to help those in their age group renew social contacts. For their services, they receive a stipend similar to those individuals who are in the Foster Grandparents Program. Senior companions can be found serving in private homes, state hospitals, nursing homes, institutions for the emotionally disturbed, and senior citizen community centers (Williamson and Ware, 1977). Their roles are some-
what similar to FGP, for they serve as companions helpers, or paraprofessionals (Field, 1968). The Senior Companion Program is, in effect, a vehicle by which local communities can reduce the social and economic problems of their older population and help maintain the self-esteem of senior citizens. In the process everyone stands to gain: the community, the senior volunteer, and the lonely adult.

Service Corps of Retired Executives (SCORE)

SCORE, a program sponsored by the Small Business Administration, was established in 1964 to aid ailing businesses and to use the knowledge and expertise of retired businessmen and businesswomen as fully as possible. Volunteers are former plant managers, public relations experts, accountants, engineers, bankers, retailers, etc. They are assigned to assist owners and managers of small businesses and community organizations in need of management counseling. There are now over 300 SCORE chapters in as many cities across the nation. They provide their services free to the clients but are entitled to out-of-pocket expenses. SCORE volunteers have given assistance to over one-half million private enterprises including restaurants, repair shops, trucking companies, hardware stores, groceries, and small manufacturers (ACTION, 1974); (Williamson and Ware, 1977).

Volunteers in Service to America (VISTA)

The purpose of the Volunteers in Service to America
(VISTA) program is to help alleviate poverty and the human, social, and environmental ills related to poverty in this country (ACTION). This Office of Economic Opportunity program is sometimes called the domestic Peace Corps (Arthur, 1969). VISTA's assignments usually fall into six categories: 1) social services, 2) education, 3) housing, 4) economic development, 5) health, and 6) community planning.

To qualify for assignments in any of the above categories, prospective volunteers must be: at least 18 years old or over (retirees are welcomed), mature, dependable, motivated, willing to accept a challenging job, and skilled in an area that has been requested by a sponsor. Volunteers from a variety of professions offer their services to VISTA. Selected individuals may serve for one or two years, working under the supervision of anti-poverty agencies requesting their skills. In addition, VISTA provides volunteers with intensive pre-service training.

Volunteers live in the communities they serve. They provide skills and attempt to develop local resources towards initial targets outlined by the sponsor. As the community (urban, migrant, rural, or Indian) gains self-reliance, VISTA phases out the volunteer. VISTA volunteers receive a living allowance, medical insurance, and paid travel expenses. In addition, a small stipend is paid to each volunteer at the termination of his or her assignment. An added benefit is that the time VISTA individuals spend on projects may be credited toward federal service employment.
Senior Volunteers in Secondary School Programs

As one way of providing useful and much needed aid in our schools, a number of public secondary institutions have developed a variety of programs to encourage senior citizens to take part in the educational development of our younger adults on a voluntary basis. These programs have demonstrated that there are several ways the elderly can make meaningful contributions to the schools. Such school programs have enabled older persons to (1) utilize their abilities, (2) fill the voids left in their lives by retirement, and (3) continue to contribute to the communities in which they reside. The following secondary school programs suggest the wealth of opportunity in this area for the older adults. The list is by no means exhaustive or inclusive, but it is intended to describe several exemplary programs of this nature.

The Winnetka, Illinois Experiment

The Winnetka, Illinois school volunteer program, initiated in 1967, (Carter and Dapper, 1974) was one of the earliest experiments offering an opportunity for older adults to become active in school settings. This program, known at one time as the Project for Academic Motivation (PAM), was sponsored jointly by the Federal Administration of Aging and the Winnetka Public Schools. The plan has been successful in its drive to recruit older adults, as detailed by Murphy and Florio (1978, p. 41-42):
In 1968-69, more than 60 percent of Winnetka's school volunteer force was over age 55... and by 1976-77 over 80 percent of the school volunteer force of 170 were persons 50 years of age and older.

Through local volunteer talent pools, (Arthur, 1969) trained volunteer coordinators had the responsibility of matching the teachers' requests and student needs with potential volunteers. This program has further "demonstrated that older adults in significant numbers, are available and willing to help others learn" (Murphy and Florio, 1978, p.42).

Dedicated Older Volunteers in Education Services (DOVES)

Initiated in 1974, the DOVES program opened up a whole new avenue of opportunities for older adults. It enabled older persons to share their talents, knowledge, and experiences with elementary and secondary students (Williamson and Ware, 1977). In fact, Murphy and Florio (1978, p. 42) reported that "....in the 1967-77 school year, out of a volunteer force of more than 20,000 adults, close to 2,500 were men and women aged 60 to 98." Professional DOVES staff expect this concept of using older school volunteers to expand still further in the coming year.

Services rendered by the DOVES are classified under three general categories (Williamson and Ware, 1977): direct classroom assignments, indirect classroom assignments, and advisory assignments. In the first category, volunteers can be found tutoring, teaching domestic and fine arts, and helping slow learners or handicapped students. In the
second category, they grade and correct papers, supervise recreation, keep records, and help in the library. In the advisory category, older volunteers contact business, industry, and labor personnel to acquaint them with the DOVES program and solicit part-time jobs for students. In this category, they also act as aides to high school job and career advisors.

Each potential applicant is carefully screened by the DOVES staff before being accepted for pre-service. In addition, individuals must have a desire to serve, be in good health, and possess experience which can benefit a child.

Older volunteers presently assist in more than 650 institutions of the Los Angeles Unified School District. The L.A. school district in 1976-77 conducted a six-month investigation on the use of DOVES and other volunteers. Through interviews, consultations, and observations, they gathered supportive evidence that older volunteers enhanced the quality of education in a number of ways. Specifically their

....assistance made it possible for regular teachers to do a better job, and in general made possible greater freedom of movement, greater use of small groups, more enrichment, independent work, and individual teaching (Murphy and Florio, 1978, p. 44).

The aid of older volunteers has been significantly effective with handicapped children. Since 1974, similar programs have been operating successfully in New York City and Miami, Florida.
Talent, Experience, Ability and Maturity (TEAM)

TEAM is an enrichment and tutorial program operating in several Louisville, Kentucky secondary schools sponsored by the National Council of Jewish Women, Kentucky Commission on Aging, and Louisville Board of Education. This program utilizes the skill, experience, wisdom, and knowledge of retired and semi-retired persons as volunteers in the schools.

Students who may need assistance are identified by teachers, who then notify the particular school guidance counselor. The counselor then proceeds to contact the local TEAM coordinator who helps locate an appropriate volunteer. Volunteers put in a minimum of two hours of work a week in the schools.

This program began around 1965 with only nine volunteers; but by 1966, because of its value and success, the volunteer ranks swelled to 35. At the present time, over 60 senior citizen volunteers and another 50 adults aid students needing individual attention (National Center for Voluntary Action). In addition, the elderly can be found performing other tasks such as helping to reduce student absenteeism by calling the absent youth's relatives.

Senior Tutor for Educational Progress (STEP)

The initial Connecticut STEP program started in 1973 with funding from Title III of the Educational Secondary Education Act (Murphy and Florio, 1978). The aims of the
program were to bring older persons in contact with teenage students for the purpose of tutoring students with difficulties. Potential tutors come from a variety of fields. Some are former commercial illustrators, librarians, metallurgists, and specialists in preventive medicine. Tutors in this program work approximately four hours a day, and receive $2.50 an hour. The number of work days that a senior citizen is willing to schedule may be arranged on an individual basis. Selected tutors are matched according to their expertise (vocational or avocational) with students in need of educational aid.

An important aspect of STEP, and possibly the element which has contributed most to its success, is the tutors' use of innovative teaching strategies to help students. Students learn and reinforce their learning through educational games and illustrations developed by the tutor.

Menlo-Atherton Pilot Program

In an experiment begun in 1963, Menlo-Atherton High School, one of seven high schools in the Sequoia Union High School District in California, developed a volunteer career information service which carried on over a four-year period (Mullen, 1968).

The basic purpose of this program was to provide volunteer service which would supplement the effectiveness of school personnel in the fields of vocational information, career guidance, and cultural and educational enrichment.
The program was based on voluntary student participation (freshmen through seniors), and activities were undertaken only with the permission of the school administration and at the request of professional staff members.

In 1963-64, 34 volunteers worked as committee members, typists or greeters for "Career Chats" and "Career Day." The following year, the volunteer list had grown to include 125 clerical helpers, field trip drivers, and Career Day greeters. By 1966-67, the School Resource and Career Guidance Program moved into a full-time office with six regular staff volunteers. The school's Career Day was attended by approximately 1,800 people of whom only 127 were adults. Students from surrounding schools were no longer encouraged to attend because seating became a problem.

During that period, there were 42 volunteer greeters in addition to other personnel. This experiment supported the belief that volunteers can bring not only enlarged and unusual pre-vocational opportunities to high-school students, but that in California as well as elsewhere

Most communities offer special vocational services of some kind. All of their resources should be used by a volunteer program. The volunteer, in turn, serves as a direct line of communication to the student. (Mullen, 1968, p. 13)

Volunteer in Education (VIE)

The Volunteer in Education pilot program (National Center for Voluntary Action) was set in motion in early 1972 through Project Reach-out, funded by USOE. The goal of this
effort was to develop a systematic state-wide school volunteer program. The long range objective of Project Reach-out was to mobilize volunteers and support volunteerism at all levels in Ohio public schools. The agency responsible for state-wide coordination of school efforts was the Ohio Department of Education, located in Columbus.

In order to facilitate liaison and communication channels in the state, representatives from local boards of education were selected from Ohio's 88 counties and eight major cities. At the present time, approximately 20,000 volunteers can be found tutoring, monitoring, and assisting in classrooms in 75 percent of the school districts of Ohio. The state's Department of Education also serves as a clearinghouse for volunteer program planning and development.

Keep a Child in School

This program began in 1966 with the full support of the Kanawha County Board of Education in Charleston, West Virginia. With the aid of volunteers, it attempts to encourage disadvantaged students to remain in school and reach their full potential. Concerned volunteer sponsors are matched with students from elementary through senior high school level and work with or tutor them on a one-to-one basis.

No time limit is set for sponsors; however, program coordinators hope that the volunteer will work with an assigned student at least one year. At the present time, over
100 volunteer sponsors are working with students, and it is estimated that four times as many youths could benefit from such an arrangement. The decreased dropout rate in Kanawha County indicates that the volunteer sponsors' efforts have not been in vain (National Center for Voluntary Action).

School Volunteers for Boston, Inc. (SVB)

School Volunteers for Boston, Inc. is a program which brings the talents of the community into the public school by matching schools' needs with volunteer services (National Center for Voluntary Action). This program, organized early in 1966, had only 28 classroom assistants volunteering in six institutions. By the end of 1973, approximately 1,900 volunteers provided services in over 150 schools.

Volunteers include citizens from nearly every domain: students, businesspeople, senior citizens, professors and homemakers. There are individuals who have been active as tutors, teacher assistants, resource volunteers, career coordinators, and counselor aides. Pre-service training is required of volunteers, and they must attend a variety of workshops or attend an 8 to 10 hour course conducted by professionals. SVB, Inc. successfully recruits, trains, and coordinates the placement of its volunteers throughout Boston's public schools.

Since 1970, similar efforts could be found in Rhode Island's schools, (Masters, 1975) and the New Orleans, Louisiana public schools were using a program called,
"Public School Volunteer Program" at the elementary and secondary levels.

Senior Volunteers in Business, Labor, and International Programs

Volunteers can also be found among retired people in business, labor, and international programs. Because senior citizens comprise a very effective volunteer resource, a large number of programs in this sector make special efforts to attract and enroll retirees. Several of these efforts are pursued in more detail below.

The Textron Advisory Group Program (TAG)

Textron, Inc., an international conglomerate that felt its top retirement age executives deserved more than a mere pat on the back as thanks for years of service, found it essential to form TAG, a subsidiary dedicated to the idea that talents which have taken a number of decades to cultivate should not go to waste (Cooper, 1978). Through the TAG program, retired individuals may make use of their talents as consultants for outside forms or counselors for company businesspeople.

At the present time, TAG consists of 30 members who are paid on a per diem basis by the company hiring them. Another important aspect of this arrangement is that the participants have the option of refusing an assignment. This program, in a way, resembles the federally funded Service Corps of Retired Executives (SCORE). Since Textron's initiative,
a number of other private companies such as Union Carbide, Honeywell, and IBM have considered similar efforts.

The current president of TAG, Samuel Ryburn, emphasized the concept of using retired executives. In a recent interview he stated:

We realize the real, human need some people have to stay active in business after retirement....To rise to the top of any big organization you have to have a strong work ethic, a lot of drive. You get geared to working at a certain speed and then suddenly, after retirement, you have no reason to get out of bed. In some ways, asking a person who’s worked hard all his life to retire is like kicking him out of a club, or even his country (Cooper, 1978, p. 8).

Union Retirees Resources (URR)

Already in its second year of operation, URR is a volunteer program co-sponsored by the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), Central Labor Council, and ACTION. It operates in Seattle and King County, Washington.

This program, in effect, utilizes the services of over 80 retired union craftsmen (plumbers, carpenters, sheetmetal workers) as volunteers who provide minor home maintenance and other services for low-income elderly persons and the handicapped (Williamson and Ware, 1977). Some of the tasks performed by the volunteers are repairing leaky plumbing or roofs, correcting electrical problems, and even building ramps for wheelchair patients. Suppliers and contractors donate all supplies and materials needed for the URR program.
Volunteers in this program receive accident and liability coverage. If they serve more than four hours on the job during a given assignment, they are reimbursed for costs of transportation and meals. Otherwise, URR volunteers serve without compensation.

The Peace Corps

Since its inception in 1961, the Peace Corps continues to actively recruit any skilled or talented U.S. citizen over 18, including qualified elderly persons. Lillian Carter, the President's mother, who at 68 joined the Corps, made one thing clear: age is not a hindrance in the Peace Corps (ACTION, 1976). As a matter of fact, by examining more closely the upper age bracket of volunteers in the Peace Corps, one can observe that:

In 1976, out of nearly 6,000 volunteers and trainees, there were approximately 101 aged 61 to 70, and 30 aged 71 and older. All of them worked in education roles. (Murphy and Florio, 1978, p. 30)

Selected volunteers normally serve two years in assignments which are integrated into the goals and plans of the host country. They receive training and monthly allowances for food, lodging, incidentals, and medical care. Peace Corps volunteers come from a variety of educational backgrounds and possess a variety of talents and vocational skills in a number of service areas (ACTION, 1974 and 1975). The Peace Corps represents a tool with which social change and economic development abroad can be achieved, regardless
of the age of its participants.

**International Executive Service Corps (IESC)**

This nonprofit organization was launched in 1964 with the help of the U.S. Agency of International Development (AID), small host countries, and leading U.S. corporations. In its first three years of operation, 400 IESC volunteers completed assignments in over 40 developing countries (Arthur, 1969). IESC offers an opportunity for retired businesspeople to consult, teach, advise, or guide business firms overseas. The Service Corps volunteers work on short-term assignments and serve without salaries. However, the Office of Executive Selection charges the host country a modest fee in order to cover the travel and living expenses of the volunteer.

Volunteers have helped with a score of assignments such as cost control, personnel management, industrial processes, financial administration, accounting, office procedures, educational services, apparel manufacture, dairy operations, and banking practices (Murphy and Florio, 1978). The motives for retirees volunteering their services are multiple. The words of former IESC President Frank Pace, Jr., in an address to the Senate Subcommittee on Aging, might best express the reason: "They found fulfillment and rich satisfaction in this service at ages when many other retirees are languishing on the shelf" (Arthur, 1969, p, 171).
Volunteers for International Technical Assistance, Inc. (VITA)

This organization, sometimes called the "mail order Peace Corps," is vitally interested in helping people in the third world solve their technical problems through the application of American know-how (Arthur, 1969). Underdeveloped countries all over the world, Peace Corps volunteers serving in foreign assignments, American Businesspeople overseas, and missionaries in foreign countries mail requests for VITA's aid. Qualified volunteers in this country then respond on an individual basis or as a group to the requests.

Once the necessary information is compiled, it is then forwarded to the requestor. VITA volunteers are comprised of educators, scientists, carpenters, farmers, electricians, engineers, and many other professionally qualified individuals who are either still at work or retired. In fact, "of all the volunteers on VITA's roster, an estimated 10 percent or more are retired" (Murphy and Florio, 1978, p. 54). Volunteers obtain no honoraria for their efforts; however, they are, in some instances, reimbursed for out-of-pocket expenses.

Senior Volunteers in Associations and Organizations

Besides the five previously described organizations, (VITA, IESC, Peace Corps, URR, TAG) many public and private operations recruit the wisdom and services of the elderly. The range and scope of these operations is as wide as any interest one may have. These organizations may include the
YMCA or YWCA, 4H Clubs, National Association for Mental Health, United Nations Association of the USA, and National Audubon Society. The following are some of the typical efforts launched in this type of setting.

The Boys Scouts of America and Girl Scouts of U.S.A.

The Boy Scouts of America is a national organization which, since 1910, has served young boys while utilizing the services of the ever-increasing senior population.

Boy Scouts of America has already given its fifty-year Veterans' Award to over six-hundred who have served it well. Seventy-eight others have been similarly honored for fifty-five years of service. This organization, as can be seen, ...was acting on the assumption--before solemn studies had confirmed the fact elsewhere--that older people can exert a good influence on the young (Arthur, 1969, p. 124).

Volunteers of any age can hold positions in the Boy Scouts. The basic qualification required of volunteers is the ability to win the respect and confidence of the boys they work with. A number of valuable and challenging services are performed by the older volunteers: serving on council-wide committees, recruiting and training young leaders, discussing careers, supervising financial record-keeping, outlining future scouting plans, sharing experiences and skills, and rendering a variety of other helpful services. Through the effort of this youth organization and its volunteers (both young and old alike), over six-million young Americans have been served.
The Girl Scouts of the U.S.A., founded in 1929, should also be mentioned. In 1967 the Girl Scouts launched the Older American Program jointly sponsored by the U.S. Administration on Aging (Arthur, 1969). As part of Operation Granddaughter, Girl Scouts perform multiple services for the aged such as visiting nursing homes. The reverse situation also occurs, however, under the Adopted Grandmother program. In this case, older volunteers have an opportunity to aid Girl Scouts or Girl Scout leaders in becoming more knowledgeable in areas such as home economics, crafts, consumer education, and career counseling.

**Big Brothers of America**

A number of organizations are attempting to cope with the unrest of adolescents in our era. Big Brothers is merely one example of a respected organization that has come to operate on a nation-wide level. This program works with boys between the ages of 8 and 17 and attempts, through sympathy, understanding and guidance to eliminate anti-social behavior, to prevent self-destructive tendencies which the youths might possess, and if possible, to fill a void in their lives.

No age limit is set for working with such youngsters. However, the individual who volunteers for this kind of work must possess a stable personality, be willing to share a few hours regularly each week, and be prepared to fill the role of an adequate male figure in a boy's life.
Not all Big Brother chapters assign responsibilities in the same manner. In Michigan, for example, as reported by Arthur (1969, p. 129)

...over forty elderly men, members of a senior citizens group in three different towns, annually contribute hundreds of hours toward the preparation and successful completion of the Big Brother "Sugar-bush" operation each spring. For five days a week, men in the grandfather age group are on hand to gather maple sap, make maple syrup, cook and serve pancakes and sausages to all the Big Brothers, their Little Brothers and to their families.

Professional workers assign and match volunteers with boys in need. The volunteers do not assume any legal or financial responsibilities for the boys they work with.

The American National Red Cross

The American National Red Cross enlists over two million volunteers of both sexes and, since 1953, has eliminated all age ceilings. The Red Cross has even made special efforts to recruit retired men and women, for it believes that human resource can furnish more time to its cause.

Roland E. Harriman, former Chairman of the Red Cross, underlined his belief (Arthur, 1969, p. 140-141), when he stated:

The retiree is vital to all our services as our population expands and our needs increase. But this is especially true for the Red Cross since volunteers are its keystone...More and more the Red Cross looks to retirees as a source to fill its volunteer gap. They have more maturity and a greater sense of responsibility. And they have warmth, growing out of long experience in human relationships.
Red Cross volunteers of all occupations, young and old alike, who have a few hours a week or more to spare perform all kinds of useful services in instruction, hospital work, transportation, disaster relief, work with armed forces, and office work. Good Red Cross volunteers do not necessarily come from highly skilled recruits; the Red Cross offers training courses or short orientation lessons for individuals desiring to enroll.

Senior Employment Program

The Senior Community Service Employment program is financed and administered by the U.S. Department of Labor but sub-contracted with five national non-profit organizations (Murphy and Florio, 1978). The organizations which have assumed the administrative responsibility for hiring low-income older persons in useful tasks in their communities are the following:

1) National Farmers Union,
2) U.S. Forest Service,
3) National Council for Senior Citizens,
4) National Council on Aging, and
5) National Retired Teachers Association/American Association of Retired Persons.

Basically, three requirements must be met by interested seniors in order to be eligible for Senior Community employment. Potential individuals must be (1) 55 years old or over; (2) receiving an income at or below the poverty
line set by the U.S. Department of Labor; and (3) retired or chronically unemployed. A medical examination is also required of individuals desiring employment. Selected persons obtain on-the-job training and receive minimum wages for their 20 hours of work a week. These senior aids are successfully engaged in day care centers, libraries, or other educational settings such as schools. Because of this program, many persons in the community in addition to the older persons are reaping benefits.

Summary

The field of vocational education, with its emphasis on occupational training and retraining, has an opportunity to benefit from the trend toward volunteerism. The stimulus for volunteer efforts in vocational education is closely related to the basic premises of this democratic society—the widely accepted use of advisory committees and community councils, and particularly, the career education movement.

The elderly population is rapidly increasing every year. The health and well being of older people today permits many of them to remain active and lead independent lives. As a result, these senior citizens, in many cases, can continue to make significant contributions to society in terms of skill, wisdom and desire not only to contribute their productive effort but even to volunteer.
Although there are numerous rewards to be attained from the use of school volunteers, there are also various problems that arise, especially with the use of retirees. Some of these problems are: lack of good transportation, low self-image, fear of volunteering and health limitations.

An abundance of evidence supports the concept of using retirees as volunteer aides in schools and attests to the usefulness and viability of such a worthwhile endeavor. The concept of using retired craftsmen as volunteers in secondary trade and industrial programs is a viable one. This concept has the support of the U.S. Chamber of Commerce and vocational education leaders throughout the country.

Given the increased attention being paid to retirees as volunteers in the literature, it is anticipated that the study of this area could contribute to the development of a useful data base for senior volunteer involvement. More importantly, it could lead to the creation of a beginning phase of intensive development and growth.
CHAPTER III
METHODOLOGY

Design of the Study

This study was descriptive in nature and exploratory in purpose. A mail survey research technique was utilized to obtain essential data.

Selection of Sample

The population for this study included the following:

1. Vocational trade and industrial teachers employed in Ohio's joint vocational and comprehensive high schools.

2. Retired craftsmen 65 years of age or older who have been members of an Ohio labor union.

These are the two groups toward which the research questions in Chapter I are directed.

The efforts of volunteer craftsmen in assisting trade and industrial education teachers would most likely include the areas of instructional planning, program evaluation, instructional execution, instructional management, instructional evaluation, guidance, school-community relations and student vocational organizations. Presently responsibility for these basic activities at the secondary level can be identified as a part of the role of existing trade and industrial education teachers.
Osso (1971) reports that over 16,000 secondary schools in the nation offer an occupational curriculum. Eight thousand of these schools offer programs in trade and industrial education. The rationale for selecting union members for this study was twofold:

1. unions possess current records of retired members' names and addresses; and

2. unions provide a source of technically trained people (skilled craftsmen).

The following documents served as the basis for respondent identification and selection: Directory, Trade and Industrial Education for the State of Ohio (1979); Directory of National Trade Associations, Professional Societies, and Labor Unions Involved in the Construction and Building Materials Industries (1975); and the Encyclopedia of Associations (1978).

Using these listings, the following sampling considerations were made.

1. To make the sample systematically representative of the population, a stratified random sampling method was utilized. First, the comprehensive high schools and the joint vocational schools were identified. A vocational staff directory published by the Ohio Department of Education, provided an alphabetical listing of all vocational trade and industrial schools in the state.
The directory was divided into two lists, comprehensive high schools and joint vocational schools; each of these with their respective list of teachers. A table of random numbers (Tuckman, 1972) was used to select 70 comprehensive high schools and 30 joint vocational schools. The objective was to obtain a list of 100 schools from which one teacher each was randomly selected. This resulted in 70 comprehensive high school teachers and 30 joint vocational school teachers.

2. Two major unions (Sheet Metal Workers' International Association, International Brotherhood of Electrical Workers) from the state of Ohio were selected from which the names of recent retirees would be identified. These unions were then contacted by letter to obtain their sponsorship and a list of sheet metal and electrical workers who had retired within the past three years. These two particular craftsmen's unions were selected because of convenience in accessibility. A random sample of 60 (30 from each list) retirees was then drawn from this population.

Instrument Development

Content for the survey instrument is based upon prior research and the literature examined in Chapter II. From
prior research which was reviewed in the literature, and especially the studies of Robinson and others (1971) and Hamilton (1977), a pool of items was assembled. Items were selected which would assist in answering the research questions in Chapter I. Part A of the questionnaire was designed to secure demographic information about the subjects. Part B of the questionnaire was designed to determine the respondents perception of the assistance retired craftsmen could provide in secondary trade and industrial programs. Part C of the questionnaire was designed to assess the respondents perception of the potential benefits and possible problems which might occur related to retiree involvement in the classroom or laboratory. Due to the exploratory nature of the study, there was no attempt at item analysis; however, preliminary drafts of the instrument were critiqued by a panel of judges and pilot tested.

Preliminary drafts of the instrument and evaluation instruments (Appendix A) were then presented to a panel of three qualified and experienced educators for critical review. The panel was required to:

1. Read through the advance notice and cover letter and then respond to the questionnaire.
2. Record the number of minutes required for completion of the questionnaire.
3. React, comment and edit the letters.
4. React to the question format, response patterns and content.
Following this critique, the instruments were appropriately revised in the following manner:

- Stimulus items were simplified for language.
- Ranges for several items were created for easier check-off by the respondents.
- Multi-stimuli items were broken down to single stimuli for greater accuracy.
- Directions under each section were clarified.

The persons serving as the panel of judges were:

1. Kay A. Adams, Ph.D. Coordinator of Internal Evaluation at The National Center for Research in Vocational Education, The Ohio State University, and member of the Center's Management Division

2. William Ashley, Ph.D. Research Specialist at The National Center for Research in Vocational Education, The Ohio State University, and member of the Center's Research Division.

3. Michael R. Crowe, Ph.D. Research Specialist at The National Center for Research in Vocational Education, The Ohio State University, and member of the Center's Evaluation Division.

Pilot Test

A pilot test of the instruments (Appendix A and B) was conducted on April 5 and 12, 1979 with a group of 20 persons (10 trade and industrial teachers, 10 retirees) whose professional background and experience was similar
to those included in the sample population. This pilot test group was instructed to accomplish four tasks: 1) answer the questionnaire; 2) record the time required for completion of the questionnaire; 3) react to the question format, response patterns and content; and 4) provide additional recommendations. Utilizing the pilot test data the following changes were made in the instrument:

- Age ranges were adjusted for each group.
- The wording for item 7 was made more specific so as to obtain only one answer.
- A non-functional sentence was deleted from part C of the instructions.

As a result of these changes a revised instrument was printed (Appendix B) and submitted to the University Human Subjects Committee for clearance.

Data Collection

Data were collected through the survey instrument sent to a sample of 100 trade and industrial teachers (n=100) and to 60 (n=60) retired craftsmen residing in Ohio. As a part of the data collection procedure, a letter (Appendix C) was sent on April 27, 1979 and May 8, 1979 to all trade and industrial teachers and retirees in the sample to solicit their participation in the study. The letterhead of the Academic Faculty for Vocational-Technical Education was used and names of faculty sponsors of the research were utilized to stimulate responses to the mailings. A data
collection packet which contained coded survey instruments (Appendix B) was sent to trade and industrial teachers on May 4, 1979 and to retirees on May 14, 1979. The survey instrument was self-addressed and postage-paid. On the fourth week of data collection, 69 percent of teachers' and 41.6 percent of retirees' questionnaires had been received. The combined return rate for this first mailing was 50.8 percent.

Four weeks after the first mailing, a follow-up packet containing materials similar to the initial mailing was prepared and sent out to all non-respondents. This group included 31 trade and industrial teachers and 35 retirees. This mailing consisted of a follow-up letter (Appendix D), and another copy of the survey questionnaire.

In the seventh week of data collection, the tabulation and processing of new data was terminated. Data received at that point represented an 84 percent (84 out of 100) return rate for teachers and a 73.3 percent (44 out of 60) return rate for retired craftsmen. Of the retirees' questionnaires returned, 10 were not useable for the following reasons: two respondents had died; the remaining eight reported that they were unable to participate for various reasons, including illness of self or spouse, too many other commitments, and impending move out of state. That left a total of 34 useable retired craftsmen questionnaires. This low response rate could be attributed to the instability
which is often inherent in a retired population and various other problems such as low self-esteem, health, finance and apathy. The number of useable responses from retirees was quite low, but this was not unexpected.

A random sample, 5 out of 16 or 31.2 percent of those retirees who did not respond to the research instruments were contacted by telephone in order to determine if there are any differences between respondents and non-respondents which may have biased the study. Results of the telephone follow-up indicated that the retired craftsmen contacted were disinterested in completing the questionnaire and as a result discarded it rather than returning it to the investigator. Based on the above, it seems likely that there are no fundamental differences that would affect the outcome of this study. Overall, an 80 percent response rate was obtained, or 128 of the 160 questionnaires mailed to teachers and retirees in Ohio were returned.

Data Analysis

Descriptive statistics were used to analyze the data and analyze the research questions in Chapter I. The Statistical Package for the Social Sciences - SPSS (Nie and others, 1970) was employed in the statistical computation of retired craftsmen study data.
CHAPTER IV

ANALYSIS OF DATA

Introduction

The primary purpose of this chapter will be to analyze data regarding the degree to which retired craftsmen could be utilized as volunteer aides to trade and industrial teachers in secondary vocational and comprehensive high schools in Ohio. The findings reported in this chapter were based upon data obtained from 84 trade and industrial teachers and thirty-four retirees who responded to printed questionnaires. In order to fulfill the purpose of this study, the data from both samples were processed through the procedures of the Statistical Package for the Social Sciences--SPSS (Nie and others, 1970) at the Ohio State University Computer Center.

The results of the various statistical analyses conducted for this study are organized into six sections and will be presented as follows: (1) Trade and industrial teachers and retired craftsmen background data, (2) The extent to which retired craftsmen are being utilized as resources, (3) Retired craftsmen's willingness and capability to participate as volunteer aides to trade and industrial teachers, (4) Benefits of retiree involvement to trade and industrial teachers and to the retirees,
(5) Perceived problems of retiree involvement as viewed by trade and industrial teachers and the retirees, (6) Possible assistance retirees may provide as perceived by trade and industrial teachers and the retirees.

TRADE AND INDUSTRIAL TEACHER AND RETIRED CRAFTSMEN
BACKGROUND DATA

The demographic data for trade and industrial teachers and retired craftsmen were obtained from part A of the survey questionnaire (see Appendix B).

Age of Trade and Industrial Teachers and Retired Craftsmen

Survey returns indicate that the average age of the 84 teachers responding to the survey was 41 years whereas the average for retired craftsmen was 70 years. The distribution of trade and industrial teachers and retired craftsmen responses by age is shown in Table 1.

Respondents Sex

Trade and Industrial teachers and retired craftsmen were requested to indicate their sex. Responses to this question are summarized in Table 2.
# TABLE 1

DISTRIBUTION OF TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN RESPONSES BY AGE

<table>
<thead>
<tr>
<th>AGE</th>
<th>Teachers</th>
<th></th>
<th>Retired Craftsmen</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$F$</td>
<td>$%$</td>
<td>$F$</td>
<td>$%$</td>
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<tr>
<td>0 - 25</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>26 - 30</td>
<td>4</td>
<td>4.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31 - 35</td>
<td>12</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>36 - 40</td>
<td>14</td>
<td>16.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>41 - 45</td>
<td>13</td>
<td>15.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>46 - 50</td>
<td>9</td>
<td>10.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>51 - 55</td>
<td>21</td>
<td>25.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>56 - 60</td>
<td>11</td>
<td>13.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>61 - 65</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>11.7</td>
</tr>
<tr>
<td>66 - 70</td>
<td>-</td>
<td>-</td>
<td>19</td>
<td>55.9</td>
</tr>
<tr>
<td>71 - 75</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>17.7</td>
</tr>
<tr>
<td>76 - 80</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>81 +</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0</td>
<td>34</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE 2

DISTRIBUTION OF TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN BY SEX

<table>
<thead>
<tr>
<th>SEX</th>
<th>Trade and Industrial Teachers</th>
<th>Retired Craftsmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1. Male</td>
<td>71</td>
<td>84.5</td>
</tr>
<tr>
<td>2. Female</td>
<td>6</td>
<td>7.2</td>
</tr>
<tr>
<td>3. No Response</td>
<td>7</td>
<td>8.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It will be noted from Table 2 that over 84.5 percent of the teachers are males. In comparison, over 91.2 percent of retired craftsmen indicated that they were male. Seven percent of trade and industrial teachers were females and 17.1 percent of the total respondents did not respond to this question.

Teachers' and Craftsmen' Trade Areas

Trade and industrial teachers and retired craftsmen were requested to indicate their area of teaching and/or occupational specialization. It will be noted from Table 3 that the majority (58.8%) of retired craftsmen reported having electricity as a trade. The remaining retiree respondents (41.2%) reported sheet metal as their trade. Approximately 17.9 percent of the teachers responding to
the survey indicated that auto mechanics is their specialty, less than 1.2 percent indicated appliance repair or industrial electronics. A large number of instructors (13.1%) reported that their area of specialization was machine shop and welding. The distribution of responses for the other specialty areas can be seen in Table 3.

### TABLE 3

**TRADE AREAS FOR TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN**

<table>
<thead>
<tr>
<th>Trade Areas</th>
<th>Trade and Industrial Teachers</th>
<th>Retired Craftsmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>11</td>
<td>13.1</td>
</tr>
<tr>
<td>Electricity</td>
<td>9</td>
<td>10.7</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Drafting</td>
<td>8</td>
<td>9.5</td>
</tr>
<tr>
<td>Welding</td>
<td>11</td>
<td>13.1</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>15</td>
<td>17.9</td>
</tr>
<tr>
<td>Carpentry</td>
<td>8</td>
<td>9.5</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>8</td>
<td>9.5</td>
</tr>
<tr>
<td>Plumbing</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>Air Cond./Heat</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>5</td>
<td>5.9</td>
</tr>
<tr>
<td>Ind. Electronics</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>84</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Years of Industrial Experience

Trade and industrial teachers and retired craftsmen were requested to indicate the number of years of industrial experience they possessed. Responses to this question are summarized in Figure 1. Thirty-one percent of the teachers reported having 21 or more years of industrial experience. Only eleven trade and industrial teachers had at least one to five years of industrial experience. The average years of work experience for trade and industrial teachers is 16 years. Over 91.2 percent of all retired craftsmen responding to the survey have 21 or more years of industrial experience. Only 2.9 percent of retired craftsmen had 6 to 10 years of industry experience. Approximately 5.9 percent of retirees and 1.2 percent of teachers did not respond to this question.

Type of High School

Trade and industrial teachers were requested to indicate in which type of high school they teach. Figure 2 summarizes the type of high school affected. Over 66.7 percent of the teachers teach in comprehensive high schools while 33.3 percent teach in joint vocational schools.
Figure 1. YEARS OF INDUSTRIAL EXPERIENCE FOR TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN
Teacher Academic Background

Trade and industrial teachers were requested to indicate the highest academic degree they achieved. Fifty-six percent of the teachers reported having no degree. Approximately 3.5 percent of the teachers indicated that they held an associate degree, while 14.3 percent indicated they held a masters degree. The distribution of other teacher academic background can be seen in Table 4.

Educational Level of Retirees

Based on the data shown in Table 5, more than half the retired craftsmen were high school graduates. Approximately 11.7 percent of the retirees had less than a high school education, while 20.6 percent of the retirees had some technical school education.
### TABLE 4
ACADEMIC BACKGROUND OF TRADE AND INDUSTRIAL TEACHERS

<table>
<thead>
<tr>
<th>ACADEMIC BACKGROUND</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School or Below</td>
<td>47</td>
<td>56.0</td>
</tr>
<tr>
<td>A.S. or A.A.</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>B.A.</td>
<td>21</td>
<td>25.0</td>
</tr>
<tr>
<td>M.A.</td>
<td>12</td>
<td>14.3</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>84</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE 5
EDUCATIONAL LEVEL OF RETIREES

<table>
<thead>
<tr>
<th>EDUCATIONAL LEVEL</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than High School</td>
<td>4</td>
<td>11.7</td>
</tr>
<tr>
<td>High School</td>
<td>17</td>
<td>50.0</td>
</tr>
<tr>
<td>Technical School</td>
<td>7</td>
<td>20.6</td>
</tr>
<tr>
<td>College</td>
<td>6</td>
<td>17.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>34</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Source of Original Trade Instruction of Retirees

Retired craftsmen were requested to indicate where they received the majority of their craft instruction. Responses to this question are summarized in Table 6. Approximately 88.3 percent of retirees received the majority of their craft instruction on-the-job.

TABLE 6
SOURCE OF ORIGINAL TRADE INSTRUCTION OF RETIREES

<table>
<thead>
<tr>
<th>CRAFT INSTRUCTION SOURCES</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-The-Job</td>
<td>30</td>
<td>88.3</td>
</tr>
<tr>
<td>Public Voc.-Tech. School</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Private Voc.-Tech. School</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Technical Institute</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Industry Training Program</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Community or Junior College</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State College or University</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>5.9</td>
</tr>
</tbody>
</table>

TOTAL | 34 | 100.0 |
Health Status of Retired Craftsmen

Survey respondents were asked to indicate the status of their health. Retired craftsmen responses to this question are summarized in Table 7 which indicated that approximately 38.2 percent of retired craftsmen reported good health; 23.5 percent reported fair health; and 32.4 percent reported poor health. From the same data, it can be seen that the majority of the respondents (61.7%) reported their state of health as fair and better, however, this pool is narrowing with the passage of time. The remaining 38.3% were in poor health or worse.

<table>
<thead>
<tr>
<th>RETIREES HEALTH</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Health</td>
<td>13</td>
<td>38.2</td>
</tr>
<tr>
<td>Fair Health</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Poor Health</td>
<td>11</td>
<td>32.4</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>34</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Present Volunteer Activities of Retirees

Survey respondents were requested to indicate the type of volunteer activities in which they invested their time. The responses to this question are summarized in Table 8. Local union and church activities accounted for 6.0 percent of retiree responses. For each of the following, approximately 2.9 percent of retirees indicated that they volunteer their time among: youth sports, veterans associations, building commissioners, and senior citizen activities. Over 76.4 percent of retirees did not respond to this open-ended question. Either the respondents did not volunteer for anything or the instrument did not properly elicit their appropriate responses. Due to the high percentage of non-respondents, a conclusion is highly speculative.
### TABLE 8

**VOLUNTEER ACTIVITIES OF RETIREES**

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>No. of Respondents Volunteering in this Activity</th>
<th>Percentage of Respondents Volunteering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>2</td>
<td>6.0</td>
</tr>
<tr>
<td>Youth Sports</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Veterans Associations</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Building Commissioners</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Youth Clubs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Volunteer Firemen</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Local Unions</td>
<td>2</td>
<td>6.0</td>
</tr>
<tr>
<td>Lodges and Professional Business Organization</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Singing Group</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Adult Sports Club</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Senior Citizen</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>No Response</td>
<td>26</td>
<td>76.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
THE EXTENT TO WHICH RETIRED CRAFTSMEN ARE USED AS RESOURCES

Approximately 89.3 percent of trade and industrial teachers do not make use of retired craftsmen's skills and knowledge as volunteer aides in their trade and industrial education program. Nine and a half percent reported using retired craftsmen in their trade and industrial education program and slightly over 1 percent of respondents did not respond to this question (Figure 3).

![Pie chart showing the distribution of responses to the question about using retired craftsmen as volunteers.]

Figure 3. TRADE AND INDUSTRIAL TEACHERS WHO UTILIZE RETIRED CRAFTSMEN IN TRADE AND INDUSTRIAL EDUCATION PROGRAMS

Retired Craftsmen Involvement As Volunteers

Trade and industrial teachers who use the volunteer services of retired craftsmen (9.5%) utilize them in six ways. These ways are shown in Table 9.
TABLE 9
FUNCTIONS IN WHICH RETIRED CRAFTSMEN VOLUNTEERED THEIR TIME

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing</td>
<td>2</td>
</tr>
<tr>
<td>Advisory Com. Member</td>
<td>4</td>
</tr>
<tr>
<td>Assist in Vica</td>
<td>3</td>
</tr>
<tr>
<td>Assist in Lab/Shop</td>
<td>2</td>
</tr>
<tr>
<td>Tool Room Attendent</td>
<td>1</td>
</tr>
<tr>
<td>Test and Repair Appliances</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL FUNCTIONS</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Number of Hours Per Week Retirees Volunteered

Trade and industrial teachers using retired craftsmen in their program were requested to indicate the number of hours per week retirees volunteered. Teachers reported that the number of hours per week retirees volunteered ranged from one to a maximum of twelve hours per week. The average for retired craftsmen is 3 hours per week. In summary, the typical retired craftsman was 70 years old, male with 16 years of industrial experience, graduated from high school, received the majority of his craft instruction on the job, was in fairly good health, and volunteered his
services in a very limited way.

**RETIRED CRAFTSMEN'S WILLINGNESS AND CAPABILITY TO PARTICIPATE AS VOLUNTEER AIDES**

Part B of the retired craftsmen questionnaire investigated 26 areas of service in which retired craftsmen may be willing to help. Retired craftsmen were asked to rate each function as: yes (1), undecided (2), and no (3) in terms of their willingness to help. Table 10 indicates the frequencies and percentages of these responses. It will be noted from Table 10 that the highest number of retirees (29.4%) reported that they would be willing to: help plan for one lesson or a short series of lessons; initiate the learning of a new concept, attitude or skill; and supervise students while the regular teacher is occupied. Approximately 26.5 percent of retired craftsmen indicated that they would be willing to: (1) select student instructional materials, (2) guide student study, (3) assess student performance skills, (4) provide information on career opportunities and (5) work with members of the community.

Only 11.8 percent of the retirees reported they would want to help manage the vocational laboratory. Another 14.7 percent and 17.6 percent respectively, indicated that they are willing to help organize the vocational laboratory and prepare teacher-made instructional materials. It can be further noted that a large number of retirees (23.5%)
reported they would be willing to help with the following ten functions:

1. Plan units or series of lessons  
8. Guiding student study  
10. Directing students in problem-solving techniques  
11. Employing the project method  
13. Determining student grades  
19. Assessing student performance knowledge  
21. Assisting students in applying for employment  
23. Conducting an open house  
26. Supervising activities of the student vocational organization.

The capability of retired craftsmen to participate as volunteer aides to trade and industrial teachers is summarized on this page. An in-depth discussion with supportive data may be located in the section of this chapter entitled, "ASSISTANCE RETIREES MAY PROVIDE INDUSTRIAL TEACHERS". Based on the data provided by retired craftsmen, retirees indicated that with the functions regrouped under the following sections: Instructional Planning, Instructional Evaluation, Instructional Management, Instructional Execution, Guidance, School-Community Relations, and Student Vocational Organizations. Section number four, "Instructional Evaluation", ranked as the highest area in which they felt capable of aiding. "Instructional Planning" was
perceived as being an area in which little assistance could be provided ($\bar{x} = 1.97$). "Guidance", under section five, was identified as the second lowest ($\bar{x} = 2.10$) area in which little assistance could be provided.
TABLE 10
WILLINGNESS OF RETIRED CRAFTSMEN TO PARTICIPATE AS VOLUNTEER AIDES BY FUNCTIONS

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>RETIRED CRAFTSMEN (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>1. Planning several activities over an extended unit, course or series of lessons.</td>
<td>8</td>
</tr>
<tr>
<td>2. Planning for one lesson or a short series of lessons.</td>
<td>10</td>
</tr>
<tr>
<td>3. Determining needs and interests of students.</td>
<td>8</td>
</tr>
<tr>
<td>4. Selecting student instructional materials.</td>
<td>9</td>
</tr>
<tr>
<td>5. Preparing teacher-made instructional materials.</td>
<td>6</td>
</tr>
<tr>
<td>6. Conducting a student follow-up study.</td>
<td>8</td>
</tr>
<tr>
<td>7. Directing field trips.</td>
<td>7</td>
</tr>
<tr>
<td>8. Guiding student study</td>
<td>9</td>
</tr>
<tr>
<td>FUNCTIONS</td>
<td>RETIRED CRAFTSMEN (N=34)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>9. Directing student laboratory experiences.</td>
<td>6</td>
</tr>
<tr>
<td>10. Directing students in applying problem-solving techniques</td>
<td>8</td>
</tr>
<tr>
<td>11. Employing the project method.</td>
<td>8</td>
</tr>
<tr>
<td>12. Initiating the learning of a new concept, attitude or skill.</td>
<td>10</td>
</tr>
<tr>
<td>13. Arranging for students to practice or review new content.</td>
<td>7</td>
</tr>
<tr>
<td>14. Managing the vocational laboratory</td>
<td>4</td>
</tr>
<tr>
<td>15. Organizing the vocational laboratory</td>
<td>5</td>
</tr>
<tr>
<td>16. Supervising students while the regular teacher is tied-up.</td>
<td>10</td>
</tr>
<tr>
<td>17. Assessing student performance skills.</td>
<td>9</td>
</tr>
<tr>
<td>18. Determining student grades</td>
<td>8</td>
</tr>
<tr>
<td>FUNCTIONS</td>
<td>RETIRED CRAFTSMEN (N=34)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>19. Assessing student performance knowledge.</td>
<td>8</td>
</tr>
<tr>
<td>20. Providing information on career opportunities.</td>
<td>9</td>
</tr>
<tr>
<td>21. Assisting students in applying for employment.</td>
<td>8</td>
</tr>
<tr>
<td>22. Preparing displays to promote vocational programs.</td>
<td>7</td>
</tr>
<tr>
<td>23. Conducting an open house.</td>
<td>8</td>
</tr>
<tr>
<td>24. Working with members of the community.</td>
<td>9</td>
</tr>
<tr>
<td>25. Preparing student vocational organization members for leadership roles.</td>
<td>7</td>
</tr>
<tr>
<td>26. Supervising activities of the student vocational organization.</td>
<td>8</td>
</tr>
</tbody>
</table>
The data for trade and industrial teachers and retired craftsmen were selected from the twenty-three items in part C of the survey questionnaire.

Teacher Benefits

The percentage of responses to teacher benefit statements is found in Table 11. Teachers had a very favorable perception on all the benefit aspects; they viewed the use of retirees as very beneficial to them. Positive responses to all the benefit statements (strongly agree, and agree) ranged from a low of 72.6 percent for item number 3, "provide role models for students", to a high of 91.7 percent for item number 5 which dealt with assisting teachers.

In contrast, retirees' responses reflected only moderate agreement for all items. Retirees strongest agreement were for item 1, "bring to the classroom first-hand experiences" (55%) and item 5, "assist teachers in providing individualized instruction" (53%). This agreement compared very closely to the items the teachers responded most positively to; these being items 1 (90.4%) and item 5 (91.7%).

When comparing the teachers' and retirees' responses in Table 11, both groups' responses reflected general agreement on the items. The statements receiving the highest response from teachers (items 1 and 5) also received
### TABLE 11

**PERCENTAGE OF RESPONSES TO TEACHER BENEFIT STATEMENTS BY RETIRED CRAFTSMEN AND TRADE AND INDUSTRIAL TEACHERS**

<table>
<thead>
<tr>
<th>TEACHER BENEFIT STATEMENTS</th>
<th>TEACHERS (N=84)</th>
<th>RETIRES (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>1. Bring to the classroom first-hand experiences in a variety of careers.</td>
<td>45.2</td>
<td>45.2</td>
</tr>
<tr>
<td>2. Help teachers meet the personal needs of students.</td>
<td>35.7</td>
<td>51.2</td>
</tr>
<tr>
<td>3. Provide role models for students.</td>
<td>19.0</td>
<td>53.6</td>
</tr>
<tr>
<td>4. Relieve teachers of some non-teaching duties.</td>
<td>34.3</td>
<td>48.8</td>
</tr>
<tr>
<td>5. Assist teachers in providing individualized instruction.</td>
<td>38.1</td>
<td>53.6</td>
</tr>
</tbody>
</table>

1Because of lack of responses on certain items, 100% may not be achieved.
the highest response from retirees. The converse is also true; item 3 which received the lowest positive response from teachers (72.5%) also received the lowest response from retirees (38.3%). Item 2, "help teachers meet the personal needs of students" and item 4, "relieve teachers of some non-teaching duties", also indicated the general agreement of both groups.

Retiree Benefits

The responses to retiree benefit statements are found in Table 12. Teachers have a very favorable perception on all the retiree benefit statements; they view the volunteer experience as being very beneficial to the retirees involved. Responses to the retiree benefit statements ranged from a low of 76.2 percent for item number 1, to a high of 96.5 percent for item number 9.

Retirees responses reflected only moderate agreement for all items; the lowest being item 7, "reduce loneliness for retirees" (41.1%), and the highest response to item 9, "stay active both physically and mentally" (55.9%). Both groups agreed on the benefits to the retirees, with teachers agreeing more strongly to all items than retirees. When comparing teachers' responses with those of retirees (Table 12), both groups agreed most favorably with item 9, "stay active both physically and mentally".
<table>
<thead>
<tr>
<th>RETIREE BENEFIT STATEMENTS 1</th>
<th>TEACHERS (N=84)</th>
<th>RETIREES (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>1. Achieve greater self-satisfaction through contacts with students and faculty.</td>
<td>23.8</td>
<td>52.4</td>
</tr>
<tr>
<td>2. Give the retirees the feeling of being useful and appreciated by others.</td>
<td>52.4</td>
<td>39.3</td>
</tr>
<tr>
<td>3. Fill the emptiness often associated with retirement.</td>
<td>36.9</td>
<td>48.8</td>
</tr>
<tr>
<td>4. Re-develop in retirees a sense of self-worth.</td>
<td>35.7</td>
<td>50.0</td>
</tr>
<tr>
<td>5. Be given an opportunity to participate in educational activities.</td>
<td>25.0</td>
<td>64.3</td>
</tr>
<tr>
<td>6. Create for the retirees positive social contacts resulting in new friendships.</td>
<td>23.8</td>
<td>64.3</td>
</tr>
<tr>
<td>7. Reduce loneliness for retirees.</td>
<td>25.0</td>
<td>61.9</td>
</tr>
<tr>
<td>8. Provide opportunities for recognition and use of their particular skills.</td>
<td>39.3</td>
<td>56.0</td>
</tr>
<tr>
<td>9. Stay active both physically and mentally.</td>
<td>41.7</td>
<td>54.8</td>
</tr>
</tbody>
</table>

1 Because of lack of responses on certain items, 100% may not be achieved.
PROBLEMS OF RETIREE INVOLVEMENT

Descriptive data for trade and industrial teachers and retired craftsmen were selected from the twenty-three items in part C of the questionnaire (Appendix B). The percentage of responses to potential problem statements is found in Table 13.

When comparing teachers' responses with retirees' responses, it was found that both groups had similar responses for all items, with the exception of item number 8, "be prevented from full participation due to lack of transportation and cost of bus fare". Item 8, was the area of greatest disagreement between teachers and retirees. On this item, the majority of teacher responses reflected a negative (23.8%) and undecided (38.1%) attitude. This indicates that the majority of teachers responding to this item felt that "transportation" would not be a problem for retirees. However, retirees response strongly disagreed with this view as 32.3 percent felt that "transportation" would be a definite problem and only 23.5 percent were undecided.

A slight disagreement in responses exists for items 4 and 7. On item 4, "create personality clashes with teachers", 41.6 percent of teachers responded negatively while only a 17.6 percent negative response was received from retirees. The majority of retirees indicated an undecided response for
<table>
<thead>
<tr>
<th>POTENTIAL PROBLEMS</th>
<th>TEACHERS (N=84)</th>
<th>RETIREES (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retired craftsmen as volunteers could:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Be properly held accountable to the institution.</td>
<td>10.7 25.0 34.5 14.3 13.1</td>
<td>8.8 20.6 26.5 - 2.9</td>
</tr>
<tr>
<td>2. Prove to be too articulate about their expectations.</td>
<td>8.3 20.2 53.6 15.5 1.2</td>
<td>8.8 11.8 32.4 8.8 -</td>
</tr>
<tr>
<td>3. Be trusted to handle confidential (student, staff) information.</td>
<td>16.7 39.3 27.4 9.5 6.0</td>
<td>8.8 41.2 8.8 2.9 -</td>
</tr>
<tr>
<td>4. Create personality clashes with teachers.</td>
<td>4.8 13.1 38.1 33.3 8.3</td>
<td>2.9 8.8 32.4 17.6 -</td>
</tr>
<tr>
<td>5. Work under the present school regulations.</td>
<td>15.5 47.6 25.0 7.1 3.6</td>
<td>5.9 50.0 2.9 2.9 -</td>
</tr>
<tr>
<td>6. Eliminate the need to hire additional paid staff.</td>
<td>21.4 39.3 19.0 8.3 10.7</td>
<td>11.8 35.3 11.8 - 2.9</td>
</tr>
<tr>
<td>7. Be restricted to activities only approved by the teacher.</td>
<td>17.9 45.2 19.0 11.9 3.6</td>
<td>2.9 17.6 26.5 14.7 -</td>
</tr>
<tr>
<td>8. Be prevented from full participation due to lack of transportation and cost of bus fare.</td>
<td>4.8 19.0 38.1 27.4 9.5</td>
<td>2.9 29.4 23.5 2.9 2.9</td>
</tr>
<tr>
<td>9. Be liable in case on any student accident.</td>
<td>4.8 17.9 25.0 28.6 21.4</td>
<td>- 5.9 26.5 23.5 5.9</td>
</tr>
</tbody>
</table>

1Because of lack of responses on certain items, 100% may not be achieved.
this item (32.4%). For item 7, "be restricted to activities only approved by the teacher", the majority of teachers (63.1%) felt that this would be a potential problem. There may be a disagreement between teachers and retirees as to the nature and amount of responsibilities the retirees are willing to accept. The retirees' response tended to lean in the same direction with 20.5 percent viewing this as a problem and 26.5 percent being undecided.

Teachers' and retirees' responses were similar on all the remaining items. They agreed that items 1, 3, 5 and 6 were potential problems. Both groups were undecided for item number 2, "prove to be too articulate about their expectations", and both agreed that item 9, "be liable in case of any student accident", would not be a potential problem.
To facilitate the presentation of the findings, this part of the analysis was organized into seven sections: Instructional Planning, Instructional Execution, Instructional Management, Instructional Evaluation, Guidance, School-Community Relations, and Student Vocational Organization. The data for the seven sections derived from part B of the questionnaire was designed to investigate perceptions of trade and industrial teachers and the retired craftsmen regarding the potential assistance retired craftsmen may provide in a secondary vocational education setting.

In each of the following sections, tables and figures illustrate (1) the descriptive statistics used to describe the item on a five point Likert type scale and (2) the results of the independent t-test for each section. The following rating system was used for indicating the possible assistance retirees may provide: (1) very little; (2) little; (3) some; (4) much; (5) very much.

To make the analysis more meaningful, respondents who did not answer to at least one question in each section were excluded from the statistical calculation of these results. The t-test for independent samples with a probability level set at .05 was used to test for differences between the perceptions of both groups for the seven sections.
First Section: Instructional Planning

1. What differences exist between the perceptions of trade and industrial teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in instructional planning?

A significant difference was found at the .05 level between the groups (Table 14). Statistical data indicate that the perceptions of both groups are different, as reflected in the mean scores of 3.03 and 2.30. Individual analysis of items that describe the functions in the "instructional planning" section suggests that teachers generally have a more positive perception of retirees' ability to provide assistance than do retirees (Figure 4). However, the teachers' response was not overly positive and indicates their uncertainty in the ability of retirees to assist teachers in instructional planning. The retirees perceived their ability in assisting teachers as being minimal. This perception could be attributed to: a) the belief of their inability to help and b) their uncertainty of what would be expected of them as volunteers.
TABLE 14
TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR INSTRUCTIONAL PLANNING

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade and Industrial Teachers</td>
<td>82</td>
<td>3.03</td>
<td>0.93</td>
<td>3.07*</td>
</tr>
<tr>
<td></td>
<td>Retired Craftsmen</td>
<td>19</td>
<td>2.30</td>
<td>0.93</td>
<td></td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*p < .05
<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLANNING</th>
<th>PERCEIVED LEVELS OF ASSISTANCE TO THE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Little</td>
</tr>
<tr>
<td>1. Planning several activities over an extended unit, course or series of lessons.</td>
<td>0</td>
</tr>
<tr>
<td>2. Planning for one lesson or a short series of lessons.</td>
<td>x</td>
</tr>
<tr>
<td>3. Determining needs and interests of students.</td>
<td>0</td>
</tr>
<tr>
<td>4. Selecting student instructional material.</td>
<td>x</td>
</tr>
<tr>
<td>5. Preparing teacher-made instructional materials.</td>
<td>x</td>
</tr>
</tbody>
</table>

○—○ Mean scores of the perceptions of retired craftsmen
x---x Mean scores of the perceptions of Trade and Industrial Teachers

Figure 4. PERCEIVED INSTRUCTIONAL PLANNING ASSISTANCE OF RETIREES
Second Section: Instructional Execution

1. What differences exist between the perceptions of trade and industrial teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in instructional execution?

There is a significant difference (Table 15) between the groups for the variable "instructional execution". The maximum mean score was 3.29 for instructors and minimum mean score was 2.23 for retired craftsmen; the standard deviations were between 1.01 and 0.94 respectively. Based on the group means and item means, teachers responded in a more positive direction than retirees. Teachers felt most strongly about the retirees' ability to assist in the following three areas: (1) directing field trips, (2) directing student laboratory experiences, and (3) directing students in problem-solving techniques. Their responses for the remaining four functions indicated an uncertainty in the retirees' ability to assist them. In contrast, the retirees' response to their ability to assist teachers revealed skepticism in all items. These responses are shown graphically in Figure 5.
TABLE 15

TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR INSTRUCTIONAL EXECUTION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>Trade and Industrial</td>
<td>82</td>
<td>3.29</td>
<td>1.01</td>
<td></td>
</tr>
<tr>
<td>Execution:</td>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retired Craftsmen</td>
<td>19</td>
<td>2.23</td>
<td>0.94</td>
<td>4.17*</td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*p < .05
<table>
<thead>
<tr>
<th>INSTRUCTIONAL EXECUTION</th>
<th>PERCEIVED LEVELS OF ASSISTANCE TO THE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Little</td>
</tr>
<tr>
<td>1. Directing field trips.</td>
<td></td>
</tr>
<tr>
<td>2. Guiding student study.</td>
<td></td>
</tr>
<tr>
<td>3. Directing student laboratory experiences.</td>
<td></td>
</tr>
<tr>
<td>5. Employing the project method.</td>
<td></td>
</tr>
<tr>
<td>6. Initiating the learning of a new concept, attitude or skill.</td>
<td></td>
</tr>
<tr>
<td>7. Arranging for students to practice or review new content.</td>
<td></td>
</tr>
</tbody>
</table>

○ — ○ Mean scores of the perceptions of retired craftsmen
× -- × Mean scores of the perceptions of Trade and Industrial Teachers

Figure 5. PERCEIVED INSTRUCTIONAL EXECUTION ASSISTANCE OF RETIREES
Third Section: Instructional Management

1. What differences exist between the perceptions of trade and industrial teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in instructional management?

Significant differences were found between the ratings of teachers and retirees on the section. Since the mean ($\bar{X} = 3.29$) of the teachers was higher on the section, "instructional management", the evidence indicates that teachers perceived more positively the capability of retired craftsmen to provide assistance (Table 16). The standard deviations for this section were between 0.93 and 0.90.

Both the areas of "management" and "organization" of vocational laboratory received an uncertain response on the part of both groups. "Supervising students while the regular teacher is occupied", received a more positive agreement of ability to help from both groups, due to the non-threatening nature of this item (Figure 6).
TABLE 16

TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR INSTRUCTIONAL MANAGEMENT

<table>
<thead>
<tr>
<th>Variable Management:</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade and Industrial Teachers</td>
<td>82</td>
<td>3.29</td>
<td>0.93</td>
<td></td>
<td>4.78*</td>
</tr>
<tr>
<td>Retired Craftsmen</td>
<td>19</td>
<td>2.15</td>
<td>0.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*p < .05
<table>
<thead>
<tr>
<th>INSTRUCTIONAL MANAGEMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Managing the vocational laboratory.</td>
<td></td>
<td>o</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Organizing the vocational laboratory.</td>
<td></td>
<td>o</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Supervising students while the regular teacher is tied-up.</td>
<td></td>
<td>o</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean scores of the perceptions of retired craftsmen
Mean scores of the perceptions of Trade and Industrial Teachers

Figure 6. PERCEIVED INSTRUCTIONAL MANAGEMENT ASSISTANCE OF RETIREES
Fourth Cluster: Instructional Evaluation

1. What differences exist between the perceptions of teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in instructional evaluation?

A significant difference between the two groups was found at the .05 level (Table 17). Trade and industrial teachers were more positive toward retired craftsmen capability to provide assistance. Table 17 indicates the mean attitude score and standard deviation for each group included in the category. Figure 7 illustrates the slight divergence in both groups' attitudes for items number 1 and 3 displayed under the "instructional evaluation" section. In contrast, both groups converged in a negative response in the area of "determining student grades". Agreement on this item for both groups could be attributed to the reluctance of trade and industrial teachers to relinquish their complete control over student grades and the reluctance of retirees to get involved in this area.
TABLE 17
TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR INSTRUCTIONAL EVALUATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade and Industrial Teachers</td>
<td>79</td>
<td>2.98</td>
<td>0.93</td>
<td>2.48*</td>
</tr>
<tr>
<td></td>
<td>Retired Craftsmen</td>
<td>19</td>
<td>2.38</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*p < .05
### PERCEIVED INSTRUCTIONAL EVALUATION ASSISTANCE OF RETIREES

<table>
<thead>
<tr>
<th>INSTRUCTIONAL EVALUATION</th>
<th>PERCEIVED LEVELS OF ASSISTANCE TO THE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Little</td>
</tr>
<tr>
<td>1. Assessing student performance skills.</td>
<td></td>
</tr>
<tr>
<td>2. Determining student grades.</td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Mean scores of the perceptions of retired craftsmen
- [ ] Mean scores of the perceptions of Trade and Industrial Teachers

**Figure 7.** PERCEIVED INSTRUCTIONAL EVALUATION ASSISTANCE OF RETIREES
Fifth Section: Guidance

1. What differences exist between the perceptions of trade and industrial teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in guidance?

A significant difference between the two groups was found at the .05 level (Table 18). Teachers were more positive about the use of retirees in "guidance" than the retirees. The means and standard deviation values for these respective groups are included in Table 18. Figure 8 illustrates the divergence or disagreement of both groups' attitude under the "Guidance" section. While the retirees' responses indicates a definite uncertainty for both items in the guidance area, the teachers' response was considerably more positive. The strong positive response given by teachers in this area could be attributed to teachers' belief that retirees: 1) have relevant information on career opportunities in their field and 2) may aid students in locating employment as a result of their previous work experience.
TABLE 13

TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR GUIDANCE

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance</td>
<td>Trade and Industrial Teachers</td>
<td>83</td>
<td>4.09</td>
<td>0.93</td>
<td>8.27*</td>
</tr>
<tr>
<td></td>
<td>Retired Craftsmen</td>
<td>19</td>
<td>2.10</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*2 < .05
<table>
<thead>
<tr>
<th>GUIDANCE</th>
<th>PERCEIVED LEVELS OF ASSISTANCE TO THE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Little</td>
</tr>
<tr>
<td>1. Providing information on career opportunities.</td>
<td>1</td>
</tr>
<tr>
<td>2. Assisting students in applying for employment.</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean scores of the perceptions of retired craftsmen

Mean scores of the perceptions of Trade and Industrial Teachers

Figure 8. PERCEIVED GUIDANCE ASSISTANCE OF RETIREES
Sixth Section: School-Community Relations

1. What differences exist between the perceptions of trade and industrial teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in school-community relations?

A significant difference was found at the .05 level between both groups (Table 19). The data presented by Figure 9 and Table 19 indicates that the means for both groups on a five point Likert type scale was between 3.67 and 2.14. Teachers perceived more positively retirees' capability to provide assistance in "school-community relations". There was a marked divergence in responses for items 1 and 3 by both groups, with the least disagreement in item 2. In the area of conducting an "open house", both groups indicated uncertainty in their responses. Teachers' overly positive response for items 1 and 3 could be attributed to the belief that retirees would be an asset in the public relations area.
### TABLE 19

**TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR SCHOOL COMMUNITY RELATIONS**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Community Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade and Industrial Teachers</td>
<td>32</td>
<td>3.67</td>
<td>0.91</td>
<td>6.44*</td>
</tr>
<tr>
<td></td>
<td>Retired Craftsmen</td>
<td>19</td>
<td>2.14</td>
<td>1.02</td>
<td></td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*P < .05
<table>
<thead>
<tr>
<th>SCHOOL-COMMUNITY RELATIONS</th>
<th>PERCEIVED LEVELS OF ASSISTANCE TO THE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Little</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. Preparing displays to promote vocational programs.</td>
<td>O</td>
</tr>
<tr>
<td>2. Conducting an open house.</td>
<td>O</td>
</tr>
<tr>
<td>3. Working with members of the community.</td>
<td>O</td>
</tr>
</tbody>
</table>

Mean scores of the perceptions of retired craftsmen

Mean scores of the perceptions of Trade and Industrial Teachers

Figure 9. PERCEIVED SCHOOL-COMMUNITY RELATIONS ASSISTANCE OF RETIREES
Seventh Section: Student Vocational Organization

1. What differences exist between the perceptions of trade and industrial teachers and retirees concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting in student vocational organization?

A significant difference between the two groups was found at the .05 level (Table 20). Teachers were more positive about the use of retirees in "student vocational organization" than the retirees (Figure 10).

The mean attitude score and standard deviation for each group are included in Table 20. Both teachers and retirees reflected uncertainty in their responses in the area of "vocational student organization". The probable explanation for this uncertainty could be associated with volunteers' inability to maintain discipline and control.
TABLE 20

TRADE AND INDUSTRIAL TEACHERS AND RETIRED CRAFTSMEN PERCEPTIONS REGARDING POSSIBLE ASSISTANCE RETIRED CRAFTSMEN MAY PROVIDE FOR STUDENT VOCATIONAL ORGANIZATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Vocational Organization:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Industrial Teachers</td>
<td>80</td>
<td></td>
<td>3.37</td>
<td>1.21</td>
<td>4.64*</td>
</tr>
<tr>
<td>Retired Craftsmen</td>
<td>19</td>
<td></td>
<td>1.97</td>
<td>1.04</td>
<td></td>
</tr>
</tbody>
</table>

Note: Statistical analysis are based on the exclusion of people who have not responded to at least one question in each category.

*p < .05
### PERCEIVED LEVELS OF ASSISTANCE TO THE TEACHERS

<table>
<thead>
<tr>
<th>STUDENT VOCATIONAL ORGANIZATION</th>
<th>Very Little</th>
<th>Very</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing student vocational</td>
<td>o</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization members for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership roles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Supervising activities of</td>
<td>o</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the student vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>organization.</td>
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</tbody>
</table>

- o——o Mean scores of the perceptions of retired craftsmen
- x—x—x Mean scores of the perceptions of Trade and Industrial

Figure 10. PERCEIVED STUDENT VOCATIONAL ORGANIZATION ASSISTANCE OF RETIREES
The Seven Sections Ranked

The seven sections were ranked according to mean scores from the highest perception of assistance to the lowest perception of assistance. Teacher responses indicated that "Guidance" with a mean of 4.09 was perceived as the highest area of possible retiree assistance. "School-Community Relations" was identified by teachers as the second highest area ($\bar{X}=3.67$). However, the section, "Instructional Evaluation" ($\bar{X}=2.98$) and section, "Instructional Planning" ($\bar{X}=3.03$) was identified by teachers as being the lowest area in which retired craftsmen could provide assistance.

Data received from retired craftsmen indicated that of the seven sections, "Instructional Evaluation" ranked as the highest area in which they may want to provide assistance. "Instructional Planning" was perceived as second with a mean of 2.30. The data also indicated that section seven, "Student Vocational Organizations", was perceived as being an area in which little assistance could be provided ($\bar{X}=1.97$). "Guidance" was identified as the second lowest ($\bar{X}=2.10$) area in which little assistance could be provided. Table 21 illustrates the rank and mean rating for retirees and teachers.
<table>
<thead>
<tr>
<th>SECTION</th>
<th>TEACHERS</th>
<th>RETIREES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean Rating</td>
</tr>
<tr>
<td>Instructional Evaluation</td>
<td>7</td>
<td>2.98</td>
</tr>
<tr>
<td>Instructional Planning</td>
<td>6</td>
<td>3.03</td>
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<tr>
<td>Instructional Execution</td>
<td>5</td>
<td>3.29</td>
</tr>
<tr>
<td>Instructional Management</td>
<td>4</td>
<td>3.29</td>
</tr>
<tr>
<td>Student Vocational Organ.</td>
<td>3</td>
<td>3.37</td>
</tr>
<tr>
<td>School-Community Relations</td>
<td>2</td>
<td>3.67</td>
</tr>
<tr>
<td>Guidance</td>
<td>1</td>
<td>4.09</td>
</tr>
</tbody>
</table>
An inverse relationship was displayed by the two groups in respect to the way they viewed the use of volunteers. Teachers felt the use of volunteers would be most helpful in non-threatening areas such as: guidance, public relations and student vocational organization. The retirees however, felt they could be of greatest assistance in areas of actual instruction such as: instructional evaluation, planning and execution.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Objective of the Study

The purpose of this study was to examine the feasibility of using retired craftsmen as volunteer aides to trade and industrial teachers in secondary joint vocational and comprehensive high schools in Ohio. The research questions addressed by this study were:

1. To what extent are retired craftsmen being utilized as resources by trade and industrial teachers?

2. To what degree do retired craftsmen want to and feel capable of participating as volunteer aides to trade and industrial teachers?

3. What are the benefits of retiree involvement in vocational instruction to:
   1) the trade and industrial teachers?
   2) the retirees?

4. What are the potential problems of retiree involvement in vocational instruction, as viewed by:
   1) the trade and industrial teachers?
   2) the retirees?

5. What differences exist between the perceptions of trade and industrial teachers' and retirees' con-
cerning the potential assistance retired craftsmen may provide in a secondary vocational education setting?

Research Procedures

The following methodology was utilized in conducting the research:

1. The Trade and Industrial Education Teacher Directory for the State of Ohio provided an alphabetical listing of all joint vocational and comprehensive high schools in the state. Schools listed in the directory were divided into two lists; one of comprehensive high schools, the other of joint vocational schools. A table of random numbers was used to select 70 comprehensive high schools and 30 joint vocational schools. The objective was to select 100 schools from which one teacher was randomly selected from each school.

2. Two major unions were contacted by letter to obtain their sponsorship and a list of craftsmen who have retired within the last three years. A random sample of 60 (30 from each list) retirees was then drawn from the total population.

Data Collection

Data was collected through a survey questionnaire sent
to a sample of 100 trade and industrial teachers in Ohio and to 60 retired craftsmen residing in the same state. As part of the data collection procedure, an advance letter was sent to all trade and industrial teachers and retirees in the sample to solicit their participation in the study. The survey instrument was self-addressed and postage-paid. Four weeks after the initial mailing, a follow-up packet containing materials similar to the initial mailing was prepared and sent out to all non-respondents. A random sample of those retirees who did not respond to the survey instrument were contacted by telephone. This was accomplished in order to determine if there were any differences between respondents and non-respondents which may have biased the study.

**Data Analysis**

Upon completing the gathering of the raw data, a thorough analysis was made in relation to the specific objective of the study. In addition to the descriptive statistics used throughout the study, a t-test was employed to determine if there were significant differences in how trade and industrial teachers and retirees perceived the possible assistance retired craftsmen could provide in secondary joint vocational and comprehensive high schools.
Summary of Findings

The findings outlined in this section are summarized in relation to the five major questions established.

Question #1

To what extent are retired craftsmen being utilized as resources by trade and industrial teachers?

1. Approximately 9.5 percent of trade and industrial teachers make use of retired craftsmen as resources. The volunteer services of retired craftsmen are utilized in six ways: (1) lecturing, (2) memberships on advisory committees, (3) assisting in Vocational Industrial Clubs of America, (4) assisting in laboratories or shops, (5) tool rooms attendants, and (6) testing and repairing appliances.

Question #2

To what degree do retired craftsmen want to and feel capable of participating as volunteer aides to trade and industrial teachers?

1. Retirees' capability of participation in volunteer activities varied widely depending on the particular functions involved. Their responses ranged only from low to a moderate level of capability in "Instructional Planning" and "Instructional Evaluation". Retirees' responses revealed they
felt most capable in assessing student performance skills and in the areas of lesson planning.

Question #3

What are the benefits of retiree involvement in vocational instruction:

1. the trade and industrial teachers?
2. the retirees?

1. Trade and industrial teachers had a more favorable view than retirees concerning the benefits to teachers. Both groups were in strongest agreement that items 1, "bring to the classroom first-hand experiences in a variety of careers" and 5, "assist teachers in providing individualized instruction were most beneficial to teachers". Item 3, "provide role models for students" received the lowest positive response by both groups.

2. Teachers feel the volunteer experience would be very beneficial to the retirees involved in a volunteer program. Item 9, "staying active both physically and mentally", was seen by both groups as being of the greatest benefit to retirees.

Question #4

What are the potential problems of retiree involvement in vocational instruction as viewed by:

1. the trade and industrial teachers?
2. the retirees?
1. and 2. Both groups felt that item 1, "be properly held accountable to the institution"; 3, "be trusted to handle confidential information"; 6, "eliminate the need to hire additional paid staff"; and 7, "be restricted to activities only approved by the teacher", were potential problems for retirees. Items 1, 3, and 5, were seen as potential problems because they could be difficult to enforce due to the volunteer nature of retirees' services. Item 6 was seen as a problem because they felt paid staff would be reduced through the use of volunteers. For Item 7, retirees, due to their age, work experience, and knowledge of the trade area might feel uncomfortable about being restricted to activities approved by the teacher.

Question #5

What differences exist between the perceptions of trade and industrial teachers' and retirees' concerning the potential assistance retired craftsmen may provide in a secondary vocational education setting?

1. Teachers had significantly more positive perceptions of the potential contribution of the retirees than the retirees themselves. The findings for each section are listed below.

Instructional Planning

Teachers' response was mildly positive as compared
to the retirees' response which was low in this area.

**Instructional Execution**

Teachers responded positively for items 1, "directing field trips"; 2, "guiding student study", 3, "directing student laboratory experiences". Their responses for the remaining four items revealed an uncertainty in the retirees' ability to assist them. This was in contrast to the retirees' responses which revealed their skepticism about all items.

**Instructional Management**

An uncertain response was received from both groups in the areas of management and organization of the vocational laboratory. However, both groups viewed more positively supervising students while the regular teacher is occupied.

**Instructional Evaluation**

Teachers were more positive than the retired craftsmen concerning the retirees' capability to provide assistance in this area. There was a slight divergence in both groups' attitudes for items 1, "assisting student performance skills" and 3, "assessing student performance knowledge". In contrast, both groups converged in a negative response in the area of "determining student grades".
Guidance
The retirees' responses show an uncertainty for both items in the "guidance" area, while the responses from teachers were more positive.

School-Community Relations
There was a marked divergence in responses for items 1, "preparing displays", and 3, "working with members of the community", by both groups, with the least disagreement in item 2, "conducting an open house". Both groups indicated uncertainty in their responses on the item of "conducting an open house".

Student Vocational Organization
Teachers and retirees both reflected uncertainty in their responses in this area.

Additional Findings
1. Trade and industrial teachers felt the functions organized under Guidance and School Community Relations had the greatest potential for successful utilization of retired craftsmen. These functions covered activities such as:
   a. providing information on career opportunities,
   b. assisting students in applying for employment,
   c. preparing displays to promote vocational programs, and
   d. working with members of the community.
2. Trade and industrial teachers perceive that it is the teachers' duty to:
   a. select student instructional materials, and
   b. determine student grades. They do not wish to share these prerogatives with volunteers.

Conclusions

On the basis of the data collected and the findings of this study, the following conclusions have been reached.

1. Trade and industrial teachers have a more favorable view than retirees of the possible assistance retirees may provide. It was concluded that this may be attributed to a lack of familiarity with the vocational education functions in modern public schools.

2. Volunteers consistently viewed themselves as less valuable than teachers in terms of assistance to teachers. This state was attributed to the retired nature of the craftsmen, being retired they felt that their services are no longer needed.

3. It was concluded that retired craftsmen are used in a limited way in Ohio's trade and industrial programs.

4. Retirees are hesitant to volunteer their assistance to trade and industrial education teachers. This hesitancy may be attributed to the way they were
trained. Most retirees received their craft instruction on-the-job. As a result they are most likely unfamiliar with the content and operation of trade and industrial education programs in the public schools.

5. A large percentage of retirees either (a) never responded, or (b) responded and said they weren't interested because of poor health. Therefore, one could assume that a large percentage of retirees would never be available or interested in volunteer participation just because of the health problems of old age.

6. This research reveals that the "real" pool of available volunteers from retired craftsmen may be quite small (38% retirees in good health).

7. The two groups (teachers-retirees) see the utility of volunteers in two very different ways. Teachers felt the usefulness of volunteers would be most helpful in non-threatening areas such as: guidance, public relations and student organization. The retirees, however, felt the converse—that they could be of greatest assistance in areas of actual instruction such as: instructional evaluation, planning and execution.
Recommendations for Vocational Education Programming

The following recommendations are made by the investigator as a result of having made this study. The recommendations reflect the judgement of the investigator and are based upon the findings and conclusions drawn from this study. It is recommended that:

1. Formal programs be organized at the state and/or local level to identify interested retirees and familiarize them with the opportunities for volunteer service in vocational education programs.

2. The Ohio Department of Education through their Volunteer in Education Program be encouraged to coordinate and help implement the flow of retired craftsmen in trade and industrial education programs.

3. Training programs in the form of workshops be provided at the local level by the vocational high school for the retirees who show interest in working as volunteer aides in trade and industrial programs.

4. Training programs in the form of workshops (based on Table 21) be provided to schools to assist in identifying optimal utilization of volunteers.

5. Greater numbers of volunteers might be available to T & I teachers if they had more information about and a better understanding of the vocational programs in our schools and the roles that volun-
teers might play in those programs.

**Recommendations for Future Research**

Because of the limited research that has been conducted in this area, and the relative importance which similar studies can play in the near future, the following recommendations are made for future research:

1. It is recommended that other occupational service areas (i.e., business education, health education) sample population (i.e., retired business persons, retired nurses), and academic levels (i.e., secondary, postsecondary) examine the potential use of retirees in their respective areas.

2. This study examined the perceptions of trade teachers and retirees concerning the assistance of volunteers in the vocational education process. It is recommended that further research be done in which retirees are actually used as volunteers to assist vocational teachers. Data from such a study could test the validity of these perceptions and shed additional light on the practicality of using retirees as classroom volunteers.

3. It is recommended that this study be replicated using a larger sample which would include:
   - other vocational teaching areas;
   - other skill areas of retirees;
   - other geographic locations.
4. It is recommended that a follow-up be done by interviewing the non-respondents to determine if the interview response data differs from the questionnaire data.

5. It is recommended that further research be done on volunteerism comparing
   a) non-retirees versus retirees responses;
   b) paid versus non-paid retirees responses.
BIBLIOGRAPHY


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Cooper, C. "Textron Utilizes Talent of Retired Executives". Columbus Dispatch, April 7, 1978, 8.


Friedman, F. "Teacher Aides: Their Role in the Schools". Education Canada, Vol. 9, No. 2, June 1959, 2-9.


APPENDIX A

Instructions for Panel of Experts
and for Pilot Test Respondents
INSTRUCTIONS FOR PANEL OF EXPERTS

Trade and Industrial Teachers and Retired Craftsmen
Perceptions of the Utilization of Retired Craftsmen as Volunteers
in Ohio's Joint Vocational and Comprehensive High Schools

The purpose of these instructions is to assist you in evaluating the enclosed material in a manner which will assist the researcher to determine needed changes. You have been selected to participate as panelists because of your background in education and expertise in instrumentation.

1. Read through the advance notice and cover letter and then respond to the questionnaire.

2. Record the number of minutes required for completion of the questionnaire.

3. React, comment and edit the letters (advance, cover).

4. React to the question format, response patterns and content.

Your assistance with this effort is greatly appreciated.

Sincerely yours,

OREST CAP
Research Associate
INSTRUCTIONS FOR PILOT TEST RESPONDENTS

Trade and Industrial Teachers and Retired Craftsmen
Perceptions of the Utilization of Retired Craftsmen as Volunteers in Ohio's Joint Vocational Schools and Comprehensive High Schools

The purpose of these instructions is to assist you in evaluating the enclosed material in a manner which will assist the researcher determine needed changes. You have been selected to participate in this pilot test because your professional background includes experiences in positions similar to those held by the respondents selected for inclusion in this study.

1. Read through the advance notice and cover letter and then respond to the questionnaire.

2. Record the number of minutes required for completion of the questionnaire.

3. React to the question format, response patterns and content. Your assistance with this effort is greatly appreciated.

Sincerely yours,

Orest Cap
Research Associate
APPENDIX B

Retired Craftsmen Study Questionnaire:

Reproduction of the questionnaires used in both the initial and follow-up phases of data collection
RETIRED CRAFTSMEN STUDY
A STATE SURVEY CONCERNING THE USE OF RETIRED
CRAFTSMEN AS VOLUNTEERS IN JOINT VOCATIONAL
AND COMPREHENSIVE HIGH SCHOOLS

PART A: GENERAL INFORMATION

Please check or fill in the appropriate answers to the following questions:

1. Age:  
   ( ) 56 - 60  
   ( ) 61 - 65  
   ( ) 66 - 70  
   ( ) 71 - 75  
   ( ) 76 - 80  
   ( ) 81 or over

2. Sex:  
   ( ) male  
   ( ) female

3. State your area of specialization or trade:  
   ( ) machine shop  
   ( ) electricity  
   ( ) sheet metal  
   ( ) drafting  
   ( ) welding  
   ( ) auto/mechanics  
   ( ) carpentry  
   ( ) cosmetology  
   ( ) plumbing  
   ( ) air conditioning/ heating  
   ( ) appliance repair  
   ( ) masonry  
   ( ) diesel mechanics  
   ( ) ind. electronics  
   ( ) other, specify

4. Number of years of industrial experience:  
   ( ) none  
   ( ) 1 - 5  
   ( ) 6 - 10  
   ( ) 11 - 15  
   ( ) 16 - 20  
   ( ) 21 or more

5. Number of years associated with the trade:  
   ( ) less than 1  
   ( ) 1 - 5  
   ( ) 6 - 10  
   ( ) 11 - 15  
   ( ) 16 - 20  
   ( ) 21 or more

6. Highest grade completed in school: (Circle the highest grade or level completed.)  
   Elementary  
   Secondary  
   Technical School  
   College  
   1 2 3 4 5 6 7 8  
   1 2 3 4  
   1 2  
   1 2 3 4 More than 5
7. Where did you receive the majority of your crafts instruction:

( ) on-the-job
( ) public vocational-technical school
( ) private vocational-technical school
( ) armed forces
( ) technical institute
( ) industry training program
( ) apprenticeship
( ) community or junior college
( ) state college or university
( ) other, please specify

8. Please identify some activities (i.e., church, youth groups) in which you volunteer your time:

<table>
<thead>
<tr>
<th>Name of Organization/Agency</th>
<th>Number of Hours Per Week</th>
<th>Number of Years Volunteer Help Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ________________________</td>
<td>________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>b. ________________________</td>
<td>________________________</td>
<td>________________________</td>
</tr>
</tbody>
</table>

9. Indicate the status of your health. (Check one)

( ) Good (No continuing health problems which restricts your activities.)
( ) Fair (Some continuing or occasional illness which does not restrict or limit normal activities.)
( ) Poor (Physical disabilities or illnesses which somewhat restrict normal activity.)

PART B: LIST OF FUNCTIONS

A list of functions or roles that may involve retired craftsmen as volunteers in support of vocational trade and industrial education programs is included below. Please read each of the statements carefully. Under the left-hand columns (1-3) indicate if you would be willing to help. In the right-hand columns including (1-3) indicate whether you could provide help. After reading each statement, circle the number of the response you feel best represents your opinion.
<table>
<thead>
<tr>
<th>Would Be Willing To Help</th>
<th>Could Provide Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Undecided</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>FUNCTIONS</th>
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<tbody>
<tr>
<td>1 2 3 Planning several activities over an extended unit, course or series of lessons.</td>
</tr>
<tr>
<td>1 2 3 Planning for one lesson or a short series of lessons.</td>
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<tr>
<td>1 2 3 Conducting a student follow-up study.</td>
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<td>1 2 3 Determining needs and interests of students.</td>
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<td>1 2 3 Selecting student instructional materials.</td>
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<td>1 2 3 Preparing teacher-made instructional materials.</td>
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<td>1 2 3 Directing field trips.</td>
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<td>1 2 3 Guiding student study.</td>
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<td>1 2 3 Directing student laboratory experiences.</td>
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<td>1 2 3 Directing students in applying problem-solving techniques.</td>
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<tr>
<td>1 2 3 Employing the project method.</td>
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<tr>
<td>1 2 3 Initiating the learning of a new concept, attitude or skill.</td>
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<td>1 2 3 Arranging for students to practice or review new content.</td>
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<tr>
<td>1 2 3 Managing the vocational laboratory.</td>
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<td>1 2 3 Organizing the vocational laboratory.</td>
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<tr>
<td>1 2 3 Supervising students while the regular teacher is tied-up.</td>
</tr>
<tr>
<td>Would Be Willing To Help</td>
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</tbody>
</table>

FUNCTIONS

1 2 3 Assessing student performance skills.
1 2 3 Determining student grades.
1 2 3 Assessing student performance knowledge.
1 2 3 Providing information on career opportunities.
1 2 3 Assisting students in applying for employment.
1 2 3 Preparing displays to promote vocational programs.
1 2 3 Conducting an open house.
1 2 3 Working with members of the community.
1 2 3 Preparing student vocational organization members for leadership roles.
1 2 3 Supervising activities of the student vocational organization.

PART C: POSITIVE INFLUENCES

Consider yourself as the volunteer involved here. From this perspective please circle the letter(s) on the left indicating how you feel about each statement. (SA strongly agree, A agree, U undecided, D disagree, SD strongly disagree)
POSSIBLE ASSETS

Retired Craftsman as Volunteers Could:

1. Bring to the classroom first-hand experiences in a variety of careers.
2. Achieve greater self-satisfaction through contacts with students and faculty.
3. Give the retirees the feeling of being useful and appreciated by others.
4. Help teachers meet the personal needs of students.
5. Be properly held accountable to the institution.
6. Provide role models for students.
7. Prove to be too articulate about their expectations.
8. Fill the emptiness often associated with retirement.
9. Be trusted to handle confidential (student, staff) information.
11. Create personality clashes with teachers.
12. Assist teachers in providing individualized instruction.
13. Work under the present school regulations.
15. Eliminate the need to hire additional paid staff.
16. Be given an opportunity to participate in educational activities.
17. Be restricted to activities only approved by the teacher.
18. Create for the retiree positive social contacts resulting in new friendships.
POSSIBLE ASSETS

Retired Craftsman as Volunteers Could:

19. Be prevented from full participation due to lack of transportation and cost of bus fare.

20. Reduce loneliness for retirees.


22. Provide opportunities for recognition and use of their particular skills.

23. Stay active both physically and mentally.

Add below any other statements which you feel should receive attention.
RETIR ED CRAFTSMEN STUDY
A STATE SURVEY CONCERNING THE USE OF
RETIR ED CRAFTSMEN AS VOLUNTEERS IN
JOINT VOCATIONAL AND COMPREHENSIVE HIGH SCHOOLS

PART A: GENERAL INFORMATION

Please check or fill in the appropriate answers to the following questions:

1. Age:
   ( ) 25 or below ( ) 41 - 45
   ( ) 26 - 30 ( ) 46 - 50
   ( ) 31 - 35 ( ) 51 - 55
   ( ) 36 - 40 ( ) 56 or over

2. Sex: ( ) male ( ) female

3. State your area of teaching:
   ( ) machine shop ( ) auto/mechanics ( ) appliance repair
   ( ) electricity ( ) carpentry ( ) masonry
   ( ) sheet metal ( ) cosmetology ( ) diesel mechanics
   ( ) drafting ( ) plumbing ( ) ind. electronics
   ( ) welding ( ) air conditioning/ heating ( ) other, specify

4. Number of years of industrial experience:
   ( ) none ( ) 11 - 15
   ( ) 1 - 5 ( ) 16 - 20
   ( ) 6 - 10 ( ) 21 or more

5. Number of years associated with trade and industrial education:
   ( ) less than 1 ( ) 11 - 15
   ( ) 1 - 5 ( ) 16 - 20
   ( ) 6 - 10 ( ) 21 or more

6. Type of school in which you are teaching:
   ( ) joint vocational school
   ( ) comprehensive high school

7. Average number of students in your classes:
   ( ) 1 - 5 ( ) 16 - 20
   ( ) 6 - 10 ( ) 21 or over
   ( ) 11 - 15
8. How many hours per week do you spend in face to face contact with students:

( ) 1 - 5  
( ) 6 - 10  
( ) 11 - 15  
( ) 16 - 20  
( ) 21 - 25  
( ) 26 or over

9. Highest degree held by you:

( ) none  
( ) A.S. or A.A.  
( ) B.A.  
( ) M.A.  
( ) Ph.D.

10. Please identify some activities outside the school (i.e., church, youth groups) in which you volunteer your time:

<table>
<thead>
<tr>
<th>Name of Organization/Agency</th>
<th>Numbers of Hours Per Week</th>
<th>Number of Years Volunteer Help Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Do you presently utilize retired craftsmen as volunteers in your trade and industrial program: ( ) Yes  
( ) No

12. Please identify two functions in which retired craftsmen volunteer their time:

<table>
<thead>
<tr>
<th>Functions</th>
<th>Volunteer Their Time Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a:</td>
<td></td>
</tr>
<tr>
<td>b:</td>
<td></td>
</tr>
</tbody>
</table>

PART B: LIST OF FUNCTIONS

A list of functions or roles that may involve retired craftsmen as volunteers in support of vocational trade and industrial education programs is included below. Please read each of the functions carefully. Under the left-hand column (1-3) indicate if you could use their help. In the right-hand column including (1-5) indicate how much a retired craftsman with average qualifications or above from your trade could provide assistance. After reading each statement, circle the number of the response you feel best represents your opinion.
<table>
<thead>
<tr>
<th>Could Use Retired Craftsmen Help</th>
<th>Could Provide Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Very Much</td>
</tr>
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FUNCTIONS

1 2 3 Planning several activities over an extended unit, course or series of lessons.

1 2 3 Planning for one lesson or a short series of lessons.

1 2 3 Conducting a student follow-up study.

1 2 3 Determining needs and interests of students.

1 2 3 Selecting student instructional materials.

1 2 3 Preparing teacher-made instructional materials.

1 2 3 Directing field trips.

1 2 3 Guiding student study.

1 2 3 Directing student laboratory experiences.

1 2 3 Directing students in applying problem-solving techniques.

1 2 3 Employing the project method.

1 2 3 Initiating the learning of a new concept, attitude or skill.

1 2 3 Arranging for students to practice or review new content.

1 2 3 Managing the vocational laboratory.

1 2 3 Organizing the vocational laboratory.

1 2 3 Supervising students while the regular teacher is tied-up.
Could Use Retired 
Craftsmen Help

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### FUNCTIONS

1 2 3 Assessing student performance skills.

1 2 3 Determining student grades.

1 2 3 Assessing student performance knowledge.

1 2 3 Providing information on career opportunities.

1 2 3 Assisting students in applying for employment.

1 2 3 Preparing displays to promote vocational programs.

1 2 3 Conducting an open house.

1 2 3 Working with members of the community.

1 2 3 Preparing student vocational organization members for leadership roles.

1 2 3 Supervising activities of the student vocational organization.

**PART C: POSITIVE INFLUENCES**

Consider yourself as a teacher presented with a situation whereby you could have a retired craftsman to assist you in your program. From this perspective please circle the letter(s) on the left indicating how you feel about each statement. (SA strongly agree, A agree, U undecided, D disagree, SD strongly disagree)
POSSIBLE ASSETS

Retired Craftsman as Volunteers Could:

SA A U D SD 1. Bring to the classroom first-hand experiences in a variety of careers.
SA A U D SD 2. Achieve greater self-satisfaction through contacts with students and faculty.
SA A U D SD 3. Give the retirees the feeling of being useful and appreciated by others.
SA A U D SD 4. Help teachers meet the personal needs of students.
SA A U D SD 5. Be properly held accountable to the institution.
SA A U D SD 6. Provide role models for students.
SA A U D SD 7. Prove to be too articulate about their expectations.
SA A U D SD 8. Fill the emptiness often associated with retirement.
SA A U D SD 9. Be trusted to handle confidential (student, staff) information.
SA A U D SD 10. Relieve teachers of some non-teaching duties.
SA A U D SD 11. Create personality clashes with teachers.
SA A U D SD 12. Assist teachers in providing individualized instruction.
SA A U D SD 13. Work under the present school regulations.
SA A U D SD 15. Eliminate the need to hire additional paid staff.
SA A U D SD 16. Be given an opportunity to participate in educational activities.
SA A U D SD 17. Be restricted to activities only approved by the teacher.
SA A U D SD 18. Create for the retiree positive social contacts resulting in new friendships.
POSSIBLE ASSETS

Retired Craftsmen as Volunteers Could:

SA  A  U  D  SD  19. Be prevented from full participation due to lack of transportation and cost of bus fare.
SA  A  U  D  SD  20. Reduce loneliness for retirees.
SA  A  U  D  SD  22. Provide opportunities for recognition and use of their particular skills.
SA  A  U  D  SD  23. Stay active both physically and mentally.

Add below any other statements which you feel should receive attention.
APPENDIX C

Advance Letter Sent to All Subjects Selected to Receive the Retired Craftsmen Study Questionnaire
Advance Notice

In a few days, you will receive a questionnaire dealing with the potential use of retired craftsmen as volunteers in Ohio's joint vocational schools and comprehensive high schools.

This questionnaire is part of a research study and is being sent to a select group of 100 trade and industrial teachers and 60 retired craftsmen. The purpose of this study is to collect and interpret information related to the use of retired craftsmen as volunteers.

Your assistance with this effort will be greatly appreciated.

Sincerely,

[Signature]

Orest Cap
Research Associate
APPENDIX D

Cover Letter Accompanying the Follow-Up Mailing of the Retired Craftsmen Study Questionnaire
Dear

Approximately two weeks ago I mailed you a packet of information for rating the potential use of retired craftsmen as volunteers in Ohio's Joint Vocational and Comprehensive High Schools. As was indicated in the cover letter, the form was being sent to a select group of individuals.

At this time, a number of the survey forms have been completed and returned by trade and industrial teachers and retired craftsmen. However, your completed form has not been received.

I feel that your opinion regarding the use of retired craftsmen as volunteers needs to be represented in this study. Won't you please be kind enough to complete and return the enclosed Retired Craftsman Study questionnaire.

Sincerely yours,

Orest Cap
Research Associate
APPENDIX E

Cover Letter, Labor Union Contact Letter, and Support Statements Accompanying The Retired Craftsmen Study Questionnaire
Your help is urgently needed.

Several days ago, you received an advance notice concerning this study and the attached questionnaire. Getting your reactions to this questionnaire is critical to the conduct of this study.

This study is to determine the viability of using retired craftsmen as volunteers; more specifically, to (1) assess the benefits of involving retirees; (2) determine possible roles for retirees and (3) identify potential problems of involving retired craftsmen as volunteer tutors in Ohio's joint vocational schools and comprehensive high schools.

Instructions for responding to the questionnaire are located before each section. All data will be aggregated to assure anonymity. This questionnaire should take 25-30 minutes for completion.

An addressed stamped envelope is enclosed for your return of your completed questionnaire. Please return the questionnaire within five (5) working days. In the event the person to whom the questionnaire has been addressed cannot be reached, please ask the person serving in his/her role to complete the questionnaire.

Thank you for your very important contribution.

Sincerely,

[Signature]

Great Cap
Research Associate
The National Center for Research
in Vocational Education
The Ohio State University

[Signature]
Dr. Mervin A. Miller
Chairman
Department of Vocational-Technical Education
The Ohio State University
Dear

As you are probably aware, each year a greater proportion of our working public joins ranks with those citizens who have retired. However, retirement for many craftsmen should not be the end of their working years and hence service to their fellow men. Many can still make a significant contribution to society through a better utilization of their skills and wisdom.

The problem is the lack of useful and satisfying roles for these individuals. In order to assess the potential for utilization of retired craftsmen at the secondary school level, it is vital to have reliable information upon which to base programmatic decisions.

In an attempt to provide up-to-date educational information, I am currently engaged in a research study of retired craftsmen. The study focuses on the potential use of retired craftsmen as volunteers in Ohio's joint vocational and comprehensive high schools.

The study calls for an investigation of retired craftsmen that have been in labor unions. It is for this reason that your union is being contacted. It would be of immeasurable assistance if you could provide a list of names, and current addresses of craftsmen, who have retired within the last 3 years and who may be contacted by the researcher. A letter from you carrying your endorsement will be of assistance in expediting this study.

In order to help you examine the study, I am enclosing an abstract of the research proposal and a copy of the packet of information to be used. Please be assured that all responses will be held anonymous and data will be treated collectively.

If after reading the enclosed materials you have any questions, you may reach me at the National Center to clarify any obscure points. Your assistance with this effort will be greatly appreciated. Thanking you in advance, I am

Sincerely yours,

Orest Cap
Research Associate
The National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655
April 9, 1979

Mr. Guest Cap,

The National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio 43210

Dear Mr. Cap,

It is indeed a pleasure to learn that you are planning a study of retired craftsmen as it relates to their involvement as volunteers in secondary joint vocational and co-operative high schools. We are in full agreement with the idea that retired craftsmen can continue to make a significant contribution to society through a better utilization of their skills and wisdom.

We are glad that you have contacted our union for support in conducting your research study. I encourage all our retired craftsmen to assist you in providing information for your study.

If we can be of further assistance to you in the gathering of information related to your study, please do not hesitate to contact us.

Sincerely,

[Signature]

Charles L. Franklin, Coordinator
Sheet Metal Workers Local 191, J.A.C.
Columbus Joint Apprenticeship and Training Committee
for the
Electrical Industry
23 WEST SECOND AVENUE
COLUMBUS, OHIO, 43201
PHONE: 294-9740

May 30, 1979

Mr. Crest Cap
The National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio 43210

Dear Mr. Cap:

We are certainly pleased to be able to cooperate with you in your research project on the involvement of retired craftsmen in vocational school programs.

It is readily apparent that the contribution that these experienced people could make in the education of our young would be invaluable. This could be the outlet for the unused energies that many of the retired workers need to avoid the unwanted feeling that so often comes when the daily work routine is ended.

Please feel free to contact our office if we can be of further assistance.

Sincerely,

Robert Bredock
Robert Bredock, Director
Columbus JATC for the Electrical Industry

RJ/EB