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A National Study of the Supply and Demand for Teachers of Agricultural Education in 1991

J. Dale Oliver and William G. Camp



L. A. Swiger, Interim Dean and Director
College of Agriculture and Life Sciences
Virginia Agricultural Experiment Station
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061-0402

This Information Series of the College of Agriculture and Life Sciences and the Virginia Agricultural Experiment Station provides reviews of scientific literature, historical progress reports, proceedings of significant scientific symposia, and presentation of scientific data in less formal structure.

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**A NATIONAL STUDY OF THE
SUPPLY AND DEMAND FOR TEACHERS
OF AGRICULTURAL EDUCATION IN 1991**

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**J. Dale Oliver
Professor
College of Education**

and

**William G. Camp
Professor
College of Agriculture and Life Sciences**

**Data Collection and Analysis
Funded as A Project of
The National Council for Agricultural Education**

**Information Series 93-1
College of Agriculture and Life Sciences
Virginia Polytechnic Institute and State University
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January, 1993

Cover Photo by Rick Griffiths

Mike Cox, teacher at Pulaski County High School, critiques a students' work, as Ginger Doody, a student teacher from Virginia Tech, observes. One of the skills high school students learn in their agricultural education classes is arc welding and laying a bead -- skills needed so that they can construct and repair metal equipment or structures on the farm.

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Preface

This study is conducted as a service to the profession of agricultural education at the public school level. Its primary intended audience includes teacher educators, state department of education personnel, and other leaders in the profession. The data will also be of interest to policy makers at local, state, and national levels as they make decisions regarding teacher preparation and licensure for public school teachers of agricultural education.

This is the 27th annual "National Study of the Supply and Demand for Teachers of Agricultural Education in the United States." The original study was authorized in 1965 as a professional activity of the Agricultural Education Division of the American Vocational Association (AVA); Dr. Ralph Woodin of the Ohio State University was given responsibility for the activity. He conducted the study annually for nine years. Dr. David Craig of the University of Tennessee-Knoxville then accepted responsibility for the study, conducting it annually until 1985. Dr. William Camp of Virginia Tech conducted the study for the next five years. Dr. J. Dale Oliver, also of Virginia Tech, was responsible for the 1990-91 study. Dr. Camp again accepted responsibility for the activity beginning in 1991-92. The 1989 and 1991 studies were conducted jointly by Drs. Camp and Oliver.

The data collection and analysis for this 1991 study was a project of The National Council for Agricultural Education. The Council is a partnership between education and agriculture which serves over one-half million students and professionals. It is the umbrella organization for agricultural education providing leadership, stimulating creativity, developing fresh initiatives, creating a climate for renewal and improvement of existing programs, and promoting the development of new programs in agricultural education.

You should note that for the fourth year this study does not include data on postsecondary programs or teachers. At the 1988 AVA convention, Dr. Regina Smick-Attisano of Virginia Tech accepted responsibility for conducting the postsecondary study.

PLEASE NOTICE: The last two appendices are a news release and a fact sheet. We hope that you will be able to use these items in your local news media to help all of us further the profession of agricultural education.

A NATIONAL STUDY OF THE SUPPLY AND DEMAND FOR TEACHERS OF AGRICULTURAL EDUCATION IN 1991

The enterprise of public education in America is constantly evolving. It often seems totally resistant to management, or even accurate description, as Goodlad (1984) found. Of more immediate concern to the audience of this report, agricultural education is in the midst of what may well be radical changes in organization as well as in curriculum (National Research Council, 1988). Not only is the profession changing rapidly, but the patterns by which new teachers are educated and brought into the profession are undergoing dramatic revisions in most states (Duenk, 1989; Iverson & Trussell, 1988). Thus, it is as important as ever that data be available to illuminate the numbers and sources of new teachers in agricultural education. Moreover, it is important that data be available to track the overall kinds of changes as they are implemented in agricultural education programs throughout America.

It is to provide just such data--numbers of teachers, kinds of programs, types of schools, numbers and placement patterns of newly qualified potential teachers--that this study was designed. This is the 27th year for which national supply and demand data for teachers of agricultural education have been collected.

Background

Estimating the supply and demand of teachers is a difficult and often frustrating task. Many people have tried over the years, and the results have been mixed at best. As an example, in a much broader study for the National Education Association, Graybeal (1981) reported a total of 1,200 newly qualified agriculture teachers available nationally at the end of school year 1980. Of those, he estimated 850 were available for teaching jobs. He further estimated a demand for only 525 teachers in fall 1980, thus indicating a nationwide surplus of 325 teachers for that year. For the same year, Craig (1983) reported a total of 1,584 newly qualified teacher education graduates; 824 actually entering teaching; 117 vacancies still remaining open as of September 1, 1981; and 454 teachers holding temporary or emergency certification. Clearly the two studies produced grossly different data and thus reached quite different conclusions.

In light of such discrepancies, there was even some debate over the reality of the agriculture teacher shortage. Parmley, Bowen, & Warmbrod (1979) examined data from previous national supply and demand studies by Woodin and Craig, attempting to make sense of a confusing situation. They hypothesized that the shortage reported by the ongoing studies

resulted not from a shortfall in the number of graduates but from the low percentage of graduates choosing teaching as their initial profession. By extending their reasoning, the classic laws of supply and demand from the field of economics implied that the shortage was more a function of the salaries for beginning teachers than a result of inadequate numbers of graduates.

Regardless of the theoretical basis for the teacher shortage, a very real problem faced the profession of agricultural education in those years--i.e., how to recruit enough people into teaching to fill the need of the profession for replacement teachers. The "teacher shortage" became a constant problem for agricultural education.

Then, between 1976 and 1988, student enrollment in public school agricultural education declined from 697,000 to 522,000 (Scanlon, Yoder, Hoover, & Johnson, 1989). That student decline produced a concurrent but much less dramatic decline in the number of teachers in the profession, from 12,844 in 1977-78 to 10,355.5 in 1989-90 (Camp & Hively, 1988; Oliver, 1991). During the same general timeframe, the number of newly qualified potential teachers of agriculture fell from 1,660 in 1975 to 625 in 1990.

In the mid-1980s, this study reported that a two-decade national shortage of agriculture teachers seemed to have ended and that a small surplus of teachers of agriculture had developed. Still later, the 1987 study reported that the surplus appeared to be ending (Camp, 1988). In 1989 it was concluded that the surplus was over, that a small but apparently growing shortage of agriculture teachers had returned, and that a more serious shortage of agriculture teachers was on the horizon (Camp & Echeverria, 1989). In 1990 it was concluded that although the shortage was no worse in 1989 than in 1988, a much more serious problem was in the making (Camp & Oliver, 1990). Although there has been some improvement since 1989, a serious shortage of teachers still appears possible in the near future.

Data Collection

This study was a population census. The data came from two sources. For supply data--e.g., teacher education programs, graduates, and placements--teacher educators were used. The head teacher educator was surveyed at each institution of higher education in the United States with a program for the specific preparation of teachers of agriculture. The list of head teacher educators was taken from the Whaley (1991-92) directory. Experiences gained and contacts made in the previous studies facilitated the modification of that initial list. In several institutions, the head teacher educator regularly passes responsibility for the study to another faculty member. In those cases, the

survey is mailed directly to the person who could be expected to respond to avoid delays or even losses in handling the instrument.

For demand data--e.g., numbers of teachers, numbers of replacements hired, sources of replacements hired, types of schools, kinds of programs--the state department of education person in charge of agricultural education was surveyed. The source of the initial mailing list was the United States Department of Education (1991) directory. Again, experiences in previous studies proved valuable in modifying the list. In several states, the state department official does not have access to the data needed or for some other reason does not respond to the survey. In those states the survey is mailed to the head teacher educator at a teacher education institution.

The initial surveys along with a cover letter and a return envelope were mailed in early September. A follow-up package including another instrument, return envelope, and a personalized cover letter was mailed to nonrespondents in early October. The second follow-up was mailed in early November. It included an individually written cover letter, a third copy of the instrument, and a return envelope. Third and fourth follow-ups were conducted by mail. Fifth and sixth follow-ups were by telephone.

Upon examining the survey forms, it was discovered that almost half of the responses contained confusing or contradictory data. Those were cleared up by telephone calls to the respondents. In the end, a 100 % response rate of usable surveys was achieved.

National Analyses

Numbers of Teachers

Nationwide, the number of teaching positions in agricultural education (including junior high, middle, and high schools) fell by 179 between school year 1989-90 and school year 1990-91 (see Table 1). That represents a substantially smaller decline than the previous year's drop of 484.5. Over the past five years, there has been a cumulative decline of 1405.5 in the number of teaching positions in agricultural education in the United States (12.5%). That may not be not a particularly disturbing decline within the context of an overall decrease in the size of the total student body in American public secondary schools. After the growth years of the late 1970s, the profession reached 12,510 teachers in 1979-80 but now has dropped back in size to below the 1964-65 mark of 10,378 teachers (Craig, 1983).

Table 1
Number of Teachers of Agricultural Education in the United States *

Item	1979*** -80	1985 -86	1986 -87	1987 -88	1988 -89	1989 -90	1990 -91
Total teachers during School Year	12,510	11,582	11,204	11,072	10,840	10,355.5	10,176.5
Number of teachers leaving at end of year	N/A	956	874	920	1,026	1,040	835
Change in number of positions (net) **	+10	-105	-378	-132	-232	-484.5	-179
Teachers needed but unavailable September 1	117	20	14	39	25	23	10
Teachers with temporary or emergency certificates	454	94	129	131	105	110	88
Departments which will not operate because of the lack of a teacher	55	0	5	4	9	9	13.5

* Source: Head state supervisors

** Net change computed by subtracting total from current year from previous year total.

*** Craig (1983)

The number of teachers needed but unavailable on September 1 fell from 39 in 1987-88 to 10 in 1990-91. Compare that to the much higher number of 117 in 1979-80, and the existence of a current or even an impending "agriculture teacher shortage" could be questioned. Departments not opening because of the lack of teachers has remained small over the past five years, ranging from 0 in 1985-86 to 13.5 departments in fall of 1990-91. The number of teachers with temporary or emergency certificates dropped below 100 for the first time since 1985-86. All of those figures are much lower than the respective data for 1979-80 (see Table 1). The number of teachers leaving their positions at the end of the year decreased in 1990-91 to 835 of the total.

Table 2 shows the total number of teachers, total number newly qualified to teach, and placement rates of those newly qualified to teach. The percentage of newly qualified teachers entering teaching continued its historical norm of over 50% for the third year. This study found a total of 638 newly qualified potential agriculture teachers in 1990-91 compared to 588 in 1988-89. That represents an increase of 8.5%. The 1990-91 total of 638 is disturbing when compared to the totals of 1,038 qualified in 1964-65 and 1,584 in 1979-80.

An examination of Table 3 reveals some interesting changes in the profession. It has been only a few years since 5-year programs became an important part of agricultural teacher education in this country. As of 1990-91, 9.6% of the newly qualified teachers of agriculture in the United States came from such programs. Graduates of 4-year programs made up 89.8% of the total.

One encouraging statistic in Table 3 is the number "predicted to qualify" in 1991-92. Head teacher educators were asked to estimate the number of newly qualified teachers they expected to produce during the next school year. Their estimate of 745 shows a 9.7% increase over the previous year.

Table 3 also represents an attempt to get at "intentions" of agricultural education graduates. Head teacher educators were asked to estimate from their newly qualified potential teachers the number that "probably wanted to teach" and the number that "probably didn't want to teach." Clearly, their response is pure speculation, but it gives one way of correcting the placement rate for those teacher education graduates who were not looking for teaching jobs. Assuming that the teacher educators' "guesses" are reasonably accurate, about 30% of those persons newly qualified to teach agriculture do not want to teach. As you can read in a later section, the placement rate in teaching of all new BS/BA agricultural education graduates was only 41.2% (Table 5). Table 3 shows that the placement rate in teaching of those persons actually qualified to teach was 50.9%. But, if it is

assumed that those who didn't want to teach were not actively seeking teaching positions, then the placement rate for the remainder goes to 69.7%

Table 2

A Comparison of Selected Information on the Supply of Secondary Teachers of Agricultural Education in 1964-65 and During the Last Twelve Years

Year	Total Number of Positions*	Teachers Needed But Not Available Sept 1*	Number Qualified For Teaching**	Percent Qualified Entering Teaching**
1964-65	10,378	120	1,038	64.6
1979-80	12,510	117	1,584	52.0
1980-81	12,450	98	1,468	52.2
1981-82	12,474	35	1,368	51.3
1982-83	12,099	42	1,277	45.6
1983-84	11,960	19	1,249	45.2
1984-85	11,687	8	1,207	40.8
1985-86	11,582	20	964	41.2
1986-87	11,204	14	952	41.6
1987-88	11,072	39	838	42.5
1988-89	10,840	25	588	52.9
1989-90	10,355.5	23	625	53.0
1990-91	10,176.5	9	638	50.9

* Source: Head state supervisors

** Source: Head teacher educators

Table 3
Newly Qualified Agriculture Teachers and Their Placement*

	1974-75**	1988-89	1989-90	1990-91
Total Number Qualified	1,660	588	625	638
4-year program	N/A	504	548	573
5-year program	N/A	64	72	61
Other programs	N/A	20	5	4
Number Qualified Entering Teaching	999	311	331	325
Percent of all qualified	60.2%	52.9%	53.0%	50.9%
Percent of those who "wanted to teach"	N/A	68.5%	70.1%	69.7%
Estimate of Intention				
Probably wanted to teach	N/A	398	386	445
Probably didn't want to teach		185	187	193
Uncertain		5	52	0
Number Predicted to Qualify in 1990-91	---	---	679	---
Number Predicted to Qualify in 1991-92	---	---	---	745

* Source: Head teacher educators

** Source: Craig (1983)

Examining Table 4, the total number of 1991-92 replacement teachers (765.5) minus the number of transfers between schools (221) indicates that 544.5 new replacement teachers were needed for school year 1991-92. The equivalent number for the 1990 study was 979 replacements including 351 transfers, indicating a net demand of 628 new replacements needed last year.

Graduates and Placements

It is important to consider that the number of persons newly qualified to teach is no longer the same as the number of BS/BA agricultural education graduates. Because of the changes over the past decade in teacher certification patterns, and because of the evolving nature of college and university agricultural education programs, those numbers differ rather substantially. Table 5 shows the number of new BS/BA agricultural education graduates and their placement, whereas Tables 2 and 3 considered those persons newly qualified to teach agriculture.

Table 4
Estimate of Net Demand for New Agriculture Teachers,
1986-92 *

Item	1986	1987	1988	1989	1990	1991
Total Teachers Employed	938	964	1,146	896.5	979	765.5
Transfers Between Schools	274	215	357	261	351	221
Net Demand for New Teachers	664	749	789	635.5	628	544.5

* Source: Head state supervisors

The overall number of BS/BA agricultural education graduates declined steadily until 1988-89. There were 968 graduates from all agricultural education programs in school year 1987-88 (Camp & Echeverria, 1989). That number fell by 25% to 730 in 1988-89 and then increased to 769 in 1989-90, and dropped to 758 in 1990-91, (see Table 5). Of the 758 agricultural education graduates, 606 were teacher education majors, 36 were extension graduates, 33 were dual teacher education and extension graduates, and 83 were graduates with "other majors."

The number of graduates entering teaching has declined from 60.2% in 1974-75 to 41.2% this year, even though it did not change much during the last few years (40.8% in 1984-85 to 41.2% in 1990-91). Not only has the percentage of graduates entering teaching declined, but also the actual number of newly qualified teachers decreased from 1,660 in 1975, to 638 last year, as we saw in Table 3. That is a decline of 61.6% in 16 years!

Nevertheless, teaching remains the predominant initial occupation of agricultural education graduates. The percentage entering agribusiness remained high at about 23.0%. The next largest percentage went directly to graduate school (12.8%). The percentage entering farming remained low, at 4.7% in 1990-91. The number of 1990-91 agricultural education graduates still unemployed was only 1.7% as of September, 1991. Although not reflected in the table, of the graduates placed in teaching agriculture, 275 (88.1%) were teaching in the same states from which they had received their BS/BA degrees. The remaining 37 (11.9%) were teaching in different states.

Table 5
Number (and Percentages) of Agricultural Education Graduates
Entering Various Occupations During Selected Years *, **

Occupation	1974-75	1979-80	1984-85	1989-90	1990-91
Total Number					
BS/BA Grad	1660	1584	1207	769	758
Teaching Majors	***	***	***	529	606
Extension Majors	***	***	***	41	36
Teaching and Extension	***	***	***	54	33
Other Majors	***	***	***	145	83
Teaching Vo-Ag	999 (60.2)	824 (52.0)	493 (40.8)	295 (38.4)	312 (41.2)
Ag Business	125 (7.5)	219 (13.8)	222 (18.4)	157 (20.4)	174 (23.0)
Graduate Work	163 (9.8)	163 (10.3)	166 (13.8)	109 (14.2)	97 (12.8)
Other Work	164 (9.9)	139 (8.8)	118 (9.8)	61 (7.9)	53 (7.0)
Farming	136 (8.2)	120 (7.6)	115 (9.5)	46 (6.0)	36 (4.7)
Other Teaching	55 (3.3)	36 (2.3)	53 (4.4)	19 (2.5)	31 (4.1)
Armed Forces	18 (1.1)	25 (1.6)	18 (1.5)	3 (0.4)	6 (0.8)
Extension Service	***	***	29 (2.4)	29 (3.8)	12 (1.6)
Uncertain	***	***	***	34 (4.4)	24 (3.2)
Unemployed	***	57 (3.6)	88 (7.3)	16 (2.1)	13 (1.7)

* Source: Head teacher educators

** Column percentage in parentheses

*** These data were not collected before 1989-90.

Types of Teaching Positions

Table 6 provides data on teaching positions by grade level of school, school organizational basis, size of department, and kind of agricultural education program. The

predominant school level for agricultural education in the United States was the high school, at 81.5% of all teaching positions. At a distant second (13.6%) were combination programs which combined junior high/middle school with high school. Very few teachers (0.9%) work with adults or young farmer groups exclusively.

Table 6
Estimated Types of Secondary Teaching Positions in
Agricultural Education in 1990 *

Type of Position	Number	% **
Teachers by Grade Level of School		
Junior high/middle school only	340	3.4
High school classes only	8207	81.5
Combination junior high or middle school and high school	1373	13.6
Adult and young farmer only	87	0.9
Information not available	69	0.7
Teachers of combination in-school and out-of-school classes (i.e., adult and/or young farmer classes)	2866	28.4
Teachers by Organization of School		
General or comprehensive high schools	7053	70.0
Area centers or vocational high schools	1154	11.5
Jr. high or middle school	340	3.4
Between 2 or more schools	173	1.7
Information not available	1356	13.5
Teachers by Size of Staff		
Single-teacher departments	6056	60.1
Multi-teacher departments	4016	39.9
Information not available	4	0.0
Teachers by Program (Primary)		
Combination of ag courses	4175	41.4
Production agriculture	2730	27.1
Ornamental horticulture	1041	10.3
Agricultural mechanics	603	6.0
Part time in ag & part time outside ag	362.5	3.6
Natural resources	196	1.9
Disadvantaged/handicapped ag	164	1.6
Agricultural sales & services	120	1.2
Exploratory/introductory ag	282	2.8
Agricultural products	49	0.5
Information not available	353	3.5

* Source: Head state supervisors

** N = 10,076 on September 1, 1991

Prior to 1989, the statistics on adult and young farmer teachers had been confounded by the inclusion of teachers with adult programs as a separate category of school level. Since the 1989 study, that confusion was eliminated by the addition of a separate question to separate that data. The number of teachers with adult/young farmer programs in addition to regular in-school teaching was 2,866, or 28.4%

The most common school organization is the regular or comprehensive high school (70.0% of all agriculture teachers), with 11.5% in area vocational centers or vocational high schools. From the total number of teachers, 60.1% teach in single-teacher departments, and 39.9% in multi-teacher departments (information on staff size was not available for four teachers). Production agriculture was not the largest program type reported. Teachers with programs having some combination of agriculture courses accounted for 41.4% of the total; production agriculture programs were second at 27.1%. It is probably a safe assumption that many of the combination programs include production agriculture courses.

Regional, State, and Institutional Analyses

Numbers of Teachers

Table 7 reveals that 21 states lost positions in agricultural education this school year (September 1, 1991) as compared to 23 in the previous year; 17 states gained, and 12 had no change. The largest net loss of teaching positions was in California, at 21; followed by North Carolina at 16 positions lost, and Pennsylvania with 12. The largest gain was in Texas, with a net increase of 16 positions.

The states with the largest numbers of agricultural education teachers during school year 1990-91 were: Texas (1,414); California (539), Ohio (519), and Oklahoma (441). The states with the smallest numbers of teachers were: Alaska (7), Maine (10), Rhode Island (12), and Nevada (22).

As of September 1, 1991, there were only 10 teachers needed but not available, nationwide. Of those, the state of Washington needed the largest number at 3.

Table 7
Secondary Teaching Positions in Ag Education by Region and State on Dates Indicated *

	Total Positions 9/1/91	Number of Departures During SY 1990-91	Change ** In No. of Positions SY 90/91	Net Teachers Needed 9/1/91	Teachers Needed & Not Available 9/1/91
Eastern Region					
Connecticut	55	3	2.5	0.5	0
Delaware	34.5	1	0.5	1.5	0
Maine	10	0	0	0	0
Maryland	67	2	-2	0	0
Massachusetts	68	4	0	4	0
New Hampshire	37	1	0	1	0
New Jersey	77	3	1	4	0
New York	297	14	-8	6	0
Pennsylvania	260	26	-12	14	0
Rhode Island	12	0	0	0	0
Vermont	31	2	-1	3	0
West Virginia	102.5	2	-1.5	0.5	0
Region Total	1051	72	-23.5	34.5	0
Central Region					
Illinois	326	24	0	24	0
Indiana	246	19	0	19	0
Iowa	224	32	-7	25	0
Kansas	167	13	2	11	0
Michigan	149	8	-5	7	2
Minnesota	209	23	-2	21	1
Missouri	317	29	7	36	0
Nebraska	130	11	1	12	1
North Dakota	79	15	0	15	0
Ohio	519	40	-4	33	0
South Dakota	80	6	3	8	1
Wisconsin	280	26	-2	25	0
Region Total	2726	246	-7	236	5

Table 7 (continued)
Secondary Teaching Positions in Ag Education by Region and State on Dates Indicated *

	Total Positions 9/1/91	Number of Departures During SY 1990-91	Change ** In No. of Positions SY 90/91	Net Teachers Needed 9/1/91	Teachers Needed & Not Available 9/1/91
Western Region					
Alaska	7	1	0	2	0
Arizona	65	2	0	4	0
California	539	48	-21	27	0
Colorado	86	11	-1	11	0
Hawaii	29	0	0	0	0
Idaho	83	12	1	13	0
Montana	75	6	0	6	0
Nevada	22	0	0	0	0
New Mexico	73	8	2	10	0
Oregon	113	8	1	9	0
Utah	70	4	2	6	0
Washington	236	22	5	26	3
Wyoming	47	4	1	5	0
Region Total	1445	126	-8	119	3
Southern Region					
Alabama	373	20	-4	16	0
Arkansas	265	21	1	22	0
Florida	424	18	-8	10	0
Georgia	280	12	-8	20	0
Kentucky	240	13	-3	13	0
Louisiana	230	8	-4	4	0
Mississippi	207	11	-1	10	1
N. Carolina	330	46	-16	30	0
Oklahoma	441	43	-3	40	0
S. Carolina	126	10	-4	5	1
Tennessee	229	20	-7	13	0
Texas	1,414	147	16	163	0
Virginia	295	36	-8	28	0
Region Total	4,854	405	-33	374	2
U. S. Total	10,076	835	-71.5	763.5	10

* Source: Head state supervisors
** Reported net change by state refers to difference between 1990-91 and 1991-92.

Teacher Education Completers and Placements

Table 8 reflects data on all teacher education program completers (4-year, 5-year, and other). It shows the overall number of teaching positions, number of teachers newly qualified, numbers of those placed in agriculture teaching positions, and placement percentages, for school years 1989-90 and 1990-91, by region. The placement rate dropped about 20% from 1989-90 to 1990-91 nationally. The placement rates improved in two regions (Southern and Western) and declined in the other two (Central and Eastern). By rank order, the Southern region had the best placement rate (53.3%), followed by the Central region (48.8%).

Nationally, the number of newly qualified teachers decreased from 952 in 1986-87 to 838 in 1987-88, and then fell precipitously to 588 in 1988-89 (Camp & Echeverria, 1989). In 1989-90 the number increased by 37 to a total of 625 and in 1990-91 increased by 13 to 638.

Table 9 breaks down the graduation and placement data by institution, and region. The reader should note that in this table, the "# Grads" refers to the number of 4-year graduates in all agricultural education programs: teacher education, agricultural extension, and others (such as agricultural communications). In Tables 2 and 3, "total qualified" refers only to teacher education program completers--i.e., 4-year, 5-year, and other.

The institutions reporting the largest numbers of graduates were Texas A&M University (55), Oklahoma State University (33), Tarleton State University (31), and Ohio State University (31). Nine institutions reported having only one graduate from their programs. Ten other institutions reported no graduates.

The reader should notice that 10 institutions each reported 0 graduates for academic year 1991-92. Whether that means all 10 of the programs have been discontinued, is not clear from the data. This study continues to include institutions in the data collection until reliable information is made available that their programs have been discontinued. All of the institutions with 0-reported graduates have been active teacher-education programs within the past decade. The apparent loss of 10 university-level programs of agricultural education in the last decade is a very disturbing condition. The status of those programs will be investigated in the 1992-93 study and the results will be reported in next year's study.

Table 8
Placement of Agricultural Education Teacher Education Completers in Teaching by
Regions, 1989-90 & 1990-91

School Yr	Teaching Positions *		Number of New Teachers Qualified **		Number of Qualified Placed in Teaching *		Percent of Qualified Placed in Teaching	
	1989-1990	1990-1991	1989-1990	1990-1991	1989-1990	1990-1991	1989-1990	1990-1991
Southern	4,981	4,904	319	336	168	179	52.7	53.3
Central	2,795	2,736	155	172	90	84	58.1	48.8
Western	1,455	1,469	106	88	50	42	47.2	47.7
Eastern	1,134.5	1,067.5	45	42	23	20	51.1	47.6
Total***	10,355.5	10,176.5	625	638	331	325	53.0	50.9

* Source: Head state supervisors

** Source: Head teacher educators

*** Total differs from that reported in Table 5. Table 5 totals refer to new BS/BA graduates. Table 8 totals refer to all newly qualified teachers.

Table 9
BS/BA 1989-90 Graduates in Agricultural Education and Their Job Placement on
September 1, 1991, by Region and Institution *, **

Institution	# Grads	Teaching In	Out	Agri Bus	Exten sion	Farm ing	Grad Sch	Other Jobs	Unem ploy
Eastern Region									
U of Conn	3	0	0	1	0	0	1	1	0
Delaware State	0	0	0	0	0	0	0	0	0
U of Delaware	3	0	0	3	0	0	0	0	0
U of Mass	8	4	0	3	0	0	0	1	0
U of MD, Col Pk	0	0	0	0	0	0	0	0	0
U of MD, E Shore	0	0	0	0	0	0	0	0	0
U of New Hamp	1	0	0	0	0	0	1	0	0
Rutgers	1	0	0	0	0	0	0	1	0
Cornell U	12	3	2	0	2	1	3	1	0
Penn State	9	5	0	2	2	0	0	0	0
U of Rhode Is	0	0	0	0	0	0	0	0	0
U of Vermont	0	0	0	0	0	0	0	0	0
West Va U	6	3	0	1	0	0	2	0	0
Total,	43	15	2	10	4	1	7	4	0
Central Region									
Iowa State	19	6	0	6	0	2	1	2	0
Illinois State	5	3	0	2	0	0	0	0	0
Southern IL U	8	4	1	0	0	0	3	0	0
U of Illinois	6	4	0	0	0	0	1	1	0
Western IL U	0	0	0	0	0	0	0	0	0
Purdue U	6	4	0	2	0	0	0	0	0
Kansas State U	15	6	0	2	1	1	1	4	0
Mich State U	6	3	0	3	0	0	0	0	0
U of Minnesota	19	7	0	7	0	2	0	3	0
NW Missouri St	6	0	3	1	0	1	0	1	0
SW Missouri St.	8	4	0	3	0	0	1	0	0
U of Missouri	15	13	0	1	0	0	0	1	0
North Dakota St	13	3	0	1	0	1	1	1	0

Table 9 (continued)
 BS/BA 1989-90 Graduates in Agricultural Education and Their Job Placement on
 September 1, 1990, by Region and Institution *, **

Institution	# Grads	Teaching In	Out	Agri Bus	Exten sion	Farm ing	Grad Sch	Other Jobs	Unem ploy
Central Region (Continued)									
U of Nebraska	12	4	1	3	0	2	1	0	0
Ohio State U	31	7	0	16	2	0	2	4	0
South Dakota St	11	3	1	2	1	2	2	0	0
U WI Platteville	3	1	1	1	0	0	0	0	0
U WI Madison	5	0	0	1	0	0	2	0	1
U WI River Falls	12	5	1	0	1	0	3	0	0
Total,									
Central Region	200	77	8	51	5	11	18	17	1
Southern Region									
Alabama A&M	8	2	0	3	0	0	0	2	0
Auburn U	17	8	1	1	0	0	6	1	0
Tuskegee U	1	0	0	0	0	0	0	1	0
U Ark Pine Bluff	0	0	0	0	0	0	0	0	0
Arkansas St U	6	4	0	0	0	1	1	0	0
U Ark F-ville	9	6	0	1	0	0	2	0	0
U Florida	25	23	0	0	0	0	0	0	2
Ft Valley State	2	1	0	0	0	0	0	1	0
U Georgia	10	5	0	2	0	1	1	1	0
Morehead St U	6	0	0	2	0	1	0	3	0
Murray St U	1	0	0	0	0	0	1	0	0
U Kentucky	8	3	0	1	0	3	0	0	0
Western Ky U	6	1	1	3	0	0	1	0	0
LSU	7	4	0	3	0	0	0	0	0
Louisiana Tech U	1	1	0	0	0	0	0	0	0
SW Louisiana U	1	1	0	0	0	0	0	0	0
Southern U	1	1	0	0	0	0	1	0	0
Alcorn St U	4	1	1	1	0	0	0	1	0
Miss St U	11	3	1	5	0	1	0	0	1

Table 9 (continued)
BS/BA 1989-90 Graduates in Agricultural Education and Their Job Placement on
September 1, 1990, by Region and Institution *, **

Institution	# Grads	Teaching In	Out	Agri Bus	Exten sion	Farm ing	Grad Sch	Other Jobs	Unem ploy
Western Region									
U of Alaska	0	0	0	0	0	0	0	0	0
U of Arizona	5	1	1	0	0	0	2	1	0
Cal St U Fresno	8	3	0	0	0	0	0	5	0
Cal Poly Pomona	6	0	0	4	0	0	2	0	0
Cal Poly San Luis Ob.	25	0	0	4	0	2	14	0	0
Cal State Chico	4	3	0	1	0	0	0	0	0
U Cal Davis	7	0	2	3	0	1	0	1	0
Colorado St U	2	0	0	0	0	1	0	0	1
U of Hawaii	0	0	0	0	0	0	0	0	0
U of Idaho	7	2	0	2	0	1	2	0	0
Montana State U	9	3	0	3	0	1	0	0	2
New Mexico St U	10	0	3	0	0	0	5	1	1
U Nevada Reno	2	0	0	2	0	0	0	0	0
Oregon State U	7	2	3	1	0	1	0	0	0
Utah State U	19	4	2	8	0	2	2	0	0
Washington St U	5	5	0	0	0	0	0	0	0
U of Wyoming	4	0	1	3	0	0	0	0	0
Total									
Western Region	120	23	12	31	0	9	27	8	4
Total, US	758	275	37	174	12	36	97	90	13 ***

* Source: Head teacher educators
 ** # Grads = graduates of 4-year ag. ed. programs
 Teaching In = teaching agricultural education, in state
 Teaching Out = teaching agricultural education, out of state
 Farming = farming full time
 Agri Bus = working in agricultural businesses
 Extension = employed by extension service
 Grad Sch = attending graduate school full time
 Other Jobs = teaching other than Ag + military + misc. jobs
 Unemploy = unemployed and looking for work Sept. 1, 1991
 *** Row subtotals exclude 24 "unknown" responses

Sources of New Teachers

Table 10 provides a breakdown, by region, of the sources of teacher replacements for the school year beginning in September 1991. The largest number came from new BS agricultural education graduates (291). Former agriculture teachers returning to teaching made up the third largest group (112) followed by previous agricultural/agricultural education graduates (44.5). The two latter groups together provided over half (53.8%) as many teachers as did new agricultural education BS graduates.

Sources of Teacher Replacement	Region				Total
	Cent- ral	East- ern	West- ern	South- ern	
Transfers Between Schools	71	7	31	112	221
Ag. Ed. B.S. 1991 Graduates **	111	14	32	134	291
Ag. Ed. M.S. 1991 Graduates	2	0	6	24	32
Other Agriculture 1991 Graduates	0	4	3	1	8
Other Education 1991 Graduates	1	1	11	0	13
Previous Ag./Ag. Ed. Graduates	7	3.5	11	23	44.5
Former Ag. Teachers	26	4	15	67	112
Non-degree	6	1	0	1	8
Uncertain	9	0	1	4	14
Agribusiness/Farming	2	3	9	8	22
Total	235	37.5	119	374	765.5

* Source: Head state supervisors
 ** Total graduates placed, as reported in Table 5 by teacher educators differ from reported sources of replacement from new ag. ed. graduates, reported here.

Extension Graduates

There were 36 (see Table 11) agricultural extension graduates and an additional 33 who graduated from combined education and extension programs, for a total of 69. That is down from a total of 95 reported last year (Oliver, 1991). Of those 69 graduates, 12 found employment in the extension service. Thus the placement rate of extension graduates in the extension service for 1990-91 was 17.4%.

Table 11
Extension Education Graduates and Placements in
Agricultural Extension, by Region, 1990-91 *

	Graduates of Extension Programs	Graduates of Teaching and Extension Combined	Placed in Agricultural Extension
Southern	15	23	3
Central	16	8	5
Western	4	0	0
Eastern	1	2	4
Total	36	33	12

* Source: Head teacher educators

Teacher Education Programs

Head teacher educators were asked to provide information relative to their faculties. There were 89 agricultural education programs in the United States. The Southern region had by far the largest number of agricultural education programs, with the other three regions more evenly divided in numbers. There were 204.5 full time equivalent (FTE) faculty in agricultural education, 11.0 FTE instructors, 35.5 FTE graduate teaching assistants, and 14.9 other kinds of FTE (see Table 12). The Southern region had the largest number of faculty with professorial rank (43.0%) as well as the largest number of graduate teaching assistants. In all, there were 266.1 FTE positions in agricultural education nationwide in 1990-91, down 21.2% from 1989-90.

Table 12
Teacher Education Faculty, by Region *

	Cent- ral	West- ern	East- ern	South- ern	Total
Faculty Numbers (FTE)					
Professor					
(all ranks)	71.5	27.2	17.9	88.1	204.7
Instructor	5.0	2.0	1.0	3.0	11.0
Grad Teaching Asst	13.5	3.0	2.0	17.0	35.5
Others	0.0	2.0	0.0	12.9	14.9
TOTAL	90.0	34.2	20.9	121.0	266.1

* Source: Head teacher educators

Conclusions

The number of teachers of agriculture in the United States continued its pattern of decline through fall 1991. However, the net loss for the most recent school year was about one third as great as for the previous year. The gains that the profession experienced after the 1963 Vocational Education Act have been lost, and the trend indicates further erosion in terms of the number of positions.

There has been a relatively minor shortfall for several years in the number of newly qualified potential teachers of agriculture actively seeking teaching positions. The shortfall is evidenced by the number of teachers still needed on September 1 and by the number of emergency or temporary certificates in force. Three years ago this study predicted a widespread shortage of teachers beginning fall, 1989. In fact, the teacher shortage was smaller than anticipated then and continues to be smaller than expected.

That predicted shortage has been partially remedied up to this point by former agriculture teachers returning to the profession and by recent agricultural education graduates who had been unable to secure initial employment in teaching. That pool of already qualified potential teachers surely must be nearing exhaustion. Two additional factors that seem to have helped postpone what still appears to be an impending teacher shortage were the ongoing loss in the total number of teaching positions and a rise in the placement rate for newly qualified teachers until 1989-90. In 1990-91, the placement rate declined about 2%.

Fortunately, the teacher shortage appears not to have materialized as predicted in 1989. An encouraging sign this year is a small increase in the number of newly qualified

potential teachers that will help maintain the quality of local programs of agricultural education.

After reaching an historical low in 1984-85, the placement rate of newly qualified agricultural education teachers increased to 53.0% in 1989-90 and then decreased to 50.9% in 1990-91. Many nonplacements result from new graduates who really do not want to teach. The placement rate of those who are newly qualified and who may want to teach is relatively high (over two-thirds). Thus, the "real" placement rate appears to be at least as high as the historical rates of 50% to 60% reported by the Craig studies of the 1970s.

An allied conclusion is that graduation from an agricultural education program no longer means certification to teach. The number of programs other than teacher education that are included under the agricultural education umbrella appears to have expanded over the years. As recently as the 1984 national supply and demand study (Craig, 1985) the number of BS/BA graduates was used directly as the estimate of the number of newly qualified potential teachers. That is obviously no longer a valid assumption as other majors such as agricultural extension and agricultural communications make up an important part of our graduates.

In line with the changes in teacher education patterns throughout the United States, several agriculture teachers were initially certified through 5-year programs of teacher education. Although the proportion of such teachers is small, programs providing non-traditional teacher preparation are an important source of new teachers for the field. In recent years there has been a growing emphasis on alternative certification programs to meet the expected nationwide shortage of teachers in all academic areas (Shanker, 1987).

For the third year, production agriculture does not represent the largest category of teachers. Rather, combination programs are larger with production agriculture second. On the other hand, for anyone familiar with the teaching patterns in agricultural education, it is a reasonable assumption that most of those combination programs are dominated or at least heavily influenced by production agriculture. In spite of the rhetoric about changing the profession and becoming less "production-oriented," real change is slow in coming. Based on the findings of this study, a typical agricultural education teacher in the United States works in a general or comprehensive high school in a single-teacher department teaching production agriculture much of the day--in other words, basically the same profile as that shortly after the Smith-Hughes Act.

Finally, it appears that the criticism in previous national supply and demand studies regarding the dismal placement rate of extension graduates in extension positions

remains justified. The placement rate for this study indicates that, in large measure, agricultural extension programs fail to deliver acceptably high probability of successful placement in extension positions.

Recommendations

A major effort needs to be undertaken by the profession to further increase the number of newly qualified potential teachers of agriculture. Research is needed to pinpoint the nature and cause of the problem. During a time when teacher education programs nationwide are bulging with students, why did the number of newly qualified teachers of agriculture grow so slowly from 1989-1991? What can and should be done to correct the problem?

A study needs to be conducted to examine the loss of teaching positions in agriculture. Is this a function of a general decline in school-age population? Is it partially explained by a reduction in the proportion of students enrolling in agriculture at the secondary level? Is the loss concentrated in high schools or in middle/junior high schools? What can the profession do to counteract the problem? To what extent can the curriculum shift toward agriscience and technology alleviate the enrollment decline?

Research is needed to determine why students enroll in and complete teacher education programs, then choose not to seek teaching positions. Is there something that the profession should be doing to increase the proportion of our graduates and other program completers who seek teaching careers? How can the profession be made more attractive to qualified potential agriculture teachers?

Research is needed to illuminate the nature of the undergraduate agricultural education experience in the colleges and universities in the United States offering the program. What majors or options are offered in the various institutions. What are the certification requirements for agricultural education in the various states. An undergraduate degree in agricultural education means one thing in Oklahoma, another thing in California, and something totally different in Virginia. Those in teacher education programs could use such information in program planning and student counseling.

Research is needed to describe the kinds of programs of agricultural education in the various states. What is being taught? How dominant is production agriculture in the classroom? Who is teaching it? Who is enrolling? These questions and many more allied questions have been answered for individual states, but cross-state, regional, even national data are needed. This study provides only a brief glimpse at some interesting and important questions. As

sincere and dedicated professionals attempt to reform agricultural education, is it really known where the profession is now? And if not, how will it be known when the profession has moved?

Extension education programs continue to be a problem in terms of their placement rates. There should be efforts to build contacts with personnel administrators in the extension services in the various states to help increase the placement rate. In the meantime, a conscious effort should be made to inform undergraduates considering extension education majors about the low placement rates of graduates. Perhaps some students who enroll in these programs want to receive preparation in agricultural education but do not wish to be employed in formal school settings. It is possible that an option in agricultural industry training and development should be considered to meet this need.

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Appendices

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**SURVEY OF TEACHER SUPPLY IN SECONDARY AGRICULTURAL EDUCATION
IN 1991**

Name _____ Institution _____

Phone _____ State _____

1. Please indicate the enrollment in your agricultural teacher education program for 1990-91, as follows:
 - a. 4-year BS/BA with agricultural education major _____
 - b. 4-year BS/BA in some other major with certification courses in ag ed _____
 - c. Extended BS/BA (4-1/2 year or 5-year) with major in agriculture followed by certification courses in ag ed _____
 - d. Fifth year graduate program _____
 - e. Other arrangement (please describe) _____

2. Number of ag. ed. BS/BA graduates from your program, school year 1990-91, including both majors and certification-only students. (This number may not be related to number of newly qualified teachers completing your program as reported in # 5, below.)
 - a. total _____
 - b. teaching major only _____
 - c. extension major only _____
 - d. teaching/extension combined _____
 - e. other major (specify) _____

3. Of your total 1990-91 BS/BA graduates, indicate employment as of September 1, 1991, including both majors and certification-only students. (This number may not be related to number of newly qualified teachers completing your program as reported in # 5, below.)
 - a. teaching ag in this state _____
 - b. teaching ag in another state _____
 - c. teaching another subject _____
 - d. working in agribusiness _____
 - e. working, Extension Service _____
 - f. farming full time _____
 - g. graduate school _____
 - h. full time military _____
 - i. other work _____
 - j. unemployed & available _____
 - k. unknown _____

4. Of your BS/BA extension graduates, how many had extension jobs September 1, 1991? _____

5. Number of ag teachers newly qualified as a result of participation in your program, school year 1990-91
 - a. 4-year program _____
 - b. 5-year program _____
 - c. other program (specify) _____

6. Of your newly qualified teachers, how many had teaching jobs September 1, 1991 _____

7. In your opinion, of your newly qualified (1990-91) teachers, how many:
 - a. didn't want to teach _____
 - b. wanted to teach _____

8. How many new teachers do you expect to qualify during 1991-92 school year _____

9. How many faculty (FTE) are employed in your agricultural education program?
 - a. asst/assoc/full prof _____
 - b. instructor _____
 - c. grad teaching asst _____
 - d. other (specify) _____

Please return by October 1, 1991 to:
(Or use the envelope provided.)

Dr. J. Dale Oliver
122 Lane Hall, VA Tech
Blacksburg, VA 24061-0254

SURVEY OF TEACHER DEMAND IN SECONDARY
AGRICULTURAL EDUCATION IN 1991

Name _____ Position _____ State _____

Phone _____

1. Number (FTE) of secondary teachers of agricultural education employed in your state during 1990-91 school year. (According to your 1990 report this number should be _____).
If not, please explain. _____
2. Number (FTE) of secondary agricultural education teachers employed in your state as of September 1, 1991. _____
3. Number (FTE) of secondary agricultural education teachers still needed but not available as of September 1, 1991. _____
4. Number (FTE) of vacancies created by secondary agriculture teachers leaving their teaching positions during or at the end of the 1990-91 school year, including those leaving to move to another school system. _____
5. Change in number (FTE) of secondary agricultural education positions:
 - a. Number (FTE) of new positions for the 1991-92 school year _____
 - b. Number (FTE) of positions discontinued during or at end of 1990-91 school year. _____
 - c. Net change (FTE) in teaching positions from 1990-91 to 1991-92 (5.c. = 5.a. - 5.b., and should equal #2 - #1, above) _____
6. Of the teachers hired in your state for this year, as of Sept. 1, 1991, how many (FTE) were: (Report each teacher only once.)

a. transfers between schools _____	h. former vo ag teachers _____
b. new ag ed BS/BA grads _____	i. from agri-business _____
c. new ag ed MS/MA/MED grads _____	j. from farming _____
d. other new ag grads _____	k. nondegree _____
e. other new education grads _____	l. unknown _____
f. other new graduates _____	m. total teachers hired _____
g. previous ag ed grads _____	(total = #4 + #5.c - #3)
7. Number (FTE) of secondary agricultural education teachers who held emergency certificates on September 1, 1991. _____
8. Number of departments which probably will not operate this year because of the lack of a teacher. _____

COMPLETE BOTH SIDES

COMPLETE BOTH SIDES

9. How many (FTE) teachers of the total reported in #2 teach primarily in:
- | | |
|--|----------------------------------|
| a. high school _____ | d. adult &/or young farmer _____ |
| b. jr high/middle school _____ | e. unknown _____ |
| c. high/jr high/middle school combined _____ | |
10. How many (FTE) teachers of the total reported in #2 teach primarily in separate vocational high schools or area centers? _____
11. How many (FTE) teachers of the total reported in #2 have at least some adult/young farmer program responsibilities? _____
12. How many (FTE) teachers of the total reported in #2 teach between 2 or more schools? _____
13. How many (FTE) teachers of the total reported in #2 teach primarily in:
- | | |
|---------------------------------------|--|
| a. single teacher departments _____ | |
| b. multiple teacher departments _____ | |
| c. unknown _____ | |
14. How many (FTE) teachers of the total reported in #2 teach primarily in:
- | | |
|----------------------------------|------------------------------------|
| a. production agriculture _____ | g. part time ag & other prog _____ |
| b. ornamental horticulture _____ | h. combination of ag courses _____ |
| c. natural resources _____ | i. exploratory/intro ag _____ |
| d. agricultural products _____ | j. disadvantaged/handicapped _____ |
| e. agricultural mechanics _____ | k. unknown _____ |
| f. ag. sales & service _____ | |
15. How many (FTE) teachers of the total reported in #2 are:
- | | |
|------------------|------------------|
| a. males _____ | c. unknown _____ |
| b. females _____ | |
16. How many (FTE) teachers of the total reported in #2 are:
- | | |
|----------------------------------|---------------------------------|
| a. black _____ | d. Hispanic _____ |
| b. white _____ | e. Asian/Pacific islander _____ |
| c. native American/Alaskan _____ | f. unknown _____ |
17. What is your best guess as to the number of new teachers you will need between now and September 1, 1992? _____

Please return by October 1, 1991 to: (Or use the envelope provided)	Dr. J. Dale Oliver 122 Lane Hall, VA Tech Blacksburg, VA 24061-0254
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VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

College of Agriculture and Life Sciences
Agricultural Education
Blacksburg, VA 24061-0343
Voice: (703) 231-8188
FAX: (703) 231-6741
INTERNET: WGCAMP@VTVM1.CC.VT.EDU

September 23, 1991

Dear Colleague:

Well, it is about time again -- time for the annual AG ED TEACHER SUPPLY AND DEMAND STUDY. For the past 26 years, the Ag Ed Division of AVA has sponsored this continuing and important study. You will receive your copy of last year's study in a few days.

According to our records, you are the correct person to respond to the enclosed AG ED TEACHER SUPPLY AND/OR DEMAND SURVEY. If that is not correct, please:

1. send this to the correct person, AND
2. let us know the name and address of that person so that we can contact him or her for any necessary follow-ups.

Otherwise, will you please take a few minutes and complete the enclosed survey form and return it to us within two weeks? Last year's study took several written followups and then a long series of telephone calls to complete. Please help us beat that schedule this year.

We realize that the survey is long and takes some time to complete, but it is important and it is used by teacher educators and state supervisors throughout America. If you don't have accurate data on a given item, please give us your best estimate.

A self-addressed, postage-paid envelope is provided for your use. Thank you for your dedication to agricultural education and for your assistance in completing this survey.

Sincerely,

J. Dale Oliver
Professor
Agricultural Education

William G. Camp
Associate Professor
Agricultural Education

NEWS RELEASE

FOR IMMEDIATE RELEASE

For further information:
William G. Camp
Agricultural Education Program
288 Litton Reaves Hall
Virginia Tech
Blacksburg, VA 24061-0343
(703) 231-8188

The agricultural education classrooms in America are faced with a shortage of new teachers. An estimated 545 new agriculture teachers were needed this year in the nations schools in fall 1991. But, there were about 445 new graduates looking for teaching positions. Eighty-eight schools had to hire teachers with "emergency" certification or simply leave the positions vacant.

Agricultural education teachers are probably best known as FFA advisors, but their main job is preparing students for entry into jobs in the industry of agriculture and agri-business. Most people study to become agriculture teachers by majoring in agricultural education at their state agriculture colleges or land-grant universities.

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FACT SHEET

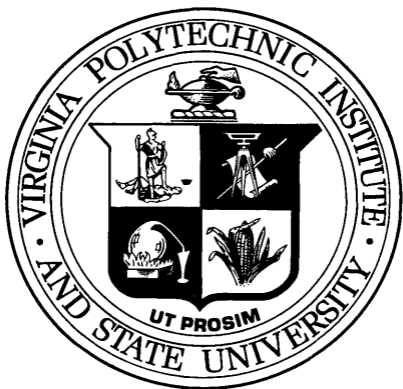
A NATIONAL STUDY OF THE
SUPPLY AND DEMAND FOR TEACHERS
OF AGRICULTURAL EDUCATION IN 1991

Data for September, 1992, based on School Year 1990-91 data

■ Total number of agriculture teachers	10,176
■ Number of Openings	835
■ Net number of new teachers needed	544
■ Number of newly qualified potential teachers	638
# 4-year program graduates	573
# 5-year program graduates	61
# Other programs	4
■ Teachers needed but not available, September 1, 1990	9
■ Teachers with emergency certificates	88
■ Types of teaching positions	
# High school only	8,207
# Middle/Junior high school only	340
# Combination High with Middle/Jr high school	1,373
# Adult teacher only	87
■ Number of teachers with both in-school and adult	2,866
■ Subjects taught	
# Production agriculture only	2,730
# Ornamental horticulture only	1,041
# Specialty programs, such as natural resources management or agricultural mechanics	1,414
# Combinations of above programs	4,175
# Combinations of agric and some other subject	363
# Information not available	353
■ Texas had the largest number of teachers	1,414
■ Alaska had the smallest number of teachers	7

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