Agricultural education has expanded in the state of Oregon as well as the nation. Change in emphasis along with additions to the curriculum have been responsible for most of the expansion. New programs have been designed to include occupations in processing and distribution of food and fiber, at the same time retaining production as a phase of the instructional program. Occupations in servicing equipment and supplying the raw materials of the farm were also included.

New departments have started. More students have enrolled. This growth was matched by a period of stability or in some cases, an actual decline in numbers of agricultural education teacher graduates. The problem has been complicated further by the movement of many agricultural teachers into other positions.

The purpose of this study is:

1. To determine the extent of the present shortage
in the state and nation along with an estimate of future needs.

2. To propose a plan of recruitment of prospective students for the Agricultural Teacher Education Department of Oregon State University.

Information for this study was partly acquired from a national survey conducted by the American Vocational Association and partly from a survey of selected school districts of Oregon conducted by the author.

The main source of agricultural teachers is the teacher education departments of the agricultural colleges. The findings of this study show that the number of graduates will need to be more than three times the total number graduated in 1965 in order to fill the average estimated need for the years beginning 1966, 1967 and 1968. This statistic includes a 36.4 percent loss of graduates who do not enter the profession.

The situation in Oregon follows the national pattern quite closely. The state survey showed a total of 24 positions in all phases of the program to open for the 1966-1967 school year. Six schools in Oregon indicated they were unable to employ a qualified teacher for the 1965-1966 school year.

Possibilities for aids in recruitment programs were indicated by several school districts in the form of Future Teacher Organizations and teachers employed with agricultural backgrounds.
The author concluded from the study the solution to the agricultural teacher education shortage lies in the area of an extensive, coordinated recruitment program. The Oregon Vocational Agricultural Teachers Association should assume the responsibility of coordinating the work. The Agricultural teacher education department should represent the college in all contacts with prospective students. The third member of the team should be the local agricultural teacher whose primary function will be to identify promising students.
AGRICULTURAL EDUCATION
RECRUITMENT STUDY AND PROPOSAL

by

CHARLES MABEN PORFILY

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I. INTRODUCTION

An educational program is dependent upon the quality and quantity of its teachers. Sufficiently well-founded and well-educated teachers are essential in any subject area. The supply and demand of teachers becomes more acute as new programs flourish and grow.

Agricultural education in Oregon is experiencing great growth. This growth is in numbers of students at all levels as new types of programs are added or as the emphasis in old programs is changed.

The National Vocational Education Act of 1917 (32, p. 132) limited agricultural education to those people employed in the production of food and fiber. The National Vocational Education Act of 1946 did nothing to change this concept. The guiding principle of the program from the time of its inception until the late fifties was instruction in production agriculture. As technological advances in agriculture were made, the numbers of people needed in agricultural production continually decreased. The number of students enrolled in vocational agricultural programs following this trend, also became less and less.

Change takes place in all subject areas and this includes agriculture where major adjustments are recognized. It is now generally
accepted that agricultural education should not be limited only to those people employed in production. Workers in other phases of the total agricultural industry could benefit from such training. This new concept, "agriculture is more than farming", became the motto of new programs developed in the early sixties.

The term, "agricultural occupations", is a term encompassing jobs in the processing and distribution of products of the farm which were formerly done on the farm as a part of production. In addition the term covers those occupations which deal with servicing the equipment and/or providing raw materials to the farmer. As scientific advances were made in this area it became feasible to move these tasks to a central location, thus creating whole new families of occupations requiring many skills previously needed only on the farm.

Many new programs were developed within the framework of the existing vocational agricultural departments. These were expanded to offer training for occupations in the field of agriculture concerned with the processing and distribution of food and fiber plus servicing of equipment. The old phase of the program which dealt primarily with the production of food was retained but was coordinated with the other three and the overall effect has been an increase in numbers of students enrolled in the various agricultural education departments.
During this period another concept developed that will have a far-reaching effect on agricultural education. There appeared within education a need for training in the wisest use of our diminishing natural resources. As more people used our forests and recreation areas, hunted and fished on public lands and streams, it became apparent that to obtain the best use of our natural resources an informed public was necessary (9, p. 21). Agricultural education seemed best suited to undertake this task in light of its past experience in teaching conservation of the factors of production. Thus, conservation of natural resources became an important part of the agricultural curriculum.

The expanded curriculum attracted more students. For the first time agricultural departments had more to offer students living in towns and cities. Urban boys and girls who were unable to meet the previous requirements enrolled. Many students enrolled whose only connection with agriculture was as consumers but who had an interest in the applied sciences taught in agriculture.

The educational programs in Oregon, keeping pace with the rest of the nation, experienced the same growth pattern. Together with the increase in numbers of students enrolled came an increase in the number of departments in the state. Programs were started in junior high schools and some senior high schools for the first time. The developing community colleges contributed new programs.
Several school districts in Oregon, recognizing the value of the expanded curriculum, are now allowing a substitution of credit in agriculture for credit in general science in high school graduation requirements.

This growth came in the face of decreasing enrollments in some teacher education departments (16, 26). The pool of qualified graduates became insufficient to fill the needs of replacements and the expansion of the agricultural teaching staff of the state. The Oregon Vocational Agricultural Teachers Association, in recognizing this need, passed a resolution at their 1965 summer conference requesting that the problem be investigated.

The emphasis in high school programs of agriculture is changing from instruction in strictly farming procedures to include teaching off-farm occupations. The result has been an enlargement of some departments requiring more than the usual one agricultural teacher per school. Several schools have added the second teacher to the department and one school has employed the third agricultural teacher.

Another recent development affecting the picture is the Vocational Education Act of 1963 (2). This act, in providing the funds for expansion for all vocational education in high school, created a need for a supervisor of vocational education in each school. The logical choice in most schools became the agricultural education
teacher.

Several factors have contributed to this selection, but the primary reason appears to be based on his previous experience in vocational education which is greater than that of others on the school staff. Another reason might be that his training equips him to work efficiently with administrators, school boards and people of the community - a vital factor in organizing and developing a vocational program.

The position of vocational education supervisor may require part or all of the time of the instructor. Either way it represents a net loss to the number of agricultural education personnel in the state, a loss which will need to be recouped by agriculturally educated personnel.

A third factor affecting the number of agricultural education teachers in the state is the number of teachers who are being utilized in other professions, for the agricultural teacher has a background which makes him valuable in other fields.

A fourth factor in determining the number of agriculturally educated teachers is emphasized by Chase (11). He reported 90 percent of all United States schools offer no training for jobs in industry and 95 percent offer none in selling or merchandising, although there are now more job opportunities in these fields than ever before. As these fields of industry, sales and merchandising
are also related to agriculture more agriculturally educated teachers will be needed to accept agriculture's responsibility in the total vocational program. Statistics show that for every farmer, there are four persons in off-farm agricultural occupations (32, p. 177).

In light of present trends more agricultural education teachers will be needed in the future. If these men are not educated in Oregon, they will have to be recruited from other states. In extreme cases, unqualified people will temporarily supply the demand. Recruiting from other states will not solve the problem, it will only be passed on to someone else. "Robbing Peter to pay Paul" will eventually force some school districts to limit their offerings. A case in point is Oklahoma where six high school agricultural departments were closed for lack of adequately educated teachers.

**Purpose of the Study**

The purpose of this study shall be two-fold:

1. To determine the extent of need for a recruitment program in the field of agricultural education in Oregon.

2. To formulate principles for establishing such a program for the state and from these principles propose a plan for a coordinated effort from the agricultural teacher education department, the Oregon Vocational Agricultural Teachers Association and the local agricultural education teacher.
Assumptions

The basic assumptions for this study include:

1. A farm background provides an excellent base for a teacher in agricultural education.

2. The present trend of an increasing number of positions in agricultural education will continue.

3. Teacher education is essential to develop a high quality agricultural education teacher.

4. Teachers who are going to be teaching in Oregon will be better qualified if preparation has been done in Oregon. The wide variation of agriculture and agricultural practices deems this to be true. A teacher educated out of state would require additional training to become acquainted with Oregon agriculture.

5. The coordinated efforts of all concerned will assist in developing a recruitment program that will provide an adequate supply of agricultural education teachers.

6. If the Agricultural Education Department at Oregon State University cannot fulfill the demand, teachers will be recruited from out of state.

Hypothesis

1. The present supply of trained agricultural education teachers does not meet the demand in Oregon.

2. A coordinated program is needed and can be formulated in Oregon.

3. Efforts are needed in other states to help solve the problem.
Delimitations

This study shall be limited to the recruitment problem as it exists in the state of Oregon. Although at present the new agriculturally educated teachers represent a national pool which may be drawn upon by any state, this study shall be concerned with providing teachers to meet Oregon's needs.

The data collected and used as the basis for conclusions and recommendations must be considered a delimiting factor also. Because of its nature, it is continually changing and can only be used to indicate the current situation.

General Design and Procedures

The general design of this study will be to determine the demand for agriculturally educated teachers in the state of Oregon as well as nationally.

The needs of the state of Oregon were surveyed by the author by contacting 146 selected school superintendents. The basis for selection was the existence of a secondary school under their jurisdiction.

Information was received from the American Vocational Association. The basis of this material was through a survey of each state through its agricultural teacher education department.
This study will also consider recruitment practices from other disciplines closely related to agricultural education such as agriculture and education. These recruitment practices, along with existing practices being used in other states, will be the basis for a plan involving a coordinated effort on the part of the local agricultural teacher, the teacher education department and the Oregon Vocational Agricultural Teachers Association.

Definition of Terms

Some terms used in this study may be in a different context other than what most people are accustomed. For this reason, certain terms need to be defined.

1. **Agri-business.** The businesses or job opportunities that are involved in the sales, services and processing that are necessary in moving a product from the farmer to the consumer.

2. **Agricultural education.** All systematic and organized teaching of principles and fundamentals of soil, plants and animals and their interrelationships. This study recognizes there are other levels but its primary concern will be with the secondary school level.

3. **Agricultural education teacher.** For purposes of this study he shall be defined as a teacher of agriculture engaged in systematic and organized instruction in agriculture of less than university level, recognizing there are also university agricultural teachers.

4. **Agricultural student.** Any student, junior high, high school, community college or four-year college with an interest in the field of agriculture.
5. **Agricultural teacher education department.** A department of the university charged with the responsibility of preparing teachers of agricultural education.

6. **Farming occupations.** Those jobs involving work on the farm for the production of food and/or fiber.

7. **High school.** A local secondary educational plant that provides educational training for the ninth through twelfth grades. Many high schools have changed their enrollments to include the tenth through twelfth grades but in most cases the curriculum has remained the same.

8. **Off-farm occupation.** This term usually refers to all the jobs in agriculture other than production.

9. **Principle.** For the purpose of this study it is defined as a fundamental truth gathered from several instances, which has exceptions but may guide thinking or action or used to evaluate the present practice.

10. **Prospective student.** A student about to enter college with an interest in the field of agriculture.

11. **Recruitment.** The process of finding and encouraging students to participate in a particular field of endeavor.

12. **Teacher replacement.** A recent graduate or a previously trained teacher who was not actively engaged in the profession in the previous year.

13. **Vocational education (33).** That part of the total educational program designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis.
II. REVIEW OF LITERATURE

The problem of recruiting prospective teachers in agricultural education appears to be of such recent origin that very little directly concerning it has been written. The related literature available consists mostly of studies concerning the factors involved in choosing an occupation in general or choosing an occupation in the fields of agriculture or education. Agricultural education, because of its dual parentage, is subject to many of the recruitment problems of each.

Agricultural education must accept all the advantages and disadvantages, glamour and stigmas inherent to workers in both fields. The agricultural teacher, by necessity, must identify himself both as a member of the high school faculty and also as an agricultural leader in the community.

Factors from the Field of Education

One of the major factors affecting the supply of qualified people in education was stated by Haubrich (11, p. 383) when he pointed out, "regarding teaching as a side-light to the major purposes of life seems to be one of the overriding problems which face colleges of education. The amazing turnover in the profession may be due to this lack of deep conviction, as may be the continuing
problem concerning the definition of purposes and direction in education." The findings of Briggs (8) tend to bear this out when he reports from a review of National Education Association research for the years of 1955, 1956 and 1957.

Table 1. Percent of teachers certified actually entering the classroom.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of teachers trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>62.9</td>
</tr>
<tr>
<td>1956</td>
<td>63.2</td>
</tr>
<tr>
<td>1957</td>
<td>65.5</td>
</tr>
</tbody>
</table>

This table suggests that occupational fields other than teaching are more attractive to some prospective teachers even after completion of a teacher preparation program.

Briggs concludes that while education majors are interested in their work they are not, for the most part, dedicated or even particularly determined. In light of this conclusion one would expect the beginning teacher to be a prime candidate for recruiters from other fields.

**Losses to Occupations in Agri-Business**

Many have left the teaching profession to become associated with businesses dealing with farmers. For most the change of
occupation brought a definite increase in salary. The teaching profession can barely compete with the business world for the beginning teacher, and after the teacher has gained experience he becomes more valuable to business, consequently commanding a higher salary. Table 2 which compares average present monthly earnings of men college graduates with bachelor’s degrees with their average starting rates five and ten years ago (and with 1964 starting rates) shows this clearly.

*Table 2. Monthly starting rates of beginning salaries compared with 1964 salaries of business graduates.*

<table>
<thead>
<tr>
<th>Field</th>
<th>Class of 1959</th>
<th>Class of 1954</th>
<th>Class of 1964</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1959</td>
<td>1964</td>
<td>1954</td>
</tr>
<tr>
<td>Engineering</td>
<td>489</td>
<td>785</td>
<td>355</td>
</tr>
<tr>
<td>Accounting</td>
<td>433</td>
<td>689</td>
<td>325</td>
</tr>
<tr>
<td>Sales</td>
<td>422</td>
<td>737</td>
<td>328</td>
</tr>
<tr>
<td>General Business</td>
<td>411</td>
<td>720</td>
<td>322</td>
</tr>
<tr>
<td><strong>Agric. Teachers</strong></td>
<td>425</td>
<td>600</td>
<td>350</td>
</tr>
</tbody>
</table>

Source: 26, p. 16
**Approximate salary in Oregon for the corresponding dates.

The loss of experienced teachers to other fields is more serious than the loss of the beginning teacher. A reduction in the experience level is bound to hurt the profession.

Losses to Vocational Education

From a field closely related to agricultural education a statement is made by Feirer (17, p. 21) concerning the problem of teacher recruitment in industrial education. Feirer states, "Because many young men who would have been accepted in teacher education programs in industrial education today fail to meet the minimum entrance standards, other types of programs such as four year technical programs, industrial engineering and similar activities have siphoned off many of the young men who would have entered industrial teacher education."

Agricultural education has experienced a similar loss to some of the same fields. At the same time it is believed that many prospective teachers in both fields are being lost to other teaching fields, specifically, the sciences. Many are attracted to the sciences at the start of their college careers and then find it difficult to change without loss of time in attaining new goals.

The Decision to Teach

Ginsburg (20) reveals the making of a career decision is the culmination of a series of decisions that are arrived at during the "growing up" process. Each decision affects those following. With this in mind it can be concluded the decision to teach must begin at
an early age. The individual's background and environment must have an effect upon this decision.

A study completed by Riccio (30) at Ohio State University in the fall quarter of the 1958-1959 academic year indicates that the decision to teach is made at 15.08 years for girls and 17.5 years for boys. A group of 488 students who were enrolled in a first course in education were asked to respond anonymously to the question, "at what age did you first decide to become a teacher?" An analysis of responses revealed that the age of the decision to teach ranged from five to forty years for females and from ten to twenty-eight years for males.

Riccio concluded that girls might well be recruited into teaching in the junior high school and high school years. Boys are more susceptible to a commitment to teaching in the latter part of their high school years and in their early years in college. He also suggests these factors should receive strong consideration in any concentrated effort to recruit teachers.

One-third of the surveyed group in Riccio's study, it was found, had transferred into education after becoming dissatisfied with a program other than teacher education. This fact would appear to have great significance to recruitment for agricultural education, although some of these students would be reluctant to choose agricultural teacher training because it would, in some cases, extend
their college careers. In some other areas of general education all of their previous work possibly could be used toward certification.

A study conducted by Fox (18) at Northern Illinois University in 1960 presented similar results. An opinionnaire was completed by 173 prospective teachers. Seventy-five members of the sample were in the junior class in elementary education and the remaining 98 were in the junior class in secondary education. The prospective teachers were asked to rate various factors influencing their choice of occupation.

From the data collected by Fox several significant factors came to light. First was the listing in order of the factors having the most influence on students' decisions to teach. These were:

1. Their liking for a particular subject
2. The trend toward increasing salaries of teachers
3. The results of vocational interest inventories
4. The opportunity to use teaching as a stepping-stone to another career

A similar list was made for both men and women, the only significant difference occurring on the women's list which included membership in Future Teachers clubs as a factor.

Fox does not attempt to explain this difference but this author has noticed very few boys in Future Teacher clubs in high schools. That might be one explanation for that organization's lack of influence on boys.
This study also discovered that 61 percent of the male respondents did not decide to become teachers until they were in college.

Another significant point in Fox's study should be noted. It is the belief that teachers influence their students' choices of occupation. This was substantiated by the fact that 75 percent of the respondents indicated such to be the case. This suggests that teachers should be encouraged to identify students who have the potential to become good teachers and to encourage them to consider teaching as a possible career.

Choosing an Occupation in the Field of Agriculture

The teacher of agriculture must be an agricultural leader in his community. Not only must he possess the qualities of a teacher but he must also have the ability, training and desire to make a contribution in the field of agriculture.

The field of agriculture, like the field of education, faces many problems in recruiting. Some of these problems have developed as a result of years of low socio-economic status in our society.

G. S. Counts (12) discovered this status for agriculture in 1925 when he investigated the ranking of people of 45 occupations. He gave the list to six groups and asked them to place the
occupations in order according to social status. The term "farmer" was the only agricultural occupation in the list and it was given the average ranking of 16.

Deeg and Paterson (15) ran a similar study 21 years later to determine any change in social status. While they found that the occupation of farming had moved up to 12th position, they did not consider this a significant change. We can conclude from these two studies and the time lapse that an agriculturist probably holds the same relative social position today. In both studies the classification of "farmer" was outranked, primarily by the professions.

Factors Affecting the Choice of the Field of Agriculture

Agricultural education, being a part of the total field of agriculture, is not alone in experiencing a shortage of trained personnel. For more than a decade opportunities for professional employment in the field of agriculture have increased. With few exceptions enrollments in the land-grant colleges of agriculture decreased during the same period. Consequently, the number of college students preparing for professional occupations in agriculture has been inadequate to fill the available positions (1).

A study conducted in Virginia by Richards and Bass (31) attempted to determine why rural high school graduates selected a curriculum other than one in agriculture. The data collected in
This study showed 71.5 percent of those boys selecting college curriculums other than in agriculture had not studied vocational agriculture while in high school. The study also indicated 4.5 percent of the boys who had studied vocational agriculture four years while in high school enrolled in a college curriculum other than agriculture.

The investigators concluded that students who do not enroll in vocational agriculture while in high school tend to select college curricula other than agriculture. The investigators concluded this does not mean that information about opportunities in agriculture is withheld from high school students who do not enroll in vocational agriculture. It does indicate that the lack of information about opportunities in agriculture prevents high school students from considering an agricultural occupation. Robert Hoppock, in his book Occupational Information (23), states that information should be available to the student at all levels to aid him in making an enlightened occupational choice.

Another significant point presented by Richards and Bass in this study (31) was the fact that 43.9 percent of the students reported they had been advised there are more and better opportunities in occupations other than in agriculture. This would indicate there is a need for informing guidance counselors, administrators and other members of the high school faculty about the occupational
opportunities in the field of agriculture.

A study was completed in 1958 at Purdue and Illinois by Bentley and Hemp (4) regarding factors which influenced agricultural college students to choose agriculture as a career. The significant conclusions drawn from this study were:

1. The factors which influenced the largest percentage of students were farm experience factors.

2. Significantly more freshmen than seniors were influenced by FFA chapter experience and the study of vocations in high school.

3. A larger percentage of agricultural education students than other agricultural college students were influenced by the factors "studying agriculture in high school" and "acquaintance with agricultural leaders".

Bentley and Hemp (5), in their investigation, isolated those factors influencing agricultural college students to choose their fields of specialization. The significant findings are summarized as:

1. Persons influencing the largest percentage of students were fathers, mothers, friends and teachers of agriculture. Those influencing the smallest percentage of students were college guidance workers and superintendents of schools.

2. More students were influenced by teachers of agriculture than by any other professional person.

3. Of the 20 factors studied, four stand out as influencing more agricultural education teacher training students than agricultural students. These were teachers of agriculture, high school principals, teachers other than agriculture and the social advantages of the occupations.
4. Evidence clearly indicates that recent experience played an important part in the fields of specialization chosen by agricultural college students. For example more freshmen than seniors were influenced by such factors as high school teachers, parents and hobbies; more seniors than freshmen were influenced by college professors and college employment.

5. The three factors which influenced the largest percentage of agricultural college students in their choice of a field of specialization were: economic advantages of the occupation, opportunity for employment, and reading agricultural books and magazines.

In light of the findings of this study revealing that significantly more agricultural education students than other agricultural students were influenced by persons in secondary education, this investigator suggests that persons in secondary education are in a strategic position to recruit desirable persons for specialization in agricultural education.

Recruitment Activities

The recruitment activities used in the various states differ widely depending upon the evaluation of the problem. Land-grant colleges have recognized the decreasing enrollment in agricultural schools and have instigated various recruitment activities. These activities have been mostly in the form of producing recruitment literature.

Teacher organizations representing both general and agricultural education have recognized the problem of prospective
teacher recruitment and various plans have been devised. It is important that some of the outstanding programs be summarized.

Fuller (19) of New York reports the appointment of a recruitment committee by the Association of Teachers of Agriculture which has as its objectives:

1. To organize and conduct a recruitment dinner at the state FFA convention.
2. To encourage teachers of agriculture to promote their profession to high school students
3. To cooperate with the Agricultural Education Department, Cornell University, in identifying prospective students for teacher training.

Cromor (13) of Nebraska reports that to encourage agricultural teachers in recruitment activities in that state an award is made to a teacher when one of his former students enters the profession. The award is made at the annual agricultural meeting and is designated the "proven sire" award.

Magisos (24) describes a plan used in Washington which involves all people concerned with the problem. Every agricultural education teacher, principal and counselor receives a letter describing the acute shortage and its implications. Their cooperation is enlisted to provide names and addresses of promising prospective students. The district supervisors then make personal contact with the boy and his parents to encourage his enrollment in agricultural education in college.
Cunningham (14) describes a coordinated effort being made at Ohio State University. A joint recruitment committee has been formed with the College of Agriculture and Home Economics Department. The committee's function in recruitment activities aims at contacting prospective students for both schools.

Wilson (36) of California reports a conference was organized by the southern section of the California Teachers Association. High schools are contacted each year and requested to send their prospective teachers to the conference. A general session is held with a large group; then small groups are formed, where discussions range from salary to retirement, certification and working conditions.

**Summary of Review of Literature**

The literature reveals several factors which affect the supply of qualified agricultural education teachers. Since agricultural education inherits the problems of both agriculture and education, one of the significant factors from the field of education is the fact that in a recent year only 65.5 percent of the teachers graduated and certified actually entered the classroom.

The fact that the decision to teach is made by girls at 15.08 years and for boys at 17.5 years bears the most significance. This indicates that to be effective, a recruitment program must be aimed
at the high school level.

Studies of recruitment in the field of agriculture show the reasons most often given for selecting agriculture as a career are "studying agriculture in high school" and "acquaintance with agricultural leaders". From this it can be concluded that the high school agricultural education classroom might be the best place for recruitment to begin. There is no member of the school staff who is better-qualified than the teacher of agriculture to introduce students to the wide range of careers in agriculture.

People having the greatest influence on the decision for an agricultural career were, in order of significance, father, mother, friends and teachers of agriculture.

Finally, from the related literature we find many authors agreeing on the need for an organized, coordinated effort in recruitment. Several plans have been formulated with personal contact with the prospective students being the central theme.
III. FINDINGS

The findings of this study shall be presented in three main sections. Section one is the results of the national survey conducted by the American Vocational Association which reveals the situation on the national scale. Section two will be the results of the statewide survey showing the demand for agriculturally-trained teachers in the state of Oregon. Section three is a proposal for a recruitment program for the Agricultural Teacher Education Department at Oregon State University.

Section I - National Supply and Demand

Nationally 11,079 agricultural education teachers were employed at the beginning of the 1965-1966 school year. Table 3 reveals 1,003 or 9.1 percent of the total are replacements this year.

All areas of the profession required replacements at about the same rate as each area's proportion is to the total. There does not appear to be any greater turnover in personnel in any particular phase of the profession. The respondents indicated a total of 120 positions for which there were no suitable replacements available as shown in Table 4. This indicates 1.8 percent of the agricultural education positions in the nation were unfilled this school year.
Table 3. Number and types of teaching positions September 1st in vocational agriculture in the U. S.

<table>
<thead>
<tr>
<th>Kind of Position</th>
<th>Total Number</th>
<th>Employed Percent</th>
<th>Replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Teachers of Vocational Agriculture - High School only</td>
<td>2265</td>
<td>20.5</td>
<td>233</td>
</tr>
<tr>
<td>Teachers of Production Agriculture High School plus Adult and/or Young Farmer</td>
<td>7871</td>
<td>71.0</td>
<td>640</td>
</tr>
<tr>
<td>Teachers of Disadvantaged Youth in Agriculture - High School</td>
<td>318</td>
<td>2.9</td>
<td>90</td>
</tr>
<tr>
<td>Teachers of Off-farm Agricultural Occupations - High School</td>
<td>160</td>
<td>1.4</td>
<td>23</td>
</tr>
<tr>
<td>Teachers of Off-farm Agricultural Occupations - Post High School</td>
<td>56</td>
<td>0.5</td>
<td>14</td>
</tr>
<tr>
<td>Teachers of Adult or Young Farmers only</td>
<td>242</td>
<td>2.2</td>
<td>20</td>
</tr>
<tr>
<td>Teachers of Agricultural Technicians - Post High School</td>
<td>24</td>
<td>0.2</td>
<td>12</td>
</tr>
<tr>
<td>Teachers of Manpower Training in Agriculture</td>
<td>103</td>
<td>0.9</td>
<td>31</td>
</tr>
<tr>
<td>Other</td>
<td>40</td>
<td>0.4</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>11079</td>
<td>100%</td>
<td>1003</td>
</tr>
</tbody>
</table>
Table 4. Teachers still needed September 15, 1965.

<table>
<thead>
<tr>
<th>Kind of Position</th>
<th>Replacements Needed</th>
<th>Replacements As of Sept. 15, 1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Vocational Agriculture - High School Only</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>Teachers of Production Agriculture - High School plus Adult and/or Young Farmer</td>
<td>73</td>
<td>60.8</td>
</tr>
<tr>
<td>Teachers of Disadvantaged Youth in Agriculture - High School</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Teachers of Off-Farm Agricultural Occupations - High School</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Teachers of Off-Farm Agricultural Occupations - Post High School</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Teachers of Adult or Young Farmers Only</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Teachers of Agricultural Technicians - Post High School</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Teachers of Manpower Training in Agriculture</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>-----</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>
The respondents were asked to estimate new or additional positions in teaching vocational agriculture for each of the succeeding three years in each of their states. Table 5 is a summary of the responses to this question.

An increase is noted for each of the three years with an average of 1,318.0 new positions becoming available for each of the three years. This figure when added to the replacement figure for the 1965-1966 school year makes a total of 2,321.0 agricultural education teachers needed each year to fill available positions. This total represents 20.9 percent of the present agricultural education teacher population.

The total expansion compared with present numbers of teachers in the various areas is demonstrated in Table 6 which reveals an increase of 35.7 percent of the present teacher population for the three years combined.

The major source of teachers to fill available positions is from the agricultural teacher education departments. The following is a summary of the contribution of this source.

<table>
<thead>
<tr>
<th>Number Graduates</th>
<th>Number Beginning Teaching</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1038</td>
<td>671</td>
<td>64.6</td>
</tr>
</tbody>
</table>

A loss of 36.4 percent of trained candidates occurring
<table>
<thead>
<tr>
<th>Kind of Position</th>
<th>Number of Positions</th>
<th>Average Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1966-1967-1968-69</td>
<td></td>
</tr>
<tr>
<td>Teachers of Production Agriculture - High School Only</td>
<td>79 78 75 232</td>
<td>77.3</td>
</tr>
<tr>
<td>Teachers of Production Agriculture - High School plus Adult and/or Young Farmers</td>
<td>395 427 449 1271</td>
<td>423.7</td>
</tr>
<tr>
<td>Teachers of Disadvantaged Youth in Agriculture - High School</td>
<td>58 60 67 185</td>
<td>61.7</td>
</tr>
<tr>
<td>Teachers of Off-Farm Agricultural Occupations - High School</td>
<td>256 307 333 896</td>
<td>298.7</td>
</tr>
<tr>
<td>Teachers of Off-Farm Agricultural Occupations - Post High School</td>
<td>117 160 184 461</td>
<td>153.7</td>
</tr>
<tr>
<td>Teachers of Adult Farmers or Young Farmers Only</td>
<td>79 113 134 326</td>
<td>108.7</td>
</tr>
<tr>
<td>Teachers of Agricultural Technicians - Post High School</td>
<td>85 101 138 324</td>
<td>108</td>
</tr>
<tr>
<td>Teachers of Manpower Training in Agriculture</td>
<td>70 66 71 207</td>
<td>69</td>
</tr>
<tr>
<td>Other</td>
<td>15 17 20 52</td>
<td>17.3</td>
</tr>
<tr>
<td>Total</td>
<td>1154 1329 1471 3954</td>
<td>1318.0</td>
</tr>
</tbody>
</table>
Table 6. Three year increase in teaching positions.

<table>
<thead>
<tr>
<th>Kind of Position</th>
<th>1965-1966</th>
<th>Total Three Year Increase</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher of Production Agriculture - High School Only</td>
<td>2265</td>
<td>232</td>
<td>10.2</td>
</tr>
<tr>
<td>Teachers of Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture - High School plus Adult and/or Young Farmers</td>
<td>7871</td>
<td>1271</td>
<td>16.1</td>
</tr>
<tr>
<td>Teachers of Disadvantaged Youth in Agriculture - High School</td>
<td>318</td>
<td>185</td>
<td>57.8</td>
</tr>
<tr>
<td>Teachers of Off-Farm Agricultural Occupations - High School</td>
<td>160</td>
<td>896</td>
<td>560.0</td>
</tr>
<tr>
<td>Teachers of Off-Farm Agricultural Occupations - Post High School</td>
<td>56</td>
<td>461</td>
<td>823.2</td>
</tr>
<tr>
<td>Teachers of Adult or Young Farmers Only</td>
<td>242</td>
<td>326</td>
<td>130.5</td>
</tr>
<tr>
<td>Teachers of Agricultural Technicians - Post High School</td>
<td>24</td>
<td>324</td>
<td>135.0</td>
</tr>
<tr>
<td>Teachers of Manpower Training in Agriculture</td>
<td>103</td>
<td>207</td>
<td>200.9</td>
</tr>
<tr>
<td>Other</td>
<td>40</td>
<td>52</td>
<td>130.0</td>
</tr>
<tr>
<td>Totals</td>
<td>11079</td>
<td>3954</td>
<td></td>
</tr>
</tbody>
</table>
between graduation day and the opening of school is represented. When the 671 new teachers are subtracted from the 1,003 replacements represented in Table 3, it leaves a group of 332 made up of service returnees and teachers returning to the profession from other occupations.

Section II - Status of Supply and Demand in Oregon

To determine the status of the agricultural education population in Oregon and gain information to use as a basis of a recruitment program, a survey was made among 146 selected secondary teacher employers. A response was received from 131 employers. Table 7 is a summary of responses made to the question of estimated needs for the school years beginning 1966, 1967 and 1968.

It should be pointed out that several of the employers listed their needs as consisting of part-time teachers. It seems likely that these people in a recruitment for training program will represent one full-time trainee, although they may later be only employed as part-time agricultural education teachers.

The totals for the three years follow the trend indicated by the national survey, to a lesser degree. The trend is one of expansion in a number of positions in agricultural education.

The replacement and new teacher need for the 1965-1966 school year was partially met by the graduation of 11 new teachers, of whom ten entered the field. However, six employers reported positions open with no one to fill them.
Table 7. Estimated agricultural teacher needs for the school years beginning in 1966, 1967 and 1968

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Agricultural Education in Day School</td>
<td>22</td>
<td>17</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Teachers of Agricultural Education - Adults, Young Farmers</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers of Disadvantaged Youth in Agriculture</td>
<td></td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teachers of Manpower Training in Agriculture</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>24</td>
<td>17</td>
<td>6</td>
</tr>
</tbody>
</table>

The 47 new and replacement positions indicated for the three years represents 44 percent increase in the present state agricultural education staff.

It should be recorded here that six administrators indicated a desire to start agricultural education programs at some date during the three-year period but as plans were not completed were reluctant to make a definite statement.

Recruitment Information

To formulate a plan of recruitment for the state of Oregon, certain information was deemed necessary. As supply and demand information was gathered, a part of the questionnaire was devoted to pertinent recruiting information.

In any recruiting situation the first consideration should be
the use of informed people to perform the task. Fifty-three percent of the schools surveyed had agriculturally-educated people employed in either teaching positions or as administrators. Teaching accounted for 114; there were 14 administrators reported. Use could be made of these people in a recruitment program for agricultural education.

Fifty-two percent of the samples indicated a Future Teachers Organization is active in their schools. Eighty-one percent of those affirmatively responding agreed that the organization was being used to inform and encourage prospective teachers. Members of a Future Teachers Organization might be given the following information from item eight of the questionnaire:

Table 8. Courses and percent of school districts giving recognition to an agricultural background in hiring teachers

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Percent of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>22</td>
<td>16.7</td>
</tr>
<tr>
<td>Biology</td>
<td>22</td>
<td>16.7</td>
</tr>
<tr>
<td>Conservation</td>
<td>38</td>
<td>29.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>15</td>
<td>11.4</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>32</td>
<td>24.4</td>
</tr>
<tr>
<td>General Shop</td>
<td>37</td>
<td>28.2</td>
</tr>
<tr>
<td>Social Economics</td>
<td>8</td>
<td>6.1</td>
</tr>
</tbody>
</table>
One district indicated that agriculture was essential as a background for teaching forestry.

Under item 11 of the questionnaire, comments and suggestions were requested for the organization of a coordinated effort in agricultural education teacher recruitment. Eleven returned-questionnaires had a similar comment which this author considers worthy of inclusion in this record. The 11 educators emphasized the need of disseminating occupational information concerning this field of opportunity to counselors and guidance people in each school throughout the state, especially to those not having an agricultural education department at the present time. They evidently felt this area was being adequately served by local agricultural departments.

**Section III - Recruitment Proposal for Oregon**

If the agricultural education departments in the schools of Oregon are to continue to function and grow, a constant supply of well-educated teachers is essential. The agricultural education teacher education department cannot produce this supply unless it is provided with an increased number of beginning students. The solution to the problem appears to be a coordinated recruitment plan involving the Oregon Vocational Agricultural Teachers Association, the Teacher Education Department at Oregon State University and the local agricultural teacher.
The recruitment organization would be as follows:

```
O. V. A. T. A.

Professional Improvement Committee

Teacher Training Department | Local Agricultural Teacher
```

The professional improvement committee is at the present time a standing committee of the Oregon Vocational Agricultural Teachers Association. However, committee membership would need to be changed. It would be preferable to have a representative from each section of the state instead of the entire membership being from one FFA district, as is the case at present.

Specific duties and responsibilities of each level shall be:

**Oregon Vocational Agricultural Teachers Association**

1. Include the recruiting program as part of the organization's program of work
2. Provide necessary funds for proper functioning of the committee
3. Keep the membership informed
4. Supervise the program
5. Continuously evaluate for improvement
6. Provide an award for teachers whose former pupils become teachers
Professional Improvement Committee

1. Organize recruitment activities on a district and state level
2. Contact prospective students and parents after names have been submitted by a local teacher
3. Provide occupational information to the local agricultural teacher
4. Provide information on prospective students to the teacher education department

Teacher Education Department

1. Staff serve as college representative at recruitment functions
2. Contact prospective students and parents after being identified by the committee
3. Provide occupational information to college students
4. Provide information concerning college students to be contacted at the local level
5. Keep committee informed of enrollment situations
6. Inform high school principals and counselors

Local Agricultural Education Teacher

1. Identify and encourage promising students
2. Report names and addresses of students and parents to the professional improvement committee
3. Give occupational information to parents
4. Maintain a good attitude toward the profession

5. Provide occupational information in classes especially at the junior and senior level

6. Maintain close contact with Future Teachers of America organization and provide occupational information

All contacts made with prospective students and parents should emphasize the following points:

1. Agricultural teaching is challenging and interesting.

2. Beginning agricultural teachers are well-paid.

3. There is a shortage of teachers.

4. Opportunities for advancement exists.

5. Agricultural teaching permits a later change to other fields.

6. The teacher education staff is interested in the prospective student and his future.

7. An agricultural background can be used in preparation for other teaching fields.

The scheduling and organizing of recruitment functions for high school students should take into consideration the present district and state FFA meetings held. This would produce the greatest efficiency in contacting the largest number of prospects.
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Agricultural education is experiencing growth and expansion in all phases. New programs are starting. Old programs are increasing their offerings. These and other developments are helping to create a serious problem of providing adequate personnel.

The lack of qualified teachers is threatening the growth of the educational system. This study revealed 120 positions in the nation unfilled for the 1965-1966 school year, representing a loss to the students involved as well as a hindrance to the growth and expansion of agricultural education and society in general.

As each program develops a qualified teacher is needed. The teacher education departments in agriculture are responsible for enrolling and educating that teacher for employment.

This study is concerned with determining the extent of the problem and offering a solution from information gathered.

The data from this study reveals an average of 1,318 new positions will need to be filled each year for the next three years. Added together with the 1,003 replacements needed in 1965 and assuming this trend will continue, a total of 2,321 additional teachers will be needed each year. An undetermined number of these will be returnees from the service and other occupations but
for the most part the teacher education departments in agriculture will be asked to fill the need with beginning teachers.

The problem becomes even more significant when we find that 36.4 percent of the 1965 graduates did not enter the profession. In light of this fact the teacher education departments will need to graduate 3,597 per year to supply the need. This figure represents about three times the number that was graduated in 1965 from all the agricultural teacher education departments in the nation.

The state of Oregon contributes its share to the problem and must accept its share of the responsibility in solving it. This study discovered a total of 24 positions in all phases of the program which will need to be filled for the 1966-1967 school year. Six schools indicated the inability to hire a qualified teacher during the 1965-1966 school year.

The data gathered reveals that 52 percent of the Oregon school districts represented in the sample had a Future Teachers Organization. Eighty-one percent of those so responding agreed that the organization was being used to inform and encourage prospective teachers.

The school districts of Oregon employ many people with agricultural background. Fifty-three percent of those surveyed indicated this was the case. There were 114 holding teaching positions and 14 were administrators.
The literature reviewed reveals several principles to be followed in all recruitment activities. In summary these principles include:

1. The local agricultural teacher has a definite influence on his students' career decisions.

2. Parents are influential in the final career decisions.

3. Other agricultural leaders in the community influence a student's decision to enter the field of agriculture.

4. The decision to teach is made by most prospective students during the last year of high school or the first year of college.

5. Personal contact with a genuine interest in the student's future is an aid to recruitment.

6. Future income is a definite consideration by agricultural students in making a career decision.

7. Few students enroll in an agricultural college who have not been exposed to occupational information either from attending high school agricultural classes or other sources.

The findings of this study have definite limitations due to the nature of the profession. Agricultural education is a dynamic profession and therefore any study dealing with the size and composition of its membership finds the data, after compiled, rapidly becoming obsolete. However the data can be used to indicate trends and to develop principles to guide future actions.
Conclusions

1. The need for a coordinated recruitment program does exist. The agricultural teacher education departments are not meeting the needs of the school districts in supplying the demand for adequately trained teachers.

2. The reason for the shortage appears to lie in three areas. The first area is the low supply of prospective teachers enrolling in colleges. Secondly, a great loss is occurring in the number of newly agriculturally educated teachers between graduation day and the opening of school. The third area is the loss of experienced teachers to business and other fields.

3. The agricultural teaching profession has a high turnover rate which would tend to affect the stability of the profession. The low average experience level would have an adverse affect on a student's career decision unless compensated for by other factors.

4. The local agricultural instructor is in the best position to develop understandings about the work with prospective teachers. The attitude of the local instructor and how he views his work can be one of the best recruitment tools available.

5. Agriculture occupational information is the responsibility of the local agriculture teacher. It is his duty as a member of the high school staff to provide career information about the whole field of agriculture but specifically about agricultural teacher education.

6. Parents should be included in any consideration of a recruitment activity or practice. They have a great influence on any career decision, particularly those decisions made at the high school level.

7. Most final teaching career decisions are made during the final year of high school and the beginning year of college. Literature and recruitment practices will need to be directed to this age group.
8. It appears from the data gathered large numbers of prospective teachers will need to be recruited to insure an adequate supply. The high turnover rate and number of those not starting to teach need to be reduced.

9. Agricultural teacher education serves as a good background for many occupations.

Recommendations

Considering the evidence in the findings of this study and conclusions drawn, the following recommendations are made relative to the recruitment of prospective agricultural education teachers.

1. The local agricultural teacher should take part in Future Teachers of America activities. This group, already interested in teaching as a career, should be informed of the profession of the agricultural education teacher.

2. Oregon Vocational Agricultural Teachers Association should take the responsibility of coordinating a recruitment program. Recruitment activities should be coordinated on a state-wide basis. The logical program-of-work committee would be the professional improvement committee.

3. Recruitment activities should be scheduled to coincide with district and state FFA meetings. The state convention could serve as a time and place for a state recruitment function. Other organized activities should be on an area basis.

4. The local agricultural teacher should enlist the aid of the other agriculturally educated people on the high school staff, as well as in the community, to help express the advantages of an agricultural education background.
5. Agricultural education should assume the leadership in organizing a recruitment committee for all agriculture. The committee should consist of members of the various departments plus representatives of agri-business.

6. The community colleges should not be forgotten in organizing recruitment activities. As community colleges become more numerous and more and more students attend this will become an important source of prospective teachers.

7. A recruitment activity should be directed to prospective science teachers. It would appear that these people, having decided on a science teaching career, could be recruited to include agricultural science in their preparation.

8. Further studies should be made concerning the reasons teachers leave the profession.

9. An attempt should be made to determine what part of the agricultural teachers education and experiences make him more valuable to business and industry than to school districts.


28. Opportunities for You in Agricultural Education. Washington, D. C., American Association of Teacher Educators in Agriculture, [1965]. (Recruitment folder)


37. Woodin, Ralph James. These are our students, non thesis study. Department of Agriculture Education. Columbus, Ohio, Ohio State University, 1954. 31 p.
### APPENDIX I

**SURVEY OF TEACHER SUPPLY**

September 1965

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>State</th>
</tr>
</thead>
</table>

1. NUMBER OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN YOUR STATE FOR THE 1965-1966 SCHOOL YEAR. (PLEASE LIST IN TERMS OF FULL-TIME EQUIVALENTS.)

<table>
<thead>
<tr>
<th>KIND OF POSITION</th>
<th>TOTAL NUMBER EMPLOYED</th>
<th>NUMBER OF REPLACEMENTS NEEDED THIS YEAR</th>
<th>NUMBER OF TEACHERS STILL NEEDED SEPT. 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Teachers of Vocational Agriculture - High School ONLY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Teachers of Production Agriculture - High School plus adult and/or young farmer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Teachers of Disadvantaged Youth In Agriculture - High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Teachers of Off-Farm Agricultural Occupations - High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Teachers of Off-Farm Agricultural Occupations - Post High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Teachers of Adult or Young Farmers ONLY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Teachers of Agricultural Technicians Post High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Teachers of Manpower Training in Agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 OTHER (Describe)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Number of graduates in agricultural education during the past year ____________

Number placed as teachers of vocational agriculture ____________

3. ESTIMATED NUMBER OF NEW OR ADDITIONAL POSITIONS IN TEACHING TO BECOME AVAILABLE IN VOCATIONAL AGRICULTURE FOR YOUR STATE 1966-1968. (PLEASE LIST IN TERMS OF FULL-TIME TEACHER EQUIVALENTS.)

<table>
<thead>
<tr>
<th>KIND OF POSITION</th>
<th>ESTIMATED NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1966-67</td>
</tr>
<tr>
<td>3.1 Teachers of Production Agriculture - High School ONLY</td>
<td></td>
</tr>
<tr>
<td>3.2 Teachers of Production Agriculture - High School plus adult and/or young farmer</td>
<td></td>
</tr>
<tr>
<td>3.3 Teachers of Disadvantaged Youth in Agriculture - High School</td>
<td></td>
</tr>
<tr>
<td>3.4 Teachers of Off-Farm Agricultural Occupations - High School</td>
<td></td>
</tr>
<tr>
<td>3.5 Teachers of Off-Farm Agricultural Occupations - Post High School</td>
<td></td>
</tr>
<tr>
<td>3.6 Teachers of Adult Farmers or Young Farmers ONLY</td>
<td></td>
</tr>
<tr>
<td>3.7 Teachers of Agricultural Technicians Post High School</td>
<td></td>
</tr>
<tr>
<td>3.8 Teachers of Manpower Training in Agriculture</td>
<td></td>
</tr>
<tr>
<td>3.9 OTHER</td>
<td></td>
</tr>
<tr>
<td>3.10 TOTALS</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II

Agricultural Education Department
Oregon State University
Corvallis, Oregon
November 26, 1965

Dear Sir:

Teacher supply and demand in agricultural education is causing much concern throughout the state of Oregon as well as across the country.

The enclosed questionnaire is part of a state-wide study to determine the extent of the suspected shortage. The results of this study will help to organize a coordinated effort of recruitment for the state of Oregon.

It will be appreciated if you will complete the questionnaire prior to December 6, 1965, and return it in the enclosed stamped envelope. Other phases of this research cannot be carried out until we complete analysis of the questionnaire data. We would welcome any comments that you may have concerning any aspect of agricultural teacher supply and demand not covered in the questionnaire. If you do not intend to employ any agriculturally trained teachers in the foreseeable future indicate under item 11.

Thank you for your cooperation.

Sincerely,

Charles M. Porfily
Graduate Student

Dr. Henry A. Ten Pas, Major Professor
Agricultural Education Department
Oregon State University
Agricultural Education Department  
Oregon State University  
Corvallis, Oregon

SURVEY OF TEACHER DEMAND

Instructions: Indicate number in proper space and return in the enclosed envelope. Please return by: December 6, 1965. Thank you.

<table>
<thead>
<tr>
<th>Kind of Position</th>
<th>Total Number Employed</th>
<th>Number of Replacements Needed this Year (1965-66)</th>
<th>Replacements and New Teachers Needed in Next Three Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>'66</td>
<td>'67</td>
</tr>
</tbody>
</table>

1. Teachers of Agricultural Education in day school:  
   a. high school  
   b. junior high  
   c. elementary

2. Teachers of Agricultural Education:  
   a. adults  
   b. young farmers

3. Teachers of Disadvantaged Youth in Agriculture

4. Teachers of Manpower Training in Agriculture

5. Others, describe


7. Estimated number of agriculturally trained teachers working in your district.  
   Teaching  
   Administration

8. Do you give weight to an agricultural background in hiring teachers for the following fields? Check those that apply.  
   General Science  
   Biology  
   Conservation  
   Chemistry  
   Industrial Arts  
   General Shop  
   Social Economics  
   Other; specify

9. Do you have a Future Teachers of America organization in your district?  
   Yes  
   No

10. Is an organized effort being made by teachers to encourage prospective teachers to join the Future Teachers of America?  
    Yes  
    No
11. Your comments and suggestions for coordinating a recruitment program for agricultural education are solicited.