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Agriculture education majors who graduated from the University of Tennessee College of Agriculture from the summer quarter, 1955, through the summer quarter, 1964

Billy Loyd Rhody

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To the Graduate Council:

I am submitting herewith a thesis written by Billy Loyd Rhody entitled "Agriculture education majors who graduated from the University of Tennessee College of Agriculture from the summer quarter, 1955, through the summer quarter, 1964." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Leadership, Education and Communications.

George W. Wieggers Jr, Major Professor

We have read this thesis and recommend its acceptance:

J.T. Miles, Otto Legg

Accepted for the Council:

Carolyn R. Hodges

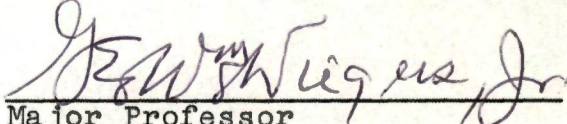
Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

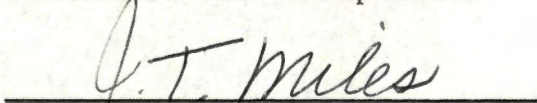
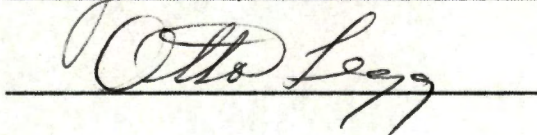
May 20, 1965

To the Graduate Council:


I am submitting herewith a thesis written by Billy Loyd Rhody entitled "Agriculture Education Majors Who Graduated from The University of Tennessee College of Agriculture from the Summer Quarter, 1955, through the Summer Quarter, 1964." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.


Major Professor

We have read this thesis and
recommend its acceptance:

Accepted for the Council:


Dean of the Graduate School

AGRICULTURE EDUCATION MAJORS WHO GRADUATED FROM THE
UNIVERSITY OF TENNESSEE COLLEGE OF AGRICULTURE
FROM THE SUMMER QUARTER, 1955, THROUGH THE
SUMMER QUARTER, 1964

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Billy Loyd Rhody
June 1965

ACKNOWLEDGMENT

The author desires to express his sincere appreciation to all who cooperated to make this study possible.

The writer expresses appreciation to the members of The University of Tennessee Agricultural Education staff for their assistance in constructing the questionnaire used in securing the data.

Gratitude is extended to Mrs. Elizabeth Love, secretary of the Agriculture Education Department, for her help in preparing forms and securing information pertinent to this study.

Appreciation is expressed to former agricultural education graduates who contributed much of the information for this study.

The author wishes to acknowledge the help provided him by the members of his graduate committee at The University of Tennessee, Dr. Otto Legg, Assistant Professor of Agricultural Education; Dr. J. T. Miles, Professor and head of the Department of Dairying; especially Dr. George W. Wieggers, Jr., Professor and head of the Department of Agricultural Education, who served as chairman of the committee. Without their guidance and counsel this study would not have been possible.

Deepest appreciation is extended to the author's wife, Mrs. June Rhody, for her encouragement and support in the preparation of this manuscript.

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CHAPTER I

THE PROBLEM AND ITS DEFINITION

I. INTRODUCTION

This study was designed as a follow-up study of all agricultural education majors who graduated with a Bachelor of Science degree from The University of Tennessee College of Agriculture, beginning with the summer quarter, 1955, through the summer quarter, 1964. The primary objective of this study was to determine the occupational status of agricultural education majors and their reasons for selection of such occupations.

II. QUESTIONS TO BE ANSWERED

Statement of questions. For purposes of analysis the problem was divided into the following questions:

1. From what county or geographic division of Tennessee, or states other than Tennessee, did the graduate come?
2. How many graduates were transfer students?
3. From what college or university did the student transfer?
4. How many quarter hours of college credit were

transferred to The University of Tennessee per student?

5. How many years of vocational agriculture did the graduate complete in high school?

6. When did the graduate decide to major in agricultural education?

7. Why did the graduate major in agricultural education?

8. What persons influenced the decision of the graduate to major in agricultural education?

9. What was the scholastic achievement of the graduates in agricultural education courses compared to their over-all scholastic achievement?

10. What was the over-all scholastic achievement of those teaching vocational agriculture compared to those choosing other occupations?

11. How many graduates became teachers of vocational agriculture?

12. What occupations other than teaching vocational agriculture did the graduates enter?

13. Why did some graduates enter occupations other than teaching vocational agriculture?

14. Would those graduates who entered occupations other than teaching vocational agriculture be interested in teaching vocational agriculture under different circumstances?

15. Why have some agriculture education majors

remained in the teaching profession?

16. How do salaries of vocational agriculture teachers compare with those of agriculture education majors employed in other occupations?

17. How many graduates have sources of income other than their main occupation?

III. IMPORTANCE OF THE STUDY

This study was designed to provide pertinent data to the Agricultural Education Department at The University of Tennessee for evaluating and improving the agricultural education curriculum. It was designed to provide superintendents, principals, supervisors and others with a list of reasons why many teachers of vocational agriculture chose occupations outside the teaching field. This study may be of value to administrators, teachers and others in counseling students who are interested in studying agricultural education. It provides a source of information concerning occupations entered by agricultural education graduates. This study may serve as a guide to similar studies in this and other departments of the College of Agriculture, as well as other colleges. Valuable information may be gained by the investigator which should enable him to do a better job in the field of vocational agriculture.

IV. SCOPE OF THE STUDY

This study included the alumni of The University of Tennessee, Agricultural Education, College of Agriculture, who graduated beginning with the summer quarter of 1955, through the summer quarter of 1964. It included only graduates who received a Bachelor of Science degree.

V. PROCEDURE IN MAKING THE STUDY

In order to secure the information needed to answer the questions of this study, a questionnaire was constructed. After several revisions to omit some items, to include others, and to provide clarity and unity, it was presented to the faculty members of the Agricultural Education Department.

Following the suggestions for improvement, the writer again revised the questionnaire. A pilot study was then conducted on some former teachers of vocational agriculture who were doing graduate work at The University of Tennessee, College of Agriculture, and some other former graduates employed by the College of Agriculture to test its understandability and effectiveness, and to reveal apparent flaws. After one minor change, all graduates agreed that it was understandable and no observable flaws were present. The final form was mimeographed for distribution through the mail (see Appendix B).

A letter written by the head of the Agricultural Education Department was included with the mailed questionnaire indicating the need for such a study and urging the 153 graduates to supply the information.

The names of the agriculture education graduates were obtained from records in the Agriculture Education Department, The University of Tennessee Alumni Association files, and staff members of The University of Tennessee College of Agriculture. After obtaining copies of transcripts from the registrar's office, the following information was taken from each individual's transcript: home county, years of vocational agriculture, college from which transferred, number of hours transferred, grade point average of agricultural education courses, student teaching average, and overall grade point average. This information was collected for all 153 graduates included in this study.

One hundred two, or 66.6 per cent of the graduates, returned the completed questionnaires. Two of the graduates omitted the question related to salary. Of the 153 questionnaires mailed, only one was returned because of an incomplete address.

The data received were tabulated and recorded by the investigator. These data are presented in the following chapters of this study.

VI. DEFINITIONS OF TERMS USED

Vocational agriculture. The term "vocational agriculture" refers to agriculture taught in public schools under the provisions of the Vocational Education Act of 1963, Public Law 18210.

Agricultural education. "Agricultural education," as employed in this study, refers to the curriculum offered by The University of Tennessee to train students at the college level who desire to become qualified to teach vocational agriculture.

Graduate. As used in this study, "graduate" refers to any person who completed the technical and professional courses at The University of Tennessee that were required to qualify him to be certified to teach vocational agriculture.

Occupation. In this study "occupation" is interpreted to mean any vocation or type of work from which major earnings are received.

Supplemental income. "Supplemental income" includes income received from all sources other than the major vocation.

Salary. "Salary" is interpreted to mean annual wages.

Units. As used in this manuscript, "units" indicate the number of years of high school vocational agriculture completed by the graduate.

Degree. "Degree" refers to the Bachelor's, Master's or Doctor's diploma earned in a recognized institution of higher learning.

VII. REVIEW OF RELATED LITERATURE

Peacock and associates,¹ in an attempt to determine the extent to which The University of Tennessee, College of Agriculture, draws students from over the state, found that 362, or 31.8 per cent of the graduates answering the questionnaire and giving home addresses in Tennessee, came from the twenty-one West Tennessee counties; 334, or 29.5 per cent, came from the thirty-three East Tennessee counties; and 438, representing 38.7 per cent, came from the forty-one Middle Tennessee counties. Sixty-one, or 5.1 per cent, listed a permanent home address outside Tennessee.

¹N. D. Peacock, B. J. McSpadden, and G. H. Wingo, "A Study of the Employment Opportunities for Agricultural Graduates of The University of Tennessee" (unpublished study, College of Agriculture, The University of Tennessee, Knoxville, 1951), pp. 3-26.

Anderson² made a study of the agriculture education majors at The University of Tennessee who graduated from the fall quarter, 1949, through the spring quarter, 1955, and found the following: one hundred forty-five, or 72.5 per cent, of the graduates transferred to The University of Tennessee. Each of the transfer students transferred an average of 96.5 quarter hours, or approximately two years of college work, to The University of Tennessee, College of Agriculture; approximately three-fourths of the graduates completed an average of 3.19 years of vocational agriculture in high school; approximately 53 per cent of the graduates decided to major in agricultural education before entering college, 39 per cent decided during college, and 8 per cent decided after receiving a Bachelor of Science degree in another major; the vocational agriculture teacher was found to be the person most influential in the decision of 57 per cent of the graduates to major in agricultural education; and "more chance for advancement," "higher salary," and "more personal freedom" were the major reasons given for entering occupations other than teaching vocational agriculture.

²Ernest F. Anderson, "A Study of the Agricultural Education Majors Who Graduated from The University of Tennessee College of Agriculture from the Fall Quarter, 1949, to the Spring Quarter 1956" (unpublished Master's thesis, Department of Agricultural Education, The University of Tennessee, June, 1956), pp. 16-21.

Peacock and others,³ in an investigation of agricultural graduates of The University of Tennessee, found a total of 472 students, or 38 per cent of the total number of graduate students included, were transfer students to The University of Tennessee, College of Agriculture, from other colleges. About 11 per cent transferred from institutions outside Tennessee. The largest number, 188 of the 472, transferred from The University of Tennessee, Martin Branch at Martin.

Anderson⁴ reported the scholastic achievement of graduates in agricultural education courses, based on the grade point average which was .25 quality point higher than the scholastic achievement of the graduates in all courses taken in college. This investigation also showed the student teaching average to be .34 (3.02 - 2.68) quality point higher than the over-all grade point average.

Bryan,⁵ in a study of University of Idaho graduates, found that a large majority of the graduates (72.2 per cent) taught vocational agriculture in the first position held

³Peacock, McSpadden, and Wingo, loc. cit.

⁴Anderson, loc. cit.

⁵United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 265, Supplement No. 10 (Washington: Government Printing Office, 1957), p. 16.

after receiving their Bachelor of Science degree. At the time of his study (1954), only 33.3 per cent were teaching vocational agriculture. Other graduates were in the following occupations: farming, 15.3 per cent; miscellaneous occupations related to agriculture, 14.6 per cent; Agricultural Extension Service, 11.8 per cent; agriculture agents for industry, 6.3 per cent; unclassified occupations, 6.3 per cent; and occupations not related to agriculture, 5.5 per cent. Of the nineteen reasons given for not teaching vocational agriculture at the present time, low salary, lack of advancement, and preference for other work were found to be the significant reasons for not teaching at that time.

In a research project conducted by Nix⁶ at the University of Georgia in 1951, to determine occupational status of agricultural education majors who graduated from 1935 to 1940, inclusive, the following was pointed out: (1) the 166 men included were engaged in thirty-seven different occupations with almost half of these being employed in the field of vocational agriculture, one-fifth were engaged in farming and related agricultural occupations, one-seventh were employed in other professional agricultural occupations,

⁶United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 251, Supplement No. 6 (Washington: Government Printing Office, 1957), pp. 63-64.

and one-twelfth were engaged in educational work of a non-agricultural nature; (2) over 90 per cent were engaged in occupations which utilized their training in agriculture or education or both; (3) the majority of graduates trained to teach vocational agriculture at the University of Georgia do teach for a period of time; (4) the study shows the 166 graduates had been engaged in fifty-four different occupations during the ten years following graduation; and (5) the major reason revealed by this and similar studies for the large turnover of vocational agriculture teachers was the low income earned.

Chapman⁷ found that of 741 Louisiana State University graduates surveyed in 1949 there were 64.3 per cent who entered the field of teaching vocational agriculture immediately following graduation. While the number entering the field was quite large, the tenure of vocational agriculture teachers in Louisiana was low, the average for all qualifiers was 5.9 years, or 46.8 per cent of the total potential service.

⁷United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 246, Supplement No. 4 (Washington: Government Printing Office, 1954), p. 13.

Roderick⁸ of Missouri, conducted a study in 1953 to determine some reasons why former teachers of vocational agriculture left the profession. Data from his study cited "limited opportunity for advancement" as the major reason given for leaving the teaching profession. Teachers received salary increases up to nine or ten years of experience, but after that other vocations paid substantially more than teaching.

In a study conducted by Pearson⁹ to determine the occupational and socioeconomic status of graduates of the University of Minnesota agricultural education curriculum, he found that a large portion of the graduates entered the teaching profession after graduation. However, there appears to be a tendency to leave the teaching field in large numbers within the first few years.

In a ten year study, ending in 1956, of an investigation to determine why teachers of vocational agriculture

⁸United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 256, Supplement No. 8 (Washington: Government Printing Office, 1953), pp. 84-85.

⁹United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 248, Supplement No. 5 (Washington: Government Printing Office, 1953), pp. 84-85.

left the profession, Lambreth¹⁰ found salary to be listed more than any other major reason. He also found that the highest salaries received varied from less than \$2,900 to over \$5,599.

Of the 144 graduates surveyed by Bryan¹¹, those teaching vocational agriculture had the lowest mean salary of all the occupational groups. This salary (\$4,755) was lower than the mean salary of all graduates. The graduates in miscellaneous occupations related to agriculture reported the highest mean salary (\$6,490) of all the occupational groups. Thirty-nine per cent of the graduates reported receiving a mean income of \$1,629 in addition to the salary from their major occupation.

At the University of Vermont in 1953, MacDonald¹² made a study to try to determine why students chose the

¹⁰Edwin Eugene Lambreth, "Who Former Teachers of Vocational Agriculture Left the Field" (unpublished Master's thesis, The University of Tennessee, Knoxville, March, 1958), pp. 20-53.

¹¹United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 265, Supplement No. 10 (Washington: Government Printing Office, 1957), p. 16.

¹²United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 8 (Washington: Government Printing Office, 1953), p. 62.

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agricultural education major, when the decision was made, and what suggested improvements in the system might attract students. Findings show that "desire to work with farm boys," "pleantiful job opportunities," and "variety of work" was most influential in their choice to major in agricultural education. The persons who most influenced the student's choice were the teacher trainer, personal friends, college advisor, vocational agriculture teachers and supervisors.

In responding to "time of decision" to major in agricultural education, 20 per cent indicated their decision was made while in high school, 73 per cent while in college, and 8 per cent after graduation from college.

Recommendations were made to place more emphasis on recruiting at the college level along with the use of an attractively printed description of the opportunities in the vocation.

VIII. ORGANIZATION OF THE STUDY

Chapter I introduces the problem and describes the procedure which was followed. Chapter II includes presentation and discussion of the 153 agricultural education graduates. Chapter III includes the data and discussion concerning the educational background and scholastic achievement of agricultural education graduates and presents answers to questions five through ten as stated in "Questions to be

Answered." Chapter IV presents the data and discussion concerning employment and salaries of the graduates and presents answers to questions eleven through seventeen as stated in Chapter I in "Questions to be Answered." Chapter V includes a summary of the findings and the implications for further study.

CHAPTER II

ENROLLMENT

I. GENERAL

Because The University of Tennessee is the major school in Tennessee that offers a curriculum for certification of vocational agriculture teachers, it becomes a responsibility of this university to supply the entire state with an adequate supply of teachers. Specifically, the Agricultural Education Department is responsible for training teachers of vocational agriculture to all counties in Tennessee which offer vocational agriculture in high school. With the foregoing in mind, the investigator set forth to determine if the Agricultural Education Department is training vocational agriculture teachers from every section of the state.

II. PRESENTATION AND DISCUSSION OF DATA

From what counties of the state did the graduates come?

The data presented in Figure 1 are based on the home address of the graduate as it was entered on the student's transcript when he enrolled at The University of Tennessee

for his first work. All graduates who reported their addresses in Tennessee were used in securing these data.

Figure 1 indicates that twenty-two of the thirty-three East Tennessee counties had at least one graduate during the nine year period covered by this study. Twelve counties--Anderson, Hancock, Jefferson, Johnson, Marion, Meigs, Rhea, Scott, Sequatchie, Sevier, Union and Washington--did not have any graduates during the period covered by this study. Blount, Green, Hawkins and Knox Counties each had five graduates. Morgan County had four graduates while four counties including Grainger, McMinn, Monroe and Unicoi each had three students to graduate. No county in East Tennessee had more than five graduates during the period covered by this study.

Twenty-six of the forty-one Middle Tennessee counties had at least one graduate. Fourteen counties did not have a graduate during the nine years covered. These counties were: Cannon, Clay, Coffee, Franklin, Hickman, Jackson, Macon, Overton, Perry, Pickett, Stewart, Sumner, Van Buren and White. Lawrence County had four graduates which is the largest number from any county in Middle Tennessee. Only four other Middle Tennessee counties--Fentress, Lincoln, Marshall, and Montgomery--listed three graduates during this period. Sixteen Middle Tennessee counties had two graduates each.

Sixteen of the twenty-one West Tennessee counties had one or more graduates during the period covered by this study. Five counties--Chester, Crockett, Fayette, Hardin and Lake--had no graduates. Gibson County had seven graduates which was three more than any other county in West Tennessee, and the highest number from any one county in the state.

Sixty-three, or 66 per cent, of the ninety-five counties had one or more graduates from The University of Tennessee College of Agriculture with a major in agricultural education during the nine years covered by this study. Thirty-two Tennessee counties did not have any graduates during this period. Anderson¹ found that seventy-six, or 80 per cent, of the ninety-five counties in Tennessee had at least one graduate during his six-year study that ended with the spring quarter of 1955.

From what geographic division of Tennessee or states other than Tennessee did the graduate come?

Table I shows the distribution of graduates from East Tennessee, Middle Tennessee, West Tennessee, and states other than Tennessee. These data were broken down into the number of graduates and per cent of graduates for each section of

¹E. F. Anderson, "A Study of the Agricultural Education Majors Who Graduated from The University of Tennessee College of Agriculture from the Fall Quarter, 1949, through the Spring Quarter, 1955" (unpublished Master's thesis, The University of Tennessee, 1956), pp. 12-14.

TABLE I
RESIDENCE OF GRADUATES FROM EAST, MIDDLE, AND WEST
TENNESSEE AND STATES OTHER THAN TENNESSEE

Location	Graduates	
	Number	Per Cent
Section of Tennessee		
East Tennessee	52	34.0
Middle Tennessee	55	35.9
West Tennessee	38	24.8
States other than Tennessee	8	5.3
Total	153	100.0

Tennessee and for states other than Tennessee. Of the 153 graduates, fifty-two, or 34.0 per cent, were from twenty-one of the thirty-three East Tennessee counties. Fifty-five, or 35.9 per cent, of the graduates were from twenty-six of the forty-one Middle Tennessee counties, while thirty-eight, or 24.8 per cent, were from sixteen of the twenty-one West Tennessee counties. Eight, or 5.3 per cent, of the graduates listed their home addresses as being in states other than Tennessee. Permanent records indicated that those eight graduates were from the five following states: four from North Carolina, and one from each of the following states: Florida, South Carolina, Mississippi, and Virginia.

The data presented in Table II show the distribution of graduates from East Tennessee, Middle Tennessee, West Tennessee, and states other than Tennessee. No one geographic division of the state had the highest percentage of the graduates for all nine years shown in this study. West Tennessee had the highest percentage of the graduates in 1955-56, but fewer each year thereafter. Middle Tennessee had the highest percentage of graduates in the years 1957-58, 1958-59, but dropped below East Tennessee in the highest percentage of graduates in 1959-60. East Tennessee had the highest percentage of graduates in 1961-62 and 1962-63. The percentages of graduates from the three regions were: East Tennessee, 34 per cent; Middle Tennessee, 35.9 per cent;

TABLE II

NUMBER OF GRADUATES FROM EAST, MIDDLE, AND WEST TENNESSEE AND STATES OTHER THAN TENNESSEE BY YEAR OF GRADUATION FROM COLLEGE

Year of Graduation	Total Number of Graduates	Section of State				States Other Than Tennessee			
		East		Middle		West		No.	Per Cent
1955-56	13	1	7.7	4	30.8	7	53.8	1	7.7
1956-57	20	9	45.0	8	40.0	3	15.0	0	
1957-58	24	3	12.5	11	45.8	9	37.5	1	4.2
1958-59	27	5	18.5	10	37.0	9	33.4	3	11.1
1959-60	17	7	41.2	6	35.3	3	17.6	1	5.9
1960-61	14	6	42.9	6	42.9	2	14.2	0	
1961-62	14	6	42.9	5	35.7	3	21.4	0	
1962-63	13	9	69.2	2	15.4	1	7.7	1	7.7
1963-64	11	3	27.2	4	36.4	3	27.2	1	9.1
Total	153	49	307.1	56	319.3	40	227.9	8	45.7

and West Tennessee, 24.8 per cent.

The percentage of graduates who listed a permanent address in states other than Tennessee was 5.1. This was the same figure as that found by Peacock² whose study covered a thirty-year period ending in 1950. This figure was approximately the same as that found by Anderson³ in 1956.

How many graduates were transfer students?

The data presented in Table III show the number and percentage of graduates who transferred to The University of Tennessee, College of Agriculture by year of graduation from college. Ninety-six, or 62.7 per cent, of the 153 graduates covered by this study transferred to the College of Agriculture. The percentage of graduates who were transfer students seemed to fluctuate, beginning with 10.4 per cent of transfer students for the year 1955-56, and climbing to 17.7 per cent for the year 1957-58. A decline to 6.2 per cent for the year 1961-62 preceded another rise to 9.4 per cent the last years (1962-63 and 1963-64) covered by this study.

²N. D. Peacock, B. J. McSpadden, and G. H. Wingo, "A Study of the Employment Opportunities for Agricultural Graduates of The University of Tennessee" (unpublished study, College of Agriculture, The University of Tennessee, 1951), pp. 2-3.

³Anderson, loc. cit.

TABLE III
NUMBER OF TRANSFER STUDENTS BY
YEAR OF GRADUATION

Year of Graduation	Total Number of Graduates	Transfer Students	
		Number	Per Cent
1955-56	13	10	10.4
1956-57	20	14	14.6
1957-58	24	16	16.7
1958-59	27	17	17.7
1959-60	17	8	8.3
1960-61	14	9	9.4
1961-62	14	6	6.2
1962-63	13	7	7.3
1963-64	11	9	9.4
Total	153	96	100.0
Average			62.7

In a similar study Anderson⁴ found that 145, or 72.5 per cent, of the 200 agricultural education graduates covered by his study were transfer students to The University of Tennessee, College of Agriculture. Peacock,⁵ in a study of graduates representing various departments of the College of Agriculture, covering a thirty-year period ending in 1950, found that a total of 472, or 38 per cent of the total number of students transferred to The University of Tennessee, College of Agriculture from other colleges.

From what college or university did the transfer students come?

The data presented in Table IV show a total of ninety-six students, representing 62.7 per cent of the total number transferred to the agricultural education curriculum, The University of Tennessee, College of Agriculture, from twenty colleges. The largest number, forty-two, or 43.8 per cent, of the ninety-six transferred from The University of Tennessee, Martin Branch, in Martin, Tennessee, formerly The University of Tennessee Junior College. Austin Peay State College, Clarksville, Tennessee, recorded the second highest percentage of transfer students with 10.4 per cent.

⁴Ibid., pp. 16-18.

⁵Peacock, McSpadden, and Wingo, loc. cit.

TABLE IV
 DISTRIBUTION OF TRANSFER STUDENTS BY COLLEGES
 FROM WHICH THEY TRANSFERRED

<u>Colleges From Which Students Transferred</u>	<u>Transfer Students</u>	
	<u>Number</u>	<u>Per Cent</u>
University of Tennessee, Martin Branch Martin Tennessee	42	43.8
Austin Peay State College, Clarksville, Tennessee	10	10.4
Middle Tennessee State University, Murfreesboro, Tennessee	9	9.4
East Tennessee State College, Johnson City, Tennessee	8	8.3
Hiwassee Junior College, Madisonville, Tennessee	6	6.2
Tennessee Polytechnic University Cookeville, Tennessee	5	5.2
North Carolina State College, Raleigh, North Carolina	3	3.1
<u>Thirteen other colleges</u>	<u>13</u>	<u>13.6</u>
Total	96	100.0

In previous similar studies, Peacock⁶ as well as Anderson⁷ found that approximately 40 per cent of the transfer students were from The University of Tennessee Martin Branch, at Martin.

Another observable fact is that eighty-three, or 86.5 per cent, of the ninety-six transfer students transferred from the seven colleges or universities that are listed in Table IV. The remaining thirteen, or 13.6 per cent, of the transfer students transferred from thirteen different institutions. Six and three-tenths per cent of the transfer students came from six institutions outside Tennessee.

How many quarter hours of college credit were transferred per student?

Table V shows the average number of quarter hours of college credit transferred per student to The University of Tennessee College of Agriculture. The data show the total number of transfer students and the average number of quarter hours transferred per student by year of graduation from college. The total number of transfer students per year varied from a high of seventeen in 1958-59 to a low of six

⁶Ibid.

⁷Anderson, op. cit., pp. 18-19.

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TABLE V
AVERAGE NUMBER OF QUARTER HOURS TRANSFERRED
PER STUDENT BY YEAR OF COLLEGE GRADUATION

Year of Graduation	Total Number of Graduates	Number
1955-56	10	108.4
1956-57	14	86.9
1957-58	16	97.6
1958-59	17	92.8
1959-60	8	84.8
1960-61	9	83.1
1961-62	6	94.2
1962-63	7	93.0
1963-64	9	88.0
Total	96	849.4
Nine-year average	10.7	94.4

in 1961-62 with a nine-year average of 10.7 transfer students per year. The average number of hours transferred per student ranged from a high of 108.4 hours in 1955-56 to a low of 83.1 hours in 1960-61 with a nine-year average of 94.4 quarter hours per student. This indicates that the transfer student entered the Agricultural Education Department of The University of Tennessee with an average of approximately six quarters or two years of college credit. Another observable fact in Table V is that, of the 153 graduates included in this study 62.7 per cent completed a minimum of 55.5 per cent of their college work at The University of Tennessee, in Knoxville.

CHAPTER III

EDUCATIONAL BACKGROUND

The purpose of this chapter was to determine if a relationship existed between the graduate's high school education in vocational agriculture and his decision to major in agricultural education. The chapter will also seek to identify those people who influenced the graduates to major in agricultural education at The University of Tennessee.

I. PRESENTATION AND DISCUSSION OF DATA

Years of Vocational Agriculture Completed in High School

The information was obtained from a questionnaire mailed to each graduate, and from the graduate's transcript (see Appendix B). An analysis of Table VI shows that 132, or 86.3 per cent, of the 153 graduates completed at least one year of vocational agriculture. Table VI shows the percentage of graduates who completed at least one year of vocational agriculture varied from a low of 76.9 per cent for the year 1962-1963 to a high of 100 per cent for the years 1961-1962 and 1963-1964. The data show an increase in the number of high school graduates who had vocational agriculture from 1955-1956 through the year 1958-1959. A gradual decline was noted in the five remaining years.

TABLE VI

NUMBER AND PER CENT OF 153 UNIVERSITY OF TENNESSEE GRADUATES
FROM AGRICULTURAL EDUCATION WHO HAD ENROLLED
IN VOCATIONAL AGRICULTURE IN HIGH SCHOOL

Year of College Graduation	Total Number of Graduates	Graduates Who Had Vocational Agriculture	
		Number	Per Cent
1955-56	13	12	92.3
1956-57	20	16	80.0
1957-58	24	20	83.3
1958-59	27	23	85.2
1959-60	17	15	88.2
1960-61	14	11	78.6
1961-62	14	14	100.0
1962-63	13	10	76.9
1963-64	11	11	100.0
Total	153	132	
Average			86.3

An analysis of Table VII shows the distribution of graduates who had vocational agriculture in high school and the number of years completed. Of the 132 graduates who had vocational agriculture courses in high school, ninety-three, or 70.5 per cent, completed four years, twenty-three, or 17.4 per cent, completed three years; nine, or 6.8 per cent, completed two years; while only seven, or 5.3 per cent, of the graduates reported completing one year. Data in Table VI show that approximately six out of seven graduates received some training in vocational agriculture before entering college. One hundred sixteen, or 87.9 per cent, of the graduates had three years or more of vocational agriculture before entering college.

Table VIII shows more graduates completed four years of vocational agriculture than completed either three, two, or one years. In every year except 1957-58 the number of graduates who completed one year of vocational agriculture was lower than the number completing two, three, or four years. Of the nine years included in this study, over 50 per cent of the graduates had taken four years of vocational agriculture in high school with the exception of graduates of the years 1955-56 and 1956-57.

Table VIII reveals that of the 153 graduates, ninety-three, or 60.8 per cent, completed four years of vocational agriculture; twenty-three, or 15 per cent, completed three

TABLE VII
NUMBER AND PER CENT OF AGRICULTURAL EDUCATION GRADUATES
WHO COMPLETED ONE, TWO, THREE OR FOUR YEARS OF
VOCATIONAL AGRICULTURE IN HIGH SCHOOL

Years of Vocational Agriculture Completed in High School	Graduates Who Had Vocational Agriculture	
	Number	Per Cent
Four years	93	70.5
Three years	23	17.4
Two years	9	6.8
One year	7	5.3
Total	132	100.0

TABLE VIII

DISTRIBUTION OF ALL GRADUATES BY NUMBER AND PER CENT OF YEARS OF VOCATIONAL AGRICULTURE COMPLETED IN HIGH SCHOOL AND BY YEAR OF GRADUATION FROM COLLEGE

Year Graduation	Total Number of Graduates	Number and Per Cent of Graduates by Years of Vocational Agriculture Completed						Per Cent	
		4 Yrs. Per Cent	3 Yrs. Per Cent	2 Yrs. Per Cent	1 Yr. Per Cent	None Per Cent	Per Cent		
1955-56	13	6	46	4	31	2	15	1	08
1956-57	20	9	45	3	15	2	10	4	20
1957-58	24	14	50	1	04	3	12	4	17
1958-59	27	18	67	3	11	1	04	4	14
1959-60	17	12	71	1	06	1	06	2	11
1960-61	14	9	65	2	14			3	21
1961-62	14	10	71	4	29				
1962-63	13	7	53	2	16			1	08
1963-64	11	8	73	3	27				
Total	153	93	60.8	23	15.0	9	5.9	7	4.6
Per cent									13.7

years; nine, or 5.9 per cent, completed two years; and seven, or 4.6 per cent, finished only one year. The remaining twenty-one, or 13.7 per cent, did not have credit in vocational agriculture before entering college.

An analysis of Table IX gives the average number of years of vocational agriculture by year of graduation from college. The trend in the number of years of vocational agriculture completed was upward during the nine-year period. The average number of years of vocational agriculture increased from a low of 3.19 years in 1956-57 to a high of 3.73 years for the year 1963-64, an increase of .54 per year. Anderson¹, in a similar study extending over a six-year period which began in 1949, found that the average number of years completed by each student increased an identical .54 years. The number of graduates who had vocational agriculture increased from twelve in 1955-56 to twenty-three in 1958-59; then declined to their lowest point in 1962-63 when only ten graduates out of thirteen reported having vocational agriculture in their high school years. Of the 153 graduates included in this study, 132, or 86.3 per cent,

¹E. F. Anderson, "A Study of the Agricultural Education Majors Who Graduated from The University of Tennessee College of Agriculture from the Fall Quarter, 1949, through the Spring Quarter of 1955" (unpublished Master's thesis, The University of Tennessee, Knoxville, 1956), pp. 22-25.

TABLE IX

AVERAGE NUMBER OF YEARS OF VOCATIONAL AGRICULTURE
COMPLETED BY 132 AGRICULTURAL EDUCATION GRADUATES
FROM 1955-56 THROUGH 1963-64

Year of Graduation	Number of Graduates Having Vocational Agriculture	Average Number of Years Per Student
1955-56	12	3.33
1956-57	16	3.19
1957-58	20	3.33
1958-59	23	3.65
1959-60	15	3.60
1960-61	11	3.55
1961-62	14	3.71
1962-63	10	3.50
1963-64	11	3.73
Total	132	
Nine-year average	14.7	3.5

completed an average of 3.51 years of vocational agriculture in high school.

When did the graduate decide to major in agricultural education?

The data for this question were taken from the one hundred usable questionnaires sent to 153 former graduates. All conclusions were based on the one hundred returns.

Table X shows the distribution of graduates by the time of their decision to major in agricultural education. Summaries of Table X indicate that thirty-two, or 32.0 per cent, of the graduates decided upon an agricultural education major while still in high school; twenty-five, or 25.0 per cent, after graduation from high school but before entering college; and forty-two, or 43.0 per cent, after entering college or before receiving a Bachelor of Science degree. Another observable fact of Table X is that a large number, seventy-two, or 72.0 per cent, of the graduates decided to major in agricultural education while in the twelfth grade, between high school and college, or during the sophomore year of college.

An observation of Table XI reveals that a total of fifty-seven, or 57.0 per cent, of the graduates decided on the agricultural education major before entering college. The remaining forty-three, or 43.0 per cent, made their

TABLE X

NUMBER, PER CENT AND TIME OF DECISION TO MAJOR BY
ONE HUNDRED AGRICULTURAL EDUCATION GRADUATES

Time of Decision	Graduates	
	Number	Per Cent
<u>In high school</u>		
9th grade		
10th grade	4	4.0
11th grade	8	8.0
12th grade	20	20.0
<u>Between high school and college</u>	25	25.0
<u>In college</u>		
Freshman	11	11.0
Sophomore	27	27.0
Junior	4	4.0
Senior	1	1.0
<u>Total</u>	100	100.0

TABLE XI
DISTRIBUTION OF GRADUATES BY THEIR DECISION
TO MAJOR IN AGRICULTURAL EDUCATION
BEFORE AND DURING COLLEGE

Time of Decision	Graduates	
	Number	Per Cent
Before entering college	57	57.6
During college	43	42.4
Total	100	100.0

decision while pursuing their college education.

II. REASONS GRADUATES GAVE FOR MAJORING IN AGRICULTURAL EDUCATION

One hundred graduates who replied listed one or more choices from a list of seven for enrolling in agricultural education. After being asked to check all choices, Table XII reveals that 70 per cent checked the choice "desire to work with farm boys" most often. The second most important choice checked was "the broad training experiences in the agricultural education curriculum." It was checked by sixty-four, or 64 per cent, of the graduates responding. Forty-one, or 41 per cent, indicated they majored in agricultural education because of "the availability of jobs." "Salary" and "social status of vocational agriculture teachers" in the community were each listed by twenty-five, or 25 per cent, of the graduates. Twenty per cent indicated the "desire to teach adults" was one reason for choosing the agricultural education curriculum at The University of Tennessee. The number of graduates listing reasons other than the above accounted for approximately 25 per cent. Reasons they gave were: "love for farming," "loved agriculture associated work," "to be close to farm life," "interested in subject matter," "liked working on farm and teaching farm mechanics," and "had a desire to attend college while in Korea and knew

TABLE XII

TWO HUNDRED AND SEVENTY REASONS GIVEN FOR MAJORING
IN AGRICULTURAL EDUCATION AS LISTED BY
ONE HUNDRED GRADUATES*

Reason	Graduates	
	Number	Per Cent
Desire to teach boys	70	70
Broad training experience in agriculture education curriculum	64	64
Availability of jobs	41	41
Salary	25	25
Social status of vocational agriculture teachers in the community	25	25
Desire to teach adults	20	20
Others	25	25

*Each graduate could check more than one answer.

nothing to major in except vocational agriculture and industrial arts, so I chose vocational agriculture."

III. PERSONS INFLUENCING THE DECISION OF GRADUATES TO MAJOR IN AGRICULTURAL EDUCATION

Table XIII summarizes the data of persons who were most influential on the graduate's decision to enroll in agricultural education curriculum. Table XIII shows that seventy-six, or 76.0 per cent of the one hundred graduates indicated that "his teacher of vocational agriculture" was the one person who most influenced the decision to major in agricultural education. Each graduate could check more than one person, therefore, more than one hundred persons were checked. Second most important was "parents and relatives" who influenced thirty-four, or 34.0 per cent, of the graduates to major in agricultural education. "College advisor" was checked as being the most influential person in the decision to major in agricultural education by nineteen, or 19.0 per cent; "county agent" was listed by nine, or 9.0 per cent; and "high school teachers other than teachers of vocational agriculture" was listed by six, or 6.0 per cent. Thirty, or 30.0 per cent, of the graduates listed "other reasons." Of the thirty, the majority reported the decision as their "own." Other comments were as follows: "contacts with agricultural education majors," "interest in general

TABLE XIII

PERSONS* MOST INFLUENTIAL IN THE DECISION OF 100
GRADUATES TO MAJOR IN AGRICULTURAL EDUCATION

Most Influential Person	Graduates	
	Number	Per Cent
My vocational agriculture teacher	76	43.7
Parent or relative	34	19.5
College advisor	19	10.9
County agent	9	5.2
Other high school teachers	6	3.5
Others	30	17.2
Total	174*	100.00

*Each graduate could check more than one person.

farming," "my wife influenced my decision," and "the granting of a scholarship to The University of Tennessee, College of Agriculture."

IV. SCHOLASTIC ACHIEVEMENT

The Scholastic Achievement of Graduates in Agricultural Education Courses Compared to Their Over-all Scholastic Achievement

It can be observed from Table XIV that the total grade point average of the 153 graduates included in this study was lower than the agricultural education grade point average. The total grade point average ranged from a high of 2.77 in 1956-57 to a low of 2.32 in 1962-63, with a nine-year average of 2.58. The twenty graduates of 1956-57 had the highest grade point average for any year, except in student teaching, when they were exceeded by two other groups. The over-all agricultural education grade point average varied from a high of 3.23 for twenty graduates in 1956-57 to a low of 2.88 for thirteen students who graduated in 1962-63. With the exception of a 2.95 grade point recorded for 1962-63, there has been an increase in the grade point average for student teaching for the nine years included in this study. The total grade point average was .50 lower than the agriculture education grade point average. The agricultural education grade point average was .25 higher

than that found by Anderson² in 1956.

Table XIV shows that the grade point average for student teaching was consistently higher than the grade point average of other agricultural education courses, for a higher average of .25 for the nine years covered. The nine year student teaching average of 3.21 also exceeded the over-all average of 2.58 by .63. From the nine-year average of 3.21, an average grade of more than a "B" could be assigned.

The Over-all Scholastic Achievement of Graduates Who Are Teaching Vocational Agriculture Compared to Those Employed in Other Occupations

An analysis of Table XV shows the over-all grade point average of agricultural education graduates now teaching vocational agriculture compared to graduates choosing occupations other than teaching vocational agriculture. The over-all grade point average of 2.58 for all 153 graduates was very little different than the over-all average of 2.57 for the fifty graduates teaching vocational agriculture. A comparison of grade point averages of graduates now teaching vocational agriculture with those choosing other occupations reveals a slightly higher over-all average (2.64) for those choosing other occupations than for the graduates now teaching vocational agriculture (2.57).

²Ibid., pp. 38-40.

TABLE XIV

OVER-ALL GRADE POINT AVERAGE OF GRADUATES COMPARED TO THE
GRADE POINT AVERAGE OF AGRICULTURE EDUCATION

Year of Graduation	Total Number Graduates	Over-all Grade Point Average	Grade Point Average in		
			Agricultural Education Courses	Student Teaching	Over-all Agricultural Education
1955-56	13	2.34	2.93	3.07	3.00
1956-57	20	2.77	3.18	3.27	3.23
1957-58	24	2.65	3.03	3.09	3.06
1958-59	27	2.59	2.93	3.39	3.16
1959-60	17	2.60	2.90	3.20	3.05
1960-61	14	2.53	2.83	3.22	3.02
1961-62	14	2.64	2.95	3.23	3.09
1962-63	13	2.32	2.82	2.95	2.88
1963-64	11	2.55	2.91	3.33	3.12
Nine-year average	17	2.58	2.96	3.21	3.08

TABLE XV

OVER-ALL GRADE POINT AVERAGE OF GRADUATES TEACHING VOCATIONAL
 AGRICULTURE COMPARED TO GRADE POINT AVERAGES OF
 GRADUATES CHOOSING OTHER OCCUPATIONS

Year of Graduation	Total Number Graduates	Over-all Grade Point Average	Graduates Who Chose			
			Number	Teaching Vocational Agriculture	Number Occupations	
1955-56	13	2.34	2	2.52	11	2.67
1956-57	20	2.77	4	2.81	16	2.76
1957-58	24	2.65	5	2.64	19	2.66
1958-59	27	2.59	12	2.58	15	2.59
1959-60	17	2.60	10	2.63	7	2.55
1960-61	14	2.53	5	2.43	9	2.58
1961-62	14	2.64	3	2.40	11	2.71
1962-63	13	2.32	5	2.40	8	2.51
1963-64	11	2.55	4	2.55	7	2.55
Total	153		50		103	
Average		2.58		2.57		2.64

CHAPTER IV

EMPLOYMENT AND SALARIES

I. GENERAL

In view of the shortage of qualified teachers who will accept employment to teach vocational agriculture in public high schools of Tennessee, the objectives of the investigator were to determine the number of agriculture education graduates who became teachers of vocational agriculture and how many became employed in other professions. If the graduate was not teaching vocational agriculture, he was asked why he entered another occupation rather than teaching.

The graduates, who were not teaching, were asked under what circumstances they would be interested in teaching vocational agriculture now or later. Those graduates now teaching vocational agriculture were asked why they continued to teach. The final question asked was, "How do salaries and other income of vocational agriculture teachers compare with graduates choosing other occupations?"

II. PRESENTATION AND DISCUSSION OF DATA

How many graduates became teachers of vocational agriculture?

Table XVI presents a breakdown of the graduates who became teachers of vocational agriculture. The data are classified according to year of graduation from college. Fifty-two of the one hundred graduates who returned questionnaires had taught vocational agriculture as their first employment after graduation. An additional two per cent began teaching one year or more after graduation. Thirty-five of the graduates reported they were teaching vocational agriculture when this investigation was conducted. There was a gradual decrease in the number of graduates per year throughout the study as well as the number of graduates whose first employment following graduation was teaching vocational agriculture. The percentage of graduates whose first employment was teaching vocational agriculture varied from a high of 45 per cent to a low of 25 per cent during the nine-year period.

Anderson,¹ in a study covering a six-year period, found that 64.9 per cent of the 1956-57 graduates had taught vocational agriculture at some time following graduation. This was 27.5 per cent more than the present study revealed.

¹E. F. Anderson, "A Study of the Agricultural Education Majors Who Graduated from the University of Tennessee College of Agriculture from the Fall Quarter 1949 through the Spring Quarter, 1955" (unpublished Master's thesis, The University of Tennessee, Knoxville, 1956), pp. 40-43.

TABLE XVI
 DISTRIBUTION OF GRADUATES WHO BECAME TEACHERS OF VOCATIONAL AGRICULTURE
 BY YEAR OF GRADUATION FROM COLLEGE

Year of Graduation	Total Number of Graduates	Number of Graduates Reporting		First Employed as Vocational Agriculture Teachers		Graduates Teaching Vocational Agriculture in 1964-65		Graduates Who Taught Vocational Agriculture Since Graduation	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1955-56	13	7	53.8	5	38.4	1	7.6	2	15.3
1956-57	20	16	80.0	9	45.0	3	15.0	10	50.0
1957-58	24	18	75.0	6	25.0	4	20.8	7	29.1
1958-59	27	17	62.5	11	40.7	8	29.6	12	44.4
1959-60	17	8	47.0	6	35.2	6	35.2	7	41.1
1960-61	14	10	71.4	5	35.7	4	28.5	5	35.7
1961-62	14	9	64.2	3	21.4	3	21.4	3	21.4
1962-63	13	8	61.5	4	30.7	3	23.0	5	38.4
1963-64	11	7	63.6	3	27.2	3	27.2	3	27.2
Total	153	100		52		35		54	

What occupations other than teaching vocational agriculture did the graduates enter?

The one hundred graduates reported entering fourteen different occupations when first employed following graduation. Fifty-two were first employed as teachers of vocational agriculture. Ten of the graduates entered the military service while another ten entered a graduate program at some college or university. Colleges employed seven of the graduates who reported. The remaining twenty-one listed ten different occupations as their first employment, with no more than four graduates listing any one occupation.

Table XVII shows the one hundred graduates responding to be presently employed in twenty-four different occupations. Teachers of vocational agriculture make up 35 per cent of this total for the largest number of graduates engaged in any one occupation. There was a loss of 17 per cent of the teachers reporting in this nine-year period. Fifty-four reported they had taught vocational agriculture at some time since graduation. Eleven of the graduates are presently employed by the extension service while nine reported doing graduate work. An increase was noted in the following occupations: extension service, high school and elementary teaching, production credit and bank representatives. Some of the miscellaneous occupations listed were: veterans-on-farm training, soil conservation service work,

TABLE XVII
 NUMBER OF GRADUATES BY FIRST OCCUPATION AFTER
 COLLEGE AND BY PRESENT OCCUPATIONS

Occupations	First Occupation		Present Occupation	
	Number	Per Cent	Number	Per Cent
Vocational agriculture teacher	52	52.0	35	35.0
Graduate student	10	10.0	9	9.0
Military service	10	10.0	3	3.0
College teaching	7	7.0	6	6.0
Extension service	3	3.0	11	11.0
High school or elementary teacher	4	4.0	7	7.0
School administrator	1	1.0	1	1.0
Production credit			3	3.0
Department store representative	1	1.0	2	2.0
Farm improvement instructor	1	1.0	2	2.0
Bank representative			3	3.0
Tennessee Valley Authority	1	1.0	2	2.0
Farming or manager	1	2.0	3	3.0
U.S.D.A.	4	4.0	3	3.0
Miscellaneous*	5	5.0	10	10.0

*Veterans on-farm training, soil conservation service work, Kraft Foods, Pet Milk, engineer, feed mill manager, defense worker (Tullahoma), and industry.

feed mill manager, dairy manufacturing, engineer, defense worker, and industry. Twelve graduates reported other occupations.

Findings reported by Anderson² revealed very little difference in the per cent of graduates who reported their first and present occupation to be vocational agriculture teacher. Table XVII indicates a 17 per cent decline of the number of graduates who remained in teaching.

Why did some graduates enter occupations other than teaching vocational agriculture?

Table XVIII summarizes the reasons why sixty-three of the one hundred graduates reporting entered occupations other than teaching vocational agriculture. The sixty-five graduates who are presently employed in occupations other than teaching vocational agriculture were asked to check the reason or reasons why they entered another occupation. An observation of Table XVIII shows that "higher salary" was the number one reason why so many of the agricultural education graduates entered occupations other than teaching vocational agriculture. This reason was checked by fifty-two of the graduates replying to this question. "Advancement and security" was checked by forty-five of the graduates replying to this question. "Teaching situation" was checked

²Ibid.

TABLE XVIII

REASONS FOR ENTERING OCCUPATIONS OTHER THAN TEACHING
 VOCATIONAL AGRICULTURE AS REPORTED BY
 SIXTY-FIVE GRADUATES*

Reasons for Entering Other Occupations	Graduates	
	Number	Per Cent
Higher salary	52	80.1
Advancement and security (greater than in vocational agriculture)	45	69.2
Teaching situation (inadequate facili- ties and equipment, too heavy load, etc.)	14	21.5
Less politics involved	11	16.9
More personal freedom	8	12.3
Family situation (provides better en- vironment than teaching vocational agriculture)	7	10.8
Community situation a handicap to teaching vocational-agriculture	6	9.2
Administration more sympathetic and helpful than in vocational- agriculture	6	9.2
Too long a work day	5	7.7
Too much red tape	4	6.2
Deteriorated image of agriculture	4	6.2
Others	23	35.4

*Each graduate could check more than one answer.

by fourteen and "less politics" was indicated by eleven graduates as a reason for choosing occupations other than teaching vocational agriculture. Seven additional reasons listed in the questionnaire were checked a total of forty times as shown by Table XVIII. Some "other reasons" listed by the graduates were: not interested in teaching vocational agriculture, looked upon vocational agriculture teaching as a stepping stone, no jobs teaching vocational agriculture open after graduation, no school openings near home county, too many hours if a decent job is done, vocational agriculture department discontinued, own four cattle farms and need summers free, too many nights, Saturdays and trips away from home, vocational agriculture not justified in Knox County according to superintendent of schools, and desired to further my education.

Roderick,³ in an investigation of why former teachers of vocational agriculture left the profession, found that "limited opportunities for advancement" was the major reason given for leaving the profession. The average Missouri teacher of vocational agriculture received slightly less than \$100 increase (purchasing power) per year of teaching.

³United States Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agricultural Education, Bulletin No. 256, Supplement No. 8 (Washington: Government Printing Office, 1953), pp. 85-86.

Former teachers employed in their new occupations received a yearly increase of \$400 (purchasing power).

Lambreth⁴ made a study of 120 former Tennessee teachers to determine why these teachers of vocational agriculture left the profession. Seventy-two reasons under eight areas were listed by the teachers for leaving the profession. The important reasons in order of frequency were: (1) salary too low compared to other occupations, (2) limited chance for promotion in vocational agriculture, (3) salary increases were too slow and too small as a teacher, (4) salary too low compared to the number of hours worked as a teacher, (5) desired better economic and social conditions, (6) inadequate equipment and supplies, and (7) assigned too many non-vocational duties.

Would those graduates entering occupations other than teaching vocational agriculture be interested in teaching vocational agriculture under different circumstances?

Table XIX shows the number and per cent of graduates that majored in agricultural education who would be interested in teaching vocational agriculture again or for the first time. Ninety-one per cent indicated they would be

⁴Edwin E. Lambreth, "Why Former Teachers of Vocational Agriculture Left the Profession" (unpublished Master's thesis, The University of Tennessee, Knoxville, March, 1958), pp. 75-79.

TABLE XIX

AGRICULTURAL EDUCATION GRADUATES WHO ARE INTERESTED AND
ARE NOT INTERESTED IN TEACHING VOCATIONAL AGRICULTURE
AGAIN OR FOR THEIR FIRST TIME

Statement	Graduates	
	Number	Per Cent
Interested in teaching vocational agriculture under different circumstances	91	91.0
Not interested under any circumstances	9	9.0
Total	100	100.0

interested in teaching vocational agriculture under stated conditions. Nine per cent of the graduates replying indicated that under no circumstances were they interested in teaching vocational agriculture.

Table XX summarizes the conditions stated by the one hundred graduates who indicated their interest in teaching vocational agriculture. Each graduate could indicate more than one condition. Forty-four per cent indicated "higher salary," 33 per cent listed "more opportunity for advancement," 29 per cent listed "suitable job available," while 23 per cent indicated that if they "could purchase and live on a farm in the area," were conditions that must be met before they would be interested in entering or re-entering the profession. "Better curriculum materials" and "better housing facilities and equipment" were listed by 15 per cent and 12 per cent of the graduates respectively. "Not interested under any circumstances," was reported by 9 per cent, while 8 per cent reported the two following conditions: "more competent administrators and supervisors," and "more personal freedom." "Fewer working hours" and "less politics" were each reported by 6 per cent of the graduates as being a necessary condition before they would be interested in teaching. If "my wife could get a job" and "change of principal or superintendent" were listed by a total of five graduates while 13 per cent indicated "other" conditions. Some

TABLE XX

CONDITIONS UNDER WHICH GRADUATES, ENTERING OCCUPATIONS OTHER THAN TEACHING, WOULD BE INTERESTED IN TEACHING VOCATIONAL AGRICULTURE AS REPORTED BY ONE HUNDRED GRADUATES*

Conditions	Graduates	
	Number	Per Cent
Higher salary	44	44.0
More opportunity for advancement	33	33.0
Suitable job available	29	29.0
Could purchase and live on farm in area	23	23.0
Better curriculum materials	15	15.0
Better housing facilities and equipment for vocational agriculture	12	12.0
Not interested under any circumstances	9	9.0
More competent administrators and supervisors	8	8.0
More personal freedom	8	8.0
Fewer working hours and days required	6	6.0
Less politics	6	6.0
My wife could get a teaching job	3	3.0
Change of principal or county superintendent	2	2.0
Others	13	13.0

*Each graduate could check more than one answer.

of the "other" conditions mentioned were: after retirement from service, if present job is discontinued, and if a capable farm manager could be obtained.

Why have some agricultural education majors remained in the teaching profession?

Table XXI presents the reasons why thirty-five graduates have remained in vocational agriculture teaching. Thirty-four, or 94.4 per cent reporting, indicated they "enjoy teaching agriculture" and checked it most frequently. "Am free to make my own plans" was checked by twenty-two, or 61.1 per cent, while twenty-one, or 58.3 per cent reported they "can earn a satisfactory living from the salary." Twenty, or 55.5 per cent, of the teachers reported they liked to live in the community, and did not want to move. Fourteen, or 38.8 per cent, reported supplementing their salary with income from other sources as a reason, and 25 per cent reported their wives had work in the community which had a bearing on their decision to remain in the teaching profession. Five teachers listed reasons included under "others," two of which were: good teaching supplement and enjoyed summer work.

How do salaries of vocational agriculture teachers compare with agricultural education majors employed in other occupations?

TABLE XXI

REASONS WHY AGRICULTURAL EDUCATION GRADUATES NOW TEACHING
VOCATIONAL AGRICULTURE HAVE CONTINUED THIS OCCUPATION
AS CHECKED BY THIRTY-FIVE GRADUATES

Reasons	Number	Per Cent
Enjoy teaching vocational agriculture	34	94.4
Am free to make my own plans	22	61.1
Can earn a satisfactory living from my salary	21	58.3
Like to live in community (don't want to move)	20	55.5
Supplement my salary with other income	14	38.8
Wife has work in community	9	25.0
Others	5	13.8

An analysis of the data presented in Table XXII shows the range of occupations by the number in each classification to be one to thirty-five with over one-third teaching vocational agriculture. Nearly three-fourths, or 72 per cent, were in some phase of education. Seventeen were engaged in agricultural work, either in farming or in agricultural related occupations. Other occupational classifications included were: banking, department store manager, sales, industry, engineering and military service.

The salaries of graduates ranged from \$3,750 to over \$8,000. Educational occupations represented had a range of salaries from \$3,750 to over \$8,000, with the \$3,750 salary being reported by nine graduate students who receive this amount of compensation for part-time work while pursuing their education. The remainder of the educational occupations, excluding vocational agriculture, commanded salaries of \$7,350 and above. In one case reported, a graduate student who will be teaching mathematics and science reported his income for the next school year to be \$10,000.

Agricultural related occupations commanded incomes of from \$5,200 to over \$8,000. The low of \$5,200 was received by three graduates who were employed by Production Credit Associations. These graduates only averaged 1.3 years of experience. The second lowest median salary was \$5,350 reported by two of the graduates who were farming at

TABLE XXII

RANK OF ONE HUNDRED 1955-56 AGRICULTURAL EDUCATION GRADUATES ACCORDING
TO NUMBER IN OCCUPATION, INCLUDING EXPERIENCE AND INCOME

Occupations	Number	Years of Experience in Present Occupation	Salary*	Income Supplement**	Total
Vocational agriculture teacher	35	5.0	\$5,350	\$ 829	\$6,179
Extension service	10	3.9	6,950	250	7,200
Graduate student	9	1.8	3,750	111	3,861
High school or elementary teacher	7	7.0	5,350	1,357	6,707
College teaching	6	3.3	6,350	83	6,433
Salesman	6	6.3	7,000	677	7,667
Banking	3	5.0	8,000+		8,000+
Military service	3	6.7	8,000+		8,000+
U.S. Department of Agriculture	3	3.7	7,350	333	7,683
Production credit	3	1.3	5,200	3,000	8,200
Tennessee Valley Authority	2	4.0	8,000+		8,000+
Industry	2	7.0	8,000+		8,000+
Manager department store	2	7.5	7,750		7,750
Farm improvement instructor	2	4.5	7,350	750	8,100
Farming	2	3.0	5,350	300	5,650
Farm manager	1	2.0	8,000+	1,000	9,000+
Food processing	1	3.0	8,000+		8,000+
School administrator	1	8.0	8,000+		8,000+
Farm bureau	1	4.0	7,350		7,350
Engineering	1	6.0	7,350		7,350

*Median salary

**Average supplemental

the time the survey was conducted. Of the other twelve reporting, five reported a median salary of \$7,000, four reported \$7,350 and the remaining three reported their salary to be \$8,000 or more.

Thirty-nine graduates reported having some supplementary income over their salary from their main occupation. Each graduate was asked to report this income to the nearest \$500. The following is a breakdown of how this income was reported: nine graduates reported \$500, thirteen reported \$1,000; six reported \$1,500, three reported \$2,000, two reported \$2,500, one each reported \$3,000, \$3,500 and \$5,000. Two reported \$4,000 and one reported his supplemental income to be \$9,000. The supplemental income for each occupation was averaged and that average appears in Table XXII.

The total income for each occupation was derived by adding the median salary to the supplemental income. The average total income ranged from \$3,861 to \$9,000+ with only two classifications, graduate student and farming, reporting an average total income to be less than that received by teaching vocational agriculture. Eighteen graduates representing nine occupations reported an average total income of over \$8,000.

III. SUGGESTED CHANGES MADE BY SEVENTY-SEVEN GRADUATES
OF AGRICULTURAL EDUCATION TO MAKE AGRICULTURAL
EDUCATION MORE INVITING

Of all the suggestions listed to make the agricultural education field more inviting, higher salaries was the suggestion checked most frequently (by thirty-nine, or 50.6 per cent, of those replying). Revised curriculum was suggested by 27.2 per cent and 19.4 per cent indicated better facilities and equipment would help. Sixteen and eight-tenths per cent of the replies suggested better public relations would make the field more inviting. Eleven and six-tenths per cent suggested each of the following changes: less politics involved, revised objectives and more chance for advancement. Other suggested changes were: have at least one free period daily, fewer reports, shorter working hours, better retirement, financial support for department, more local support from administration, more capable supervisors, less extra-curricular activities, mileage allowance increase, expense accounts for trips, compensation for adult classes, teach only vocational agriculture subjects, group students by abilities, and less emphasis on contests. These suggested changes account for 37.6 per cent of the suggestions offered as shown by Table XXIII.

TABLE XXIII

SUGGESTED CHANGES BY SEVENTY-SEVEN GRADUATES* OF AGRICULTURE
EDUCATION TO MAKE THE AGRICULTURE EDUCATION
FIELD MORE INVITING

Suggested Changes	Times Listed	Per Cent of Graduates Listing Change
Higher salaries	39	50.6
Revised curriculum	21	27.2
Better facilities and equipment	15	19.4
Better public relations	13	16.8
Lower pupil load	9	11.6
Less politics involved	5	6.4
Revised objectives	5	6.4
More chance for advancement	5	6.4
Others**	29	37.6
Total	141	

*Each graduate had a choice of listing more than one suggestion.

**Other suggested changes listed were: have at least one free period daily, less reports, shorter working hours, better retirement, financial support for department, more local support from administrators, more capable supervisors, less extra-curricular activities, mileage allowance, expense account for trips, compensation for adult classes, teach only vocational subjects, group students by abilities, less emphasis on contest, and revise the agricultural goals.

CHAPTER V

SUMMARY AND IMPLICATIONS

I. SUMMARY

The purpose of this investigation was to make a study of all agriculture education majors who graduated with a Bachelor of Science degree from The University of Tennessee, College of Agriculture, beginning with the summer quarter, 1955, through the summer quarter of 1964, to determine their occupational status and some reasons for selection of that occupation.

Data were secured from transcripts and questionnaires completed and returned by one hundred of the 153 graduates included in this study.

The following summary statements are based on the preceding findings reported in this investigation.

1. One hundred and forty-five of the 153 graduates who received a Bachelor of Science degree from The University of Tennessee, College of Agriculture, with a major in agricultural education came from sixty-three of the ninety-five Tennessee counties. Eight came from five states other than Tennessee. Fifty-two, or 34 per cent, of the graduates came from twenty-one of the thirty-three East Tennessee counties; 35.9 per cent from twenty-six of the forty-one Middle Tennessee counties; and 24.8 per cent from sixteen of the

twenty-one West Tennessee counties.

2. Ninety-six, or 62.7 per cent, of the graduates transferred to The University of Tennessee, College of Agriculture.

3. Ninety-six students transferred to The University of Tennessee from twenty other colleges and universities. Over 83 per cent of the transfer students came from six other colleges located in Tennessee. Almost 44 per cent came from The University of Tennessee, Martin Branch, Martin, Tennessee. Thirteen other transfer students came from thirteen other colleges.

4. A sharp break was noted in the number of transfer students from The University of Tennessee, Martin Branch, following the year 1958-59. This reduction continued through the remaining five years covered by this investigation.

5. The ninety-six transfer students transferred an average of 94.4 quarter hours, or approximately six quarters of college credit.

6. Over 86 per cent of the graduates finished at least one year of vocational agriculture in high school. Over 70 per cent finished four years of vocational agriculture.

7. Thirty-two per cent decided to major in agricultural education while in high school, 25 per cent after high

school but before entering college, and 43 per cent while in college. Seventy-two per cent made the decision while in the twelfth grade, between high school and college or during the sophomore year of college.

8. "Desire to teach boys" and "broad training experience in agricultural education curriculum" were two reasons most frequently listed by graduates in their decision to major in agricultural education.

9. The teacher of vocational agriculture was most influential in the decision of graduates to major in agricultural education.

10. Very little difference (.07 grade point for the nine year average) was found in the over-all grade point average of the graduates who are now teaching vocational agriculture compared to those who chose other occupations.

11. Fifty-two of the graduates became teachers of vocational agriculture as their first employment following graduation. Almost 26 per cent of the graduates were teaching vocational agriculture when this investigation was conducted, while 37.4 per cent had taught vocational agriculture at some time since graduation.

12. The one hundred graduates reported entering a total of fourteen different occupations when first employed after graduation. Over half of the graduates taught vocational agriculture for their first occupation.

13. The reason checked most frequently for entering another occupation was "salary." Other reasons listed were "advancement and security," "teaching situation" and "less politics."

14. Of the one hundred graduates reporting, 91 per cent indicated they would be interested in teaching under prescribed conditions. Nine per cent reported they would not be interested in teaching vocational agriculture under any circumstances.

15. "Higher salary," "more opportunity for advancement," and "suitable jobs available" were listed most frequently as conditions necessary to create more interest in the vocational agriculture teaching profession.

16. Some graduates have remained in the teaching profession because they "enjoy teaching agriculture," "are free to make own plans," "can earn a satisfactory living from the salary," "like to live in community (do not want to move)" and "supplement my salary with other income."

17. Median salaries ranged from \$3,750 for nine graduate students to over \$8,000. The median salary for teachers of vocational agriculture was \$5,350. The median salary of agricultural education graduates in other occupations was \$6,950.

18. Suggested changes that would make the agricultural education curriculum more inviting were: "higher

salary," checked most frequently, "revised curriculum," and "better facilities and equipment."

II. IMPLICATIONS

A critical analysis of the findings presented in the preceding pages of this investigation suggests a number of implications for those persons concerned with administration and education of teachers of vocational agriculture in Tennessee. Some major implications which have been brought to light by this investigation are indicated in the following statements:

1. Salary schedules and increments for tenure and education should be in line with other occupations competing for graduates of agricultural education and teachers of vocational agriculture.

2. There should be more opportunities for advancement within the profession.

3. The State Department of Education should develop and enforce a set of minimum standards and regulations for all vocational agricultural departments in the state. These regulations should include requirements for financing the operation of a vocational agricultural department.

4. A colorful and appealing brochure should be prepared and made available for distribution through vocational agriculture departments and other means as an effort to

improve public relations.

5. An effort should be made to reduce the number of records and reports required by teachers of vocational agriculture.



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BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

Letter to Graduates in
Agricultural Education

The University of Tennessee
Knoxville
College of Education

Department of
Agricultural Education

Date: March 29, 1965

To: Graduates in Agricultural Education, Summer 1955-
Summer 1964

It has been approximately ten years since we made a comprehensive follow-up of our agricultural education graduates. During the past ten years approximately 150 men have satisfactorily completed the prescribed requirements for teaching vocational agriculture. We are proud of the many accomplishments which you men have achieved, not only in Tennessee but in other states and abroad.

We would appreciate your cooperation in completing the information blank. Because of certain items, your report will be considered confidential. If you care to write an additional note on the back of the information blank, please do so. Many times these notes add much to a study of this type. Please return the completed report in the enclosed stamped, self-addressed envelope at the very earliest opportunity.

We have a graduate student who will tabulate the data and incorporate most of the data into his thesis. He expects to graduate in June, 1965.

If you would like a copy of the summary, please make a note on your report.

Sincerely yours,

George W. Wieggers, Jr.
Professor and
Head of Department

GWW/el
Encl. 2



APPENDIX B

Information Blank

INFORMATION BLANK

Name _____

Mailing address _____

Highest degree held _____

1. Number of units in high school vocational agriculture completed. _____

2. When did you decide to major in agricultural education or to complete requirements for certification? (Check appropriate answer.)

Before high school _____

In high school

9th _____

11th _____

10th _____

12th _____

Between high school and college _____

In college

Freshman _____

Junior _____

Sophomore _____

Senior _____

3. I decided to major in agricultural education because of: (Check all that apply, then go back and number in order of importance.)

- _____ a. Salary
- _____ b. Availability of jobs
- _____ c. Desire to teach boys
- _____ d. Desire to teach adults
- _____ e. Broad training experiences in agricultural education curriculum
- _____ f. Social status of vo-ag teacher in community
- _____ g. Others (specify) _____

4. The following persons influenced me to major in agricultural education: (Check all that apply, then go back and number in order of importance.)

- a. My vo-ag teacher
 b. Other high school teacher(s)
 c. Our county agent(s)
 d. Parents or relatives
 e. College adviser
 f. Others (specify) _____

5. Complete the following record of your employment for each year since graduation.

<u>Year</u>	<u>Type of job held</u>	<u>Address</u>
1964-65	_____	_____
1963-64	_____	_____
1962-63	_____	_____
1961-62	_____	_____
1960-61	_____	_____
1959-60	_____	_____
1958-59	_____	_____
1957-58	_____	_____
1956-57	_____	_____
1955-56	_____	_____

COMPLETE IF YOU ARE NOT NOW TEACHING VOCATIONAL AGRICULTURE
(6 and 7)

6. I entered another occupation or field of work because:
(Check as many as apply, then go back and number in order of importance.)
- a. Salary (higher than in vo-ag)
 b. Advancement and security (greater than in vo-ag)

- c. Family situation (provides better environment than teaching vo-ag)
- d. Political situation (less politics involved)
- e. Community situation (local situation a handicap to teaching vo-ag)
- f. Teaching situation (inadequate facilities and equipment to teach vo-ag, too heavy load, too many discipline problems, etc.)
- g. Administration and supervision (more sympathetic and helpful than in teaching vo-ag)
- h. Miscellaneous reasons (in teaching vo-ag)
 - () Too much red tape
 - () Lack of personal freedom
 - () Not interested in teaching vo-ag
 - () Too long a work day
 - () Looked upon vo-ag teaching as a stepping stone
 - () Deteriorated image of agriculture
 - () Wife unsatisfied with job
- i. Others _____

7. Under what circumstances would you be interested in teaching vo-ag now or later? (Check as many as apply, then go back and number in order of importance.)

- a. Not interested under any circumstances
 - b. Suitable job available
 - c. Fewer working hours and days required
 - d. Higher salary
 - e. More opportunities for advancement
 - f. More personal freedom
 - g. Better housing facilities and equipment for vo-ag
 - h. Better curriculum materials
 - i. More competent administrators and supervisors
 - j. Less politics
 - k. Change of principal or county superintendent
 - l. Could purchase and live on a farm in the area
 - m. My wife could get a teaching job
 - n. Others (specify) _____
-

COMPLETE IF YOU ARE NOW TEACHING VOCATIONAL AGRICULTURE
(8 and 9)

8. I have remained in the profession because I: (Check as many as apply, then go back and number in order of importance.)

- a. Enjoy teaching agriculture
- b. Can earn a satisfactory living from salary
- c. Supplement my salary with other income
- d. Like to live in this community (do not want to move)
- e. Am free to make my own plans
- f. Wife has work in the community
- g. Get professional help to raise my own family
- h. Others (specify) _____

9. Complete if you are teaching vo-ag. (Check one)

- a. Teach only vo-ag courses
- b. Teach courses other than vo-ag but related to agriculture
- c. Teach courses other than vo-ag not related to agriculture

10. How do you now wish that you had spent your working time since graduation from college?

- a. No change
- b. Stuck to teaching vo-ag
- c. Taught vo-ag for a while then made the change
- d. Got into other work sooner
- e. Worked my way back into teaching vo-ag
- f. Others (specify) _____

11. What is your present income from your major occupation?
(Check appropriate space below.)

A. Salary from occupation

<input type="checkbox"/> Less than \$3,599	<input type="checkbox"/> 4,800 - 5,199
<input type="checkbox"/> 3,600 - 3,999	<input type="checkbox"/> 5,200 - 5,599
<input type="checkbox"/> 4,000 - 4,399	<input type="checkbox"/> 5,600 - 5,999
<input type="checkbox"/> 4,400 - 4,799	<input type="checkbox"/> 6,000 - 6,399

6,400 - 6,799
 6,800 - 7,199
 7,200 - 7,599
 7,600 - 7,999
 8,000 or more

- B. If you have any supplementary income, fill in the following space to the nearest \$500: \$ _____
12. What changes would you suggest to make the agricultural education field more inviting.
