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Department of Vocational-Technical Education / The University of Tennessee, Knoxville



RESEARCH SERIES

SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN 1973

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FOREWORD

The outlook for teaching vocational agriculture was uncertain in 1965 when Floyd Johnson, the first agricultural education teacher to become President of the American Vocational Association, named a committee from the Agricultural Education Division to try to increase the dwindling supply of teachers. This committee decided that if every agriculture teacher in the nation had accurate information on the supply and demand of teachers and they actively recruited promising students from their classes that an adequate supply of teachers would be forthcoming.

The success of this concept has been demonstrated throughout the past nine years as teachers have continued their recruitment efforts. Leadership and coordination have come from supervisors, teacher educators and the professional organizations of agricultural education. The result has been an increasing number of new teachers going from a low of 1,038 graduates in 1965 to 1,759 graduates in 1972. This recruitment campaign represents some of the most successful of its kind in the nation, especially since the same high standards of preparation, long a hallmark of the profession, have been maintained.

This study is the ninth of the series conducted by the author and it has evolved into a longitudinal study of teacher supply and demand.

Many persons have assisted in these studies. Each year a 100% return of surveys has been received from teacher educators and supervisors of agricultural education in every state. The National Vocational Agriculture Teachers Association and The Agricultural Education Magazine have disseminated the findings widely. Several organizations have contributed to the costs of the project including the Department of Agricultural Education at The Ohio State University, the Department of Vocational-Technical Education at The University of Tennessee, the Geig Agriculture Chemical Company, the National Vocational Teachers Association and the American Association of Teacher Educators in Agriculture. With the author's retirement he wishes to express his appreciation to all who have cooperated in making this series of studies.

The Professional Personnel Recruitment Committee of the Agricultural Division of the American Vocational Association have asked that plans be made for continuing the study. The Vocational-Technical Education Department at The University of Tennessee has indicated the willingness of Dr. David Craig to continue to make annual surveys of the supply and demand of teachers of Vocational agriculture.

I hope future studies will continue to provide a basis for an active, productive program of recruitment for teachers in vocational agriculture.

Ralph J. Woodin, Head
Department of Vocational-
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TABLE OF CONTENTS

	<u>Page</u>
Foreword	1
LIST OF TABLES	.iii
Introduction	1
Gathering the Data	1
SUMMARY AND RECOMMENDATIONS	2
Types of Teaching Positions	2
Recommendations	3
MAJOR FINDINGS	5
Agricultural Education Graduates	6
Enrollments in Agricultural Colleges	7
A Nine-Year Comparison of Teacher Supply	8
Changes in Curriculum and Clientele	9
Graduates by States and Regions	11
Number of Teachers Prepared by State and Region	16
Suggestions to States with Teacher Shortages	22
APPENDICES	
	<u>Appendix</u>
Survey of Teacher Supply and Demand in Vocational Agriculture	I
Survey of Teacher Supply in Vocational Agriculture in 1973	II

LIST OF TABLES

	<u>Page</u>
TABLE I -- Number of Teaching Positions in Vocational Agriculture in the United States in 1972 and in 1973	5
TABLE II - Percentages of Agricultural Education Graduates Entering Various Occupations	6
TABLE III - Enrollment in Colleges of Agriculture Compared with Numbers Qualified in Agricultural Education 1959-1973	7
TABLE IV -- A Nine-Year Comparison of Selected Information on the Supply of Teachers of Vocational Agriculture	8
TABLE V -- Types of Teaching Positions in Vocational Agriculture in 1972 and in 1973.	10
TABLE VI -- Placement of Agricultural Education Graduates by Regions in 1973	11
TABLE VII -- Teaching Positions in Vocational Agriculture by States and Regions, August, 1973	12
TABLE VIII -- Graduates in Agricultural Education by States and Regions During the 1972-73 School Year	17
TABLE IX -- Agricultural Education Graduates Employed Outside the State Where Qualified by Region	22
TABLE X -- States with Twelve or More Agricultural Education Graduates Employed in Positions Other than Teaching Vocational Agriculture	23

SUPPLY AND DEMAND FOR
TEACHERS OF VOCATIONAL AGRICULTURE
IN THE UNITED STATES
1972-73

Even though there may be an over supply of teachers for the public schools, there are actually shortages in certain fields - particularly there are shortages of vocational teachers. This report describes, specifically, the shortage of teachers of vocational agriculture in 1973. This study, the ninth annual survey of the supply and demand for teachers of vocational agriculture, was made for a specific purpose which is to aid the progress of a nation-wide program of recruitment of future teachers for this field. The study seeks not only to present the current situation in terms of the balance of teacher supply and demand, but also to show some of the changes and trends which have occurred since 1965.

GATHERING THE DATA

The data on teacher supply and demand was secured from all institutions preparing teachers in vocational agriculture as well as the offices of head state supervisors. Questionnaires were mailed to both groups on July 25, 1973. The respondents were asked to provide information regarding numbers of graduates qualified and the number of teaching positions available. A 100% return was received from both groups of respondents.

Responses have been tabulated for each state and each institution preparing teachers. A copy of the questionnaire is included in the Appendix.

SUMMARY AND RECOMMENDATIONS

The summary and recommendations regarding the development of a more adequate supply of teachers is included at this point for the convenience of those readers who do not wish to read the entire study. The following represents a brief review of selected results, conclusions, and recommendations.

A total of 1,713 persons were qualified for teaching vocational agriculture in 1973, as compared to 1,038 in 1965. While the number of persons qualified has increased markedly, the percent entering teaching has decreased. In 1965, 64% of those qualified entered teaching while only 56.3% entered teaching in 1973. A turnover of 11.5% also contributed to the teacher shortage. This percent of teacher turnover is similar to that of other groups of teachers and has ranged from nine to twelve percent for each of the past nine years.

A comparison of the number of teachers of vocational agriculture in the nation over the past nine years shows that the number has increased from a low of 10,221 in 1967 to a record high of 11,141 positions in 1973. These figures do not include 999 positions in technical institutes and community colleges.

TYPES OF TEACHING POSITIONS

Several trends appear in types of vocational agriculture teaching positions. Eighty-seven percent of all positions were in general or comprehensive high schools and only 13% were employed in area or vocational high schools. Only 54.6% of the positions involved teaching adults and/or young farmers as well as high school students. The number of teachers in multiple teacher departments represented 45% of the total, a figure which has increased each year. More teachers were offering specialized programs in such areas

as Agricultural Business and Supply, Ornamental Horticulture, and Agricultural Mechanics in 1973. Most of these programs, however, were offered along with other courses in Agricultural Production.

Only 1,029 teachers were employed full time in teaching in specialized agricultural programs. This, however, represented an increase of 161 over the previous year. Most teaching positions were filled by fully qualified persons holding a Bachelor's degree. In spite of a nine-year shortage of teachers, only 312 teachers held emergency or temporary certificates.

RECOMMENDATIONS

The Professional Personnel Recruitment Committee¹ has recommended that approximately 1,800 persons per year be qualified for teaching vocational agriculture in the nation. Assuming that economic and social conditions remain fairly normal, it would appear that this goal is realistic. In view of this goal, the following recommendations are suggested:

1. Vocational agriculture teachers should recruit some of their best students each year for teaching vocational agriculture. Each teacher should have as his goal that at least one of his students graduate in agricultural education every four years.

2. Teacher turnover should be reduced to about 9%. Such a reduction in turnover could be accomplished by holding more teachers who leave the field for other positions.

3. State supervisors should encourage teachers to cross state lines to other states where shortages may exist. Efforts should also be made to make salaries of teachers competitive with other fields which they might enter.

¹A standing committee of the Agricultural Education Division of the American Vocational Association.

4. This longitudinal study of the supply and demand for teachers

of vocational agriculture should be continued under the sponsorship of

the Professional Personnel Recruitment Committee of the Agricultural

Education Division of the American Vocational Association.

TABLE I

NUMBER OF TEACHING POSITIONS IN VOCATIONAL
AGRICULTURE IN THE UNITED STATES IN 1972 AND IN 1973

Item	Number
Total positions as of 8/30/73	11,141*
New graduates entering teaching during the 1972-73 school year	966
New positions added during 1972-73 school year	437
Number of newly qualified teachers still available 8/1/73	71
Teachers needed but unavailable 8/1/73	276
Teachers with temporary or emergency certificates	328
Departments which will not operate in 1973-74 because of teacher shortage	71

*Does not include 999 positions in technical institutes and community colleges.

There was an increase of 425 in the number of positions during the past year with a total of 11,141 compared to a total of 10,716 in the previous

MAJOR FINDINGS

The demand for teachers of vocational agriculture is shown in Table I. A turnover of 11.5% required 1,232 teachers for replacements for the 10,716 positions in 1972-73. This table shows that there is still a teacher shortage in that 276 teachers were needed but not available August 1, 1973, and that 71 departments could not operate during the 73-74 school year because of a lack of teachers.

TABLE I
NUMBER OF TEACHING POSITIONS IN VOCATIONAL
AGRICULTURE IN THE UNITED STATES IN 1972 AND IN 1973

Item	Number
1. Total positions as of 6/30/73	11,141*
2. New graduates entering teaching during the 1972-73 school year	966
3. New positions added during 1972-73 school year	457
4. Number of newly qualified teachers still available 8/1/73	71
5. Teachers needed but unavailable 8/1/73	276
6. Teachers with temporary or emergency certificates	328
7. Departments which will not operate in 1973-74 because of teacher shortage	71

*Does not include 999 positions in technical institutes and community colleges.

There was an increase of 425 in the number of positions during the past year with a total of 11,141 compared to a total of 10,716 in the previous year.

AGRICULTURAL EDUCATION GRADUATES

A total of 1,713 teachers were qualified by 79 institutions last year and of these, 966 assumed teaching positions in vocational agriculture representing 56.3% of the total. With peace in Viet Nam, only 2.2% entered the Armed Forces last year, leaving a balance of 41.5% of those qualified who entered other occupations such as teaching other subjects, farm sales and service, farming and graduate work. Table II shows a comparison of the number of qualified graduates entering various occupations over a nine-year period.

TABLE II

PERCENTAGES OF AGRICULTURAL EDUCATION GRADUATES ENTERING VARIOUS OCCUPATIONS

Occupation	1965	1966	1967	1968	1969	1970	1971	1972	1973
Teaching Vocational Agriculture	64.6	61.4	60.2	61.6	56.9	51.0	49.6	54.8	56.3
Graduate Work	9.2	10.0	12.4	7.8	9.3	9.0	9.1	7.9	7.6
Other Work	4.7	8.2	7.2	7.8	7.6	11.0	11.0	11.0	13.7
In Armed Forces	6.7	7.0	5.5	10.3	8.4	12.7	12.0	5.0	2.2
Teaching Other Subjects	6.2	5.4	8.2	7.5	11.4	7.3	6.1	6.6	4.1
Farm Sales, Service or Supply	5.6	5.4	3.2	2.0	2.7	4.1	5.1	6.3	6.8
Farming	3.0	2.6	3.3	3.0	3.7	4.9	7.1	7.7	9.3
Total Number Qualified	1038	1151	1233	1314	1566	1700	1743	1759	1713
Total Number Placed in Vo-Ag	671	701	742	809	891	866	864	964	966

ENROLLMENTS IN AGRICULTURAL COLLEGES

There should be a close relationship between the number of agricultural teachers qualified and the number of persons enrolled in agricultural colleges. Table III shows a more rapid increase in agricultural college enrollments over this nine-year period than in enrollments in agricultural education.

TABLE III

ENROLLMENT IN COLLEGES OF AGRICULTURE COMPARED WITH
NUMBERS QUALIFIED IN AGRICULTURAL EDUCATION
1959-1973

Academic Year	Enrollment in Agriculture	Percent Based on 1959-60	Number Qualified in Agricultural Education	Percent Based on 1959-60
1959-60	33,968	100%	1,324	100%
1964-65	39,623	116.6	1,110	83.8
1968-69	52,623	155.8	1,566	118.2
1969-70	57,517	169.3	1,700	128.4
1970-71	62,863	185.0	1,743	131.6
1971-72	66,057	194.4	1,759	132.8
1972-73	66,752	196.5	1,713	129.4

*The figure for 1973 does not include students in agricultural teacher training in technical institutes, community colleges, and similar institutions.

A NINE-YEAR COMPARISON OF TEACHER SUPPLY

A nine-year comparison of the number of positions in teaching vocational agriculture in Table IV shows little change during the nine-year period. The highest number of teaching positions was in 1973 when there were 11,141.

The seriousness of the teacher shortage is shown in the column entitled "Teachers Needed But Not Available August 1." This indicates that the teacher shortage reached it's height in 1967 and has been alleviated since, but that last year 276 more teachers were needed than were available.

TABLE IV

A NINE-YEAR COMPARISON OF SELECTED INFORMATION ON THE SUPPLY OF TEACHERS OF VOCATIONAL AGRICULTURE

Year	Total No. of Posi- tions	Teachers Needed But Not Available August 1	Total Qualified for Teaching	Percent Qualified Entering Vo-Ag Teaching
1965	10,378	120	1,038	64.6
1966	10,325	162	1,151	61.4
1967	10,221	232	1,233	60.2
1968	10,606	141	1,314	61.6
1969	10,560	121	1,566	56.9
1970	10,520	171	1,700	51.0
1971	10,438	120	1,743	49.6
1972	10,716	134	1,759	54.8
1973	11,141*	276	1,713	56.3

*The figure for 1973 does not include teachers of agricultural technicians in technical institutes, community colleges, and similar institutions.

CHANGES IN CURRICULUM
AND CLIENTELE

Changes in vocational agriculture teaching positions are shown in Table V. This table shows that only 54.6% of teachers taught both high school and continuing education classes for adult and young farmers. There was a sharp increase in the number of full-time teachers of adult and young farmer classes from 282 in 1972 to 543 in 1973. Eighty-seven percent of the vocational agriculture positions were located in comprehensive or general high school and only 12.5% in area and vocational high schools. About 55% of the teachers were in single teacher departments, as compared to 59% in the previous year.

About 41% of all teachers were full-time teachers of production agriculture, which was about the same as the previous year. The number of teachers combining production agriculture with one or more classes in specialized programs such as Agricultural Supply, Agricultural Mechanics, etc. represented approximately 50% of the total.

The number of teachers with full-time responsibility for specialized programs, such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc., remained low. Only 1,029 such full-time positions existed, and this represented only 9.2% of the total.

Curricular offerings in agriculture showed little change. Production agriculture in combination with one or more specialized classes was taught by 50.2% of teachers. The percent of teachers teaching full time in specialized programs such as agricultural mechanics and ornamental horticulture was only 7.4% while 40.6% of teachers taught only production agriculture.

TABLE V

TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
IN 1972 AND IN 1973

Type of Position	Number 1972	Number 1973	Percent of Total 1973
<u>By Kind of Students</u>			
Teachers of adult and young farmer classes only	282	543	4.9
Teachers of high school classes only	3,959	4,512	40.5
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	6,431	6,079	54.6
<u>By Kind of School</u>			
Teachers in general or comprehensive high schools	9,497	9,738	87.5
Teachers in area or vocational high schools	1,187	1,496	12.5
<u>By Size of Staff</u>			
Teachers in single teacher departments	6,363	6,088	54.7
Teachers in multiple teacher departments	4,383	5,046	45.3
<u>By Kind of Programs</u>			
Teachers in full-time production agriculture programs	4,300	4,518	40.6
Teachers in part-time production agriculture programs and had one or more classes in specialized programs such as Agricultural Supplies, Agricultural Mechanics, etc.	5,890	5,587	50.2
Teachers in full-time specialized programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc.	868	1,029	9.2

GRADUATES BY STATES
AND REGIONS

There was a close relationship between the regions with the largest number of teaching positions and those producing the largest number of qualified graduates as shown in Table VI. The Southern Region, for example, had 5,034 teaching positions, produced 738 qualified graduates of which 356 were placed in teaching representing 48.2% of the total. The Pacific Region had the highest placement rate with 68%.

Texas was the state with the largest number of persons qualified for teaching. Three hundred eleven graduates were reported from 9 institutions.

Eight states had over 400 teachers of agriculture in secondary schools. They included Texas, 1,285; Ohio, 554; California, 544; Minnesota, 535; North Carolina, 492; Florida, 475; Illinois, 461; and Oklahoma with 412.

TABLE VI

PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES
 BY REGIONS IN 1973

Region	Teaching Positions	Number Qualified Graduates	Number Placed in Teaching Vo-Ag	% Placed in Teaching Vo-Ag
Southern	5,034	738	356	48.2
Central	3,609	553	348	62.9
Pacific	1,403	275	187	68.0
North Atlantic	1,095	147	75	51.0

A comparison of the numbers of teaching positions in each of the states and regions is shown in Table VII. The number of teacher replacements was highest in the Central Region which required 539 teachers, followed by the Southern Region which required 455. The Atlantic Region had a need for 95 teachers and the Pacific Region 141.

TABLE VII

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1973

North Atlantic Region

State	Total Positions 8/1/73	Number Replacements Employed to 8/1/73	Net Gain in Positions Since 8/1/73	Total Teachers Needed	Teachers Still Needed 8/1/73
Pennsylvania	319	32	+9	41	7
New York	304	28	+1	29	28
West Virginia	99	5	+5	10	2
Maryland	81	3	+8	11	8
Massachusetts	71	2	+4	6	0
Connecticut	47	3	+1	4	3
New Jersey	49	8	+3	11	0
Vermont	37	8	+4	12	3
Delaware	26	1	+8	9	4
Maine	22	0	0	0	1
Rhode Island	17	1	+2	3	1
New Hampshire	23	4	+2	6	1
TOTAL FOR REGION	1,095	95	+47	142	58

TABLE VII (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1973

Central Region

State	Total Positions 8/1/73	Number Replacements Employed to 8/1/73	Net Gain in Positions Since 8/1/73	Total Teachers Needed	Teachers Still Needed 8/1/73
Illinois	461	69	-7	62	0
Ohio	554	80	+20	100	16
Minnesota	535	74	+31	105	10
Wisconsin	304	40	+7	47	10
Kentucky	288	28	+6	34	8
Indiana	271	55	+5	60	11
Missouri	284	30	+26	56	4
Iowa	244	49	+3	52	3
Michigan	189	25	+4	29	10
Kansas	178	27	+8	35	0
Nebraska	146	32	+8	40	6
North Dakota	94	20	+8	28	3
South Dakota	61	10	+3	13	0
TOTAL FOR REGION	3,609	539	+122	661	81

TABLE VII (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1973

Pacific Region

State	Total Positions 8/1/73	Number Replacements Employed to 8/1/73	Net Gain in Positions Since 8/1/73	Total Teachers Needed	Teachers Still Needed 8/1/73
California	544	528	+26	31	10
Washington	181	24	+17	41	12
Oregon	141	15	+4	19	6
Colorado	88	31	+6	37	3
Idaho	71	7	+1	8	0
Utah	63	4	+1	5	0
New Mexico	80	19	+5	24	1
Montana	72	14	+2	16	0
Arizona	70	17	+5	22	1
Wyoming	48	0	+1	1	0
Hawaii	27	2	-3	1	0
Nevada	18	3	0	3	1
TOTAL FOR REGION	1,403	141	+65	206	34
UNITED STATES	11,141	1,230	+941	1,392	276

*Plus 999 Teachers of Agricultural Technicians in Technical Institutes,
Junior and Community Colleges, making a grand total of 12,140.

TABLE VII (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1973

Southern Region

State	Total Positions 8/1/73	Number Replacements Employed to 8/1/73	Net Gain in Positions Since 8/1/73	Total Teachers Needed	Teachers Still Needed 8/1/73
Texas	1,285	128	+27	155	0
North Carolina	492	28	-26	2	0
Alabama	412	35	+8	43	3
Oklahoma	399	40	+12	52	0
Georgia	340	22	+3	25	6
Virginia	362	35	+15	50	12
Florida	475	46	+42	88	50
Mississippi	244	16	+16	32	8
Louisiana	293	24	+20	44	0
Arkansas	252	20	-6	14	6
South Carolina	216	27	0	27	6
Tennessee	264	34	-2	32	10
TOTAL FOR REGION	5,034	455	+109	564	101
TOTAL FOR THE UNITED STATES	11,141	1,230	+343	1,573	276

*Plus 999 Teachers of Agricultural Technicians in Technical Institutes, Junior and Community Colleges, making a grand total of 12,140.

NUMBER OF TEACHERS PREPARED
BY STATE AND REGION

Table VIII shows that of 1,713 persons prepared for teaching vocational agriculture in the United States in 79 different institutions, 966 became teachers of vocational agriculture, 37 entered the armed forces, and 710 were otherwise employed. The largest number of teachers, 738, were prepared in the Southern Region, followed by 553 in the Central Region. Two hundred and seventy five were prepared in the Pacific Region and 147 in the North Atlantic Region.

In most states one university has been designated for preparation of teachers of vocational agriculture. States with more than one institution preparing teachers of vocational agriculture included Texas with 9; Illinois, Louisiana, and California with 4; Alabama, Arkansas, Kentucky, Tennessee, and Wisconsin with 3 each; and Delaware, Florida, Georgia, Maryland, Mississippi, North Carolina, and Virginia each with two.

New York	Cornell University	9	8	3	20
Illinois	Ill. State University	4	2	13	42
Rhode Island	University of Rhode Island	4	2	4	22
Vermont	University of Vermont	1	2	1	1
West Virginia	West Virginia University	3	3	2	1
TOTAL FOR REGION		20	15	23	14

TABLE VIII

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1972-73 SCHOOL YEAR

State	Institutions Reporting	Number of Teaching Vo-Ag	Qualified In Armed Forces	Graduates: Otherwise Employed	Total Qualified Graduates
<u>North Atlantic Region</u>					
Connecticut	University of Connecticut	0	0	1	1
Delaware	University of Delaware	3	0	2	5
Maryland	University of Maryland	4	0	1	5
	University of Maryland, Eastern Shore	2	0	4	6
Massachusetts	University of Massachusetts	2	0	6	8
New Hampshire	University of New Hampshire	2	0	4	6
New Jersey	Rutgers University	1	0	10	11
New York	Cornell University	9	0	19	28
Pennsylvania	Penn. State University	36	0	13	49
Rhode Island	University of Rhode Island	6	2	4	12
Vermont	University of Vermont	1	0	2	3
West Virginia	West Virginia University	9	0	4	13
TOTAL FOR REGION		75	2	70	147

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1972-73 SCHOOL YEAR

		Number of Teaching Vo-Ag	Qualified In Armed Forces	Graduates: Total Otherwise Employed	Qualified Graduates
<u>Central Region</u>					
Illinois	Illinois State University	20	0	13	33
	Southern Illinois University	12	0	14	26
	University of Illinois	12	0	3	15
	Western Illinois University	7	0	10	17
Indiana	Purdue University	23	0	20	43
Iowa	Iowa State University	36	0	17	53
Kansas	Kansas State University	19	1	7	27
Kentucky	Murray State University	9	0	14	23
	University of Kentucky	10	0	16	26
	Western Kentucky University	9	0	8	17
Michigan	Michigan State University	5	0	7	12
Minnesota	University of Minnesota	37	0	3	40
Missouri	University of Missouri	23	1	8	32
Nebraska	University of Nebraska	18	1	11	30
North Dakota	North Dakota State Univ.	24	0	7	31
Ohio	Ohio State University	40	3	23	66
South Dakota	South Dakota State Univ.	17	2	3	22
Wisconsin	University of Wisconsin	7	0	0	7
	Wisconsin State Univ.- River Falls	13	0	11	24
	Wisconsin State Univ.- Platteville	7	1	1	9
TOTAL FOR REGION		348	9	196	553

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1972-73 SCHOOL YEAR

State	Institutions Reporting	Number of Teaching Vo-Ag	Qualified In Armed Forces	Graduates: Otherwise Employed	Total Qualified Graduates
<u>Pacific Region</u>					
Arizona	University of Arizona	8	0	8	16
California	California State - Pomona	13	0	2	15
	California State - San Luis Obispo	37	0	7	44
	University of California, Davis	20	0	1	21
	Fresno State	20	0	4	24
Colorado	Colorado State University	9	1	14	24
Idaho	University of Idaho	7	0	4	11
Montana	Montana State University	8	0	14	22
Nevada	University of Nevada	3	1	4	8
New Mexico	New Mexico State University	14	0	10	24
Oregon	Oregon State University	12	0	8	20
Utah	Utah State University	6	1	3	10
Washington	Washington State University	23	0	2	25
Wyoming	University of Wyoming	7	0	4	11
TOTAL FOR REGION		187	3	85	275

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1972-73 SCHOOL YEAR

State	Institutions Reporting	Number of Teaching Vo-Ag	Qualified In Armed Forces	Graduates: Otherwise Employed	Total Qualified Graduates
<u>Southern Region</u>					
Alabama	Alabama A & M College	1	0	3	4
	Auburn University	30	0	8	38
	Tuskegee Institute	2	0	4	6
Arkansas	A. M. & N. College	4	2	3	9
	Arkansas State University	8	0	4	12
	University of Arkansas	10	2	0	12
Florida	Florida A & M University	0	0	4	4
	University of Florida	22	0	4	26
Georgia	Fort Valley State College	1	2	2	5
	University of Georgia	15	1	3	19
Louisiana	Louisiana State University	3	0	5	8
	Southern Louisiana	0	0	4	4
	University of S. W. Louisiana	6	0	5	11
	Louisiana Tech. Univ.	4	0	6	10
Mississippi	Alcorn A & M College	4	1	36	41
	Mississippi State University	16	1	19	36
North Carolina	North Carolina State University	17	1	14	32
	A. & T. State University	2	0	6	8
Oklahoma	Oklahoma State University	42	0	28	70
South Carolina	Clemson University	8	1	17	26

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1972-73 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Teaching Vo-Ag	Graduates: In Armed Forces	Otherwise Employed	Total Qualified Graduates
<u>Southern Region (continued)</u>					
Tennessee	University of Tennessee - Knoxville	6	1	6	13
	University of Tennessee - Martin	4	2	13	19
Texas	Texas A & M University	17	3	28	48
	East Texas State University	26	2	21	49
	Prairie View A & M College	2	0	6	8
	Sam Houston College	33	1	19	53
	South West Texas State College	8	0	8	16
	Stephen F. Austin State College	3	0	8	11
	Tarleton State College	21	2	28	51
	Texas College of A & I	8	1	12	21
	Texas Technological College	18	0	26	44
Virginia	Virginia State College	3	0	2	5
	Virginia Polytechnic Institute	12	0	7	19
TOTAL FOR REGION		356	23	359	738
TOTAL FOR UNITED STATES		966	37	710	1,713

SUGGESTIONS TO STATES WITH TEACHER SHORTAGES

Tables IX and X are included to aid those who wish to find additional teachers from other states. A comparison of the number of teachers qualified and the numbers employed but not teaching in Table IX, shows that all of the regions had an appreciable number of qualified persons entering other positions. It also shows that few persons, qualified as teachers, left their home states to find employment.

Table X lists all states with 12 or more Agricultural Education graduates employed but not teaching vocational agriculture. These states may well represent desirable sources of teachers of vocational agriculture for those states anticipating a shortage. Table X shows that the first three states listed, Texas, Illinois, and Mississippi had a total of 262 qualified persons last year who were employed in occupations other than teaching vocational agriculture. Table X shows that 587 were qualified for teaching but entered other fields. Probably some of these persons would have entered teaching had the opportunity been presented to them at the time they were first qualified. Another figure with implications for teacher placement is that 118 persons, or less than 8% of those employed, were employed outside their home states.

TABLE IX

Region	Teachers Qualified	Employed But Not in Teaching	Employed Outside the State
North Atlantic Region	147	72	10
Central Region	553	205	36
Pacific Region	275	88	19
Southern Region	738	382	53
TOTAL	1,713	747	118

TABLE X

STATES WITH TWELVE OR MORE
AGRICULTURAL EDUCATION GRADUATES EMPLOYED
IN POSITIONS OTHER THAN TEACHING
VOCATIONAL AGRICULTURE

State	Total Qualified	Employed in Other Positions
Texas	301	165
Mississippi	77	57
Illinois	91	40
Kentucky	66	38
Oklahoma	70	28
Ohio	66	26
Tennessee	32	22
North Carolina	40	21
Indiana	43	20
Louisiana	33	20
South Carolina	26	18
Colorado	24	15
California	104	14
Wisconsin	40	13
Nebraska	30	12
TOTAL 1973	1,243	587

Dr. Ralph J. Woodson, Head
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April 13, 1973

SURVEY OF TEACHER SUPPLY AND DEMAND
IN VOCATIONAL AGRICULTURE

Position _____

State _____

APPENDIX

RETURN TO: Dr. Ralph J. Woodin, Head
 Department of Vocational-Technical Education
 111 Henson Hall
 The University of Tennessee
 Knoxville, TN 37916

Return by August 15, 1973

SURVEY OF TEACHER SUPPLY AND DEMAND
IN VOCATIONAL AGRICULTURE

Name _____ Position _____ State _____

1. Number of teachers of vocational agriculture employed in your state during 1972-73 school year. _____ (Do not include teachers in technical institutes and community colleges.)
2. Number of replacements required for the above teachers during the past year. _____
3. Number of new and additional positions in teaching vocational agriculture which became available during the past year (7/1/72 to 6/30/73). _____ Number of positions discontinued. _____ Net gain in number of positions during past year. _____
4. Number of newly qualified candidates for teaching vocational agriculture still available (8/1/73). _____
5. Number of vocational agriculture teachers still needed (8/1/73) but not available in your state. _____
6. Number of vocational agriculture teachers last year who held emergency or temporary certificates. _____
7. Number of departments which probably will not operate this year because of a shortage of teachers. _____
8. Of the total number of vocational agriculture teachers reported in Item 1, how many teachers:
 - 8.1 Taught adult and young farmer classes only. _____
 - 8.2 Taught high school classes only. _____
 - 8.3 Taught both high school and out-of-school classes (adult and/or young farmer classes). _____

(8.1 + 8.2 + 8.3 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

8.4 Taught in general or comprehensive high schools. _____

8.5 Taught in vocational high schools. _____

8.6 Taught in area vocational schools. _____

(8.4 + 8.5 + 8.6 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

8.7 Taught in single teacher departments. _____

8.8 Taught in multiple teacher departments. _____

(8.7 + 8.8 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

8.9 Taught full time in production agriculture programs. _____

8.10 Taught part time in production agriculture programs and had one or more classes in specialized programs such as agricultural supplies or ornamental horticulture. _____

8.11 Taught full time in specialized programs such as agricultural supplies or ornamental horticulture. _____

(8.9 + 8.10 + 8.11 should equal the number of teachers reported in Item 1.)

9. In addition to the teachers of vocational agriculture reported in Item 1, how many were employed as teachers of agriculture in post high school institutions such as community colleges, technical institutes, or area schools? _____

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SURVEY OF TEACHER SUPPLY IN
VOCATIONAL AGRICULTURE IN 1973

1. Total full-time undergraduate enrollment in your institution:
 - 1.1 In Agriculture (not including home economics). _____
 - 1.2 In Agricultural Education. _____
2. Number qualified for teaching vocational agriculture from your college or university 6/30/73 to 7/1/73. _____
3. Of those qualified above, how many had entered the following occupations by 8/15/73:

3.1 Teaching Vo-Ag _____	3.5 Graduate Work _____
3.2 Teaching other subjects _____	3.6 Armed Forces _____
3.3 Farm sales service or supply _____	3.7 Other _____
3.4 Farming _____	
4. Of those qualified in 1972, how many were employed in Vo-Ag outside your state? _____
 - 4.1 Of the graduates who took Vo-Ag jobs in other states, please list the number going to each state.

STATE	NUMBER
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signed _____

Institution _____