PERCEPTIONS OF THE EXTENT OF USE AND EFFECTIVENESS OF SELECTED PRACTICES AND PROCEDURES IN THE RECRUITMENT OF AGRICULTURAL EDUCATION STUDENTS

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CHAPTER I

INTRODUCTION

Background of the Study

Since the passage of the Smith-Hughes Act in 1917, vocational agriculture has been taught at the high school level in the public schools of the United States. The primary purpose of the Act was to set up educational programs to prepare present and prospective farmers for proficiency in farming. Funding was made available to states on a matching plan involving funds provided by each state and the Office of Education in Washington. Part of this money was made available to the states to not only develop programs but also to provide reimbursement for a portion of the salary of vocational agriculture teachers.

As a result of the Smith-Hughes legislation and the funding it provided, programs of vocational agriculture grew at a tremendous rate. Success of programs attracted increasing numbers of students which in turn required establishing new programs and employing more and better qualified teachers to direct the programs.

Subsequent legislation broadened the purpose of vocational agriculture programs to include providing instruction leading to employment in all types of agricultural occupations involving both production and production-related emphases. This advent of new programs was accompanied by the need for preparation of increasingly larger numbers of teachers to properly staff the new programs. Obviously it was necessary that these

new teachers be professionally prepared in a wide range of academic disciplines in order to be effective teachers in an era of complex agriculture.

Agricultural education students are trained mainly at the land grant universities. While at these institutions, they secure a broad background in several educational fields. A few of the required course areas are plant and animal sciences, chemistry, farm mechanics, and agricultural education along with some of the math and social sciences and other courses. Consequently, it is evident that graduates of agricultural education programs have a desirable background of knowledge and preparation in agriculture, the behavioral and social sciences, and education.

Having been thus prepared, several hundred agricultural education graduates are attracted each year to positions as teachers in high school departments of vocational agriculture. Teachers of this type have made tremendous contributions to our young people who seek careers in various farming and ranching operations along with those who have entered related agricultural occupations and have assumed agricultural leadership positions. Most of these teachers have come to feel that there is no more rewarding or worthwhile profession than that of imparting knowledge, of guiding people toward a better understanding of their agricultural problems and solutions to them.

However, it is noteworthy that because of their training and preparation, many potential and/or former teachers of vocational agriculture have been attracted to and/or have chosen to go instead into related agricultural occupations outside of education. Some have entered private business or federal programs. Excellent opportunities have been afforded others as agricultural advisors in developing countries. Still

others have been tagged for leadership positions in other types of educational programs such as junior and community colleges or state supervisory staffs. The net result of these moves has been a serious depletion of the ranks of qualified teachers available for high school programs of vocational agriculture.

This increased demand for vocational agriculture teachers has come at a time when the need for additional candidates for teaching careers in most subject areas has not increased. A certain degree of organized teacher recruitment effort has been carried on; however, major recruitment efforts for vocational teachers appear to have been left somewhat to chance. An adequate supply of competent vocational agriculture teachers is essential to professional progress in our school systems if youth are to be provided with agricultural education experiences that will prepare them to live in a society that is changing rapidly (1).

Statement of the Problem

The most severe shortage of vocational agriculture teachers ever faced is currently plaguing programs across the nation. This lack of sufficient numbers of teachers of vocational agriculture is a serious problem. Virtually every state has felt the effects of this critical lack of trained instructors. Vocational agriculture cannot meet the present and future demands upon its programs if the supply of teachers is not replenished for current needs and in fact expanded for the future.

Numerous causes for this shortage have been cited; however, these seem best summarized in the summer 1974 FFA Newsletter (1) which stated:

> The publicity of the over supply of teachers in general occurred at a time when the supply of vocational agriculture teachers was barely able to meet the needs. The result was

> that college students were discouraged from pursuing teaching careers and the numbers decreased. This decrease coupled with an already strained supply contributed to the shortage. The number of vocational agriculture teachers being trained actually declined at a time when the number needed increased (p. 3).

Obviously there is a need for more teachers both now and in the future. The supply of teachers must be replenished through a most effective, organized active recruiting effort. To aid in this, there is a pressing problem of determining and assessing those practices and procedures which are now utilized on a national basis for recruiting students to study agricultural education in college and thereby become qualified teachers of vocational agriculture.

Several research studies have been conducted to determine various aspects of recruitment practices. However, because of the continuing shortage, there appeared to be an increasing need for research in recruitment techniques to ascertain ways in which students might be attracted to study agricultural education in college and to enter and remain in the teaching profession.

Purpose of the Study

The major purpose of this study was to determine the extent of use and effectiveness of selected recruitment practices and procedures used in the United States as perceived by in-service vocational agriculture teachers, agricultural education students, state supervisory staffs, and teacher educators.

Objectives of the Study

In order to accomplish the purpose of the study, the following objectives were formulated:

1. To determine the impact of efforts and the measure of involvement of selected organizations in the area of recruitment.
2. To determine the impact of efforts, the extent of use, and the relative degree of emphasis placed upon recruitment by selected groups of people.
3. To determine the impact of efforts and the extent of use of selected procedures and/or activities upon recruitment efforts.
4. To identify the person or persons having had the greatest influence on the individual's decision to enter the agricultural education field.
5. To determine the possible influence of anticipated salary in providing an inducement for the individual to choose a teaching career in agriculture.
6. To develop suggested guidelines and recommendations for developing and maintaining effective teacher recruitment programs.

Rationale for the Study

The basic rationale behind this study was the fact that many agricultural teaching positions remain unfilled each year because of the shortage of qualified and fully accredited people.

Thus, students are being deprived of the opportunity of enrolling in vocational agriculture and becoming FFA members.

Probably one of the most recent studies of supply and demand was

conducted by Craig (2) of the University of Tennessee. He mailed questionnaires to all teacher training institutions and head state supervisors. He found that there were 607 teachers with temporary or emergency certificates which was an increase of 173 over the 1974 study which he had conducted.

A table in Craig's (2, p. 3) research series is shown below.

TABLE I

AN ELEVEN-YEAR COMPARISON OF SELECTED INFORMATION ON THE SUPPLY OF TEACHERS OF VOCATIONAL AGRICULTURE

Year	Total No. of Positions	Teachers Needed But Not Available August 1	Total Qualified for Teaching	Percent Qualified Entering Vo-Ag Teaching
1965	10,378	120	1,038	64.6
1966	10,325	162	1,151	61.4
1967	10,221	232	1,233	60.2
1968	10,606	141	1,314	61.6
1969	10,560	121	1,566	56.9
1970	10,520	171	1,700	51.0
1971	10,438	120	1,743	49.6
1972	10,716	134	1,759	54.8
1973	11,134*	271	1,713	56.3
1974	11,578*	292	1,615	58.1
1975	12,100	184	1,650	59.8

*The figure for 1973, 1974, and 1975 does not include teachers of agricultural technicians in technical institutes, community colleges, and similar institutions.

Assumptions and Scope of the Study

Assumptions

For the purpose of this study, the following assumptions were accepted:

1. That the practices and procedures used in the questionnaire for recruitment as perceived by respondents were honest expressions of their opinion.
2. That the individuals selected were qualified to help determine the extent of use and the most effective practices utilized in recruitment.
3. That the practices and procedures listed in the questionnaire were considered familiar to the participants and were inclusive of the major recruitment techniques employed.

Scope

1. For the student group, only those students studying agricultural education at a college or university were included in the study.
2. The study dealt with only the more commonly known practices and procedures used in the United States to recruit students of vocational agriculture.
3. The study population included all head teacher educators in each state who in turn were asked to administer the questionnaire to three students in a preparatory program at their institution. In addition to these, one teacher educator in each teacher institution training vocational agriculture teachers, one state supervisor of vocational agriculture, two district supervisors, and

three officers of the agriculture teachers association in each state were sent questionnaires.

Definition of Terms

Vocational Agriculture - refers to courses taught in high schools designed to train present and prospective persons for careers in agriculture. May have both a production and/or agri-business emphasis.

Agricultural Education - refers to the curriculum in a college or university structured to prepare and assist teachers of agriculture in secondary schools.

FFA - Future Farmers of America - the FFA is an intracurricular activity and originated as a part of the high school vocational agriculture curriculum. FFA activities encourage members to learn through active participation how to conduct and take part in meetings; to speak in public; to buy and sell cooperatively; participate in fairs and shows and contests; to finance themselves and assume civic responsibility.

Recruitment Practices - activities to enlist new personnel into the vocational agriculture teaching profession.

VATA - Vocational Agriculture Teachers' Association.

District Supervisor - person who supervises the vocational agriculture teachers within a district or other administrative subdivision portion of a state.

State Director - a person in the State Department of Education who is directly responsible for the administration of vocational agriculture programs in the state.

Alpha Tau Alpha - National Honorary Agricultural Fraternity for students studying vocational agricultural education in a college or

university.

NVATA - National Vocational Agriculture Teachers' Association.

CHAPTER II

REVIEW OF LITERATURE

The literature was reviewed with the intent of identifying as many of the practices and procedures of recruitment as possible used by high schools, organizations, teachers, teacher educators, state departments, and parents. It was the intent to uncover any unique measures of recruiting. The search sought to identify any particular person or persons influential in a student's decision to study agricultural education. The writer sought to review recruiting practices not only for vocational teachers but academic teachers as well. The review was used as a guide in formulating a questionnaire which would be used to sample all states on the recruitment study.

Supply and Demand

As early as 1965, a committee was appointed by the Agricultural Division of the American Vocational Association to plan a nationwide program of recruitment. The need for a study of supply and demand for teachers of vocational agriculture in the United States became evident when the profession began planning a recruitment program as a means of meeting the shortage of teaching personnel (3). Timely information from a national standpoint was relatively unavailable; thus, it was deemed essential that some educator assume the responsibility of surveying the states on personnel supply and demand. Dr. Ralph J. Woodin, a most

capable and long time educator from Ohio State University undertook the survey. A mailed questionnaire to all states was administered to collect data for comparison purposes.

In a report on the study, Woodin (3) stated:

> Since three years of the survey had been completed, it was possible to make some comparisons over this period. It should be noted that there has been a slight decline in the total number of positions, but a steady increase in the number of replacements needed each year. From 1965 to 1967 the number of replacements for about the same number of positions increased about 10% resulting from a higher turnover of teachers. Another important trend is that the number of teachers needed but not available increased from 120 in 1965 to 232 in 1967 (p. 4).

Woodin's study (3, p. 4) revealed the following comparison:

TABLE II

A THREE-YEAR COMPARISON OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES

Item	1965	1966	1967
Total positions	10,378	10,325	10,221
Replacements required during the year	1,003	1,077	1,104
New positions added during year	N.A.	265	232
Teachers needed but not available	120	162	232
Teachers with temporary or emergency certificates	N.A.	252	242
Estimated number of teaching positions by 1970	12,888	11,257	11,246

The survey by Woodin (4) by way of questionnaires was continued. In the year of 1971, he stated:

> A record breaking 1743 were qualified for teaching vocational agriculture in 1971, the largest number qualified in any of the past seven years. At the same time that the number of persons qualified increased, the number entering teaching decreased. This decrease ranged from 64% entering the profession in 1965 to only 49.6% in 1971. A turnover of 9.7% also contributed to the teacher shortage. In spite of a seven year shortage of teachers only about 350 teachers held emergency or temporary certificates (p. 1).

We must maintain quality education. School boards, parents, legislators, and students are talking accountability. Conferences and workshops are being held with the themes centered around competent instruction. It is and should be the goal that all teachers be fully qualified.

The concerted effort by Woodin (5) continued in 1972. He revealed that as of August 1, 1972, there were 128 vocational agriculture teachers needed but unavailable. Many students were deprived of vocational learning experiences because 74 departments of vocational agriculture could not secure teachers during the 1972-73 school year. However, his study did reveal a decline in the number of teachers with temporary certificates over the past year. Only 272 held emergency teaching credentials.

A preliminary report over the final year of studies by Woodin (6) gave pertinent evidence that 271 teachers were needed on August 1, 1973, but were unavailable for hire.

A study by Miller (7) in Virginia established that a shortage of teachers in Virginia had resulted from the increase of multiple teacher departments, the formation of vocational programs in community colleges, and the initiating of new programs.

In a Minnesota study, Copa and Korpi (8) discovered that a 12% estimated rate of turnover indicated for secondary agriculture teachers

meant that on the average over the past five years, 12 out of every 100 vocational agriculture teachers in vocationally reimbursed programs had to be replaced each year. These teachers may have moved out of Minnesota or stayed in Minnesota, advanced to a new position in education, died or retired, moved to a different occupation outside of education, or temporarily withdrew from teaching. One third of the agriculture teachers went into farming.

The "News Roundup" of the American Vocational Journal (9) revealed a nationwide shortage of from 700 to 1,000 teachers of vocational agriculture was estimated for the 1974-75 school year by the National Vocational Agricultural Teachers' Association, according to Dean J. Cordner Gibson of California Polytechnic State University at San Luis Obispo. He emphasized that while many university graduates seeking teaching careers are lucky to secure one or two interviews, those who obtain a teaching credential in vocational agriculture may find themselves with a choice of possibilities. In California 25 teaching positions were unfilled for this academic year because of the shortage of qualified and fully credentialed people according to Don Wilson, Chief of the State Bureau of Agricultural Education. More than 100 such teaching positions had been filled. Individuals who currently hold a Bachelor of Science degree in agriculture may qualify for a special California intern credential to teach in their field, thus helping to reduce the current shortage in that area.

The following information was found in the American Vocational Journal (10) of January, 1976:

> New York state alone needs approximately 60 vo-ag teachers. Right now that state is employing two-year college graduates to teach vo-ag courses that otherwise

couldn't be taught at all.

> California needs between 50 and 60 vo-ag teachers; Pennsylvania, 27; even tiny Rhode Island has vo-ag teacher vacancies.
>
> Wisconsin is one of the states hardest hit by the vo-ag teacher shortage due to its dramatic increase in the number of vo-ag students during the past decade. In 1966 that state had 14,000 high school vo-ag students; it has 25,000 today (p. 56).

Salary

According to the American Vocational Journal (9) more than 700 agriculture teachers are employed by high schools and community colleges in California, receiving an average salary of $13,000 per year. The majority of vocational agriculture teachers are on 12-month contracts in order to provide continuous guidance for programs in occupation experience and such activities as Future Farmers of America, according to authorities at California Polytechnic State University.

Hill and Key (11) in 1973 found that the salaries for a Bachelor of Science degree ranged from a low of $500.21 in West Virginia for a 12-month contract to a high of $1,061,83 in California, where contract time varies from 10 to 12 months. A teacher with a Master of Science degree could expect a high of $1,250.00 per month in Minnesota.

A recent Oklahoma study by Thomas (12) found that less than one half of the vocational agriculture teachers were employed on a 12-month basis in the United States. He also secured some data which were quite interesting; that is, that beginning teachers' salaries ranged from as low as $508.00 per month to a high of $1027.27 monthly.

Reasons for Leaving the Profession

A study dealing with factors influencing teachers of vocational agriculture to terminate or continue high school teaching in Oklahoma was conducted by Harrison (13) in 1970. Harrison found that 55 instructors in three districts had quit teaching after five or more years. There were 35 instructors still teaching vocational agriculture after 18 years. After a questionnaire was formulated he mailed it to the two groups. Of the 55 who had discontinued their teaching he was able to locate 44. The major findings for leaving the profession were limited chance for promotion as being first, while excessive extracurricular activities and low salaries were other important factors.

In another Oklahoma study, Fenton (14) found that a limited chance for promotion was checked by teachers as the primary reason for leaving the profession. Excessive and inconsistent hours, which have been indicated in many studies, was second and an insufficient salary was third.

Edwards (15) found that the four major reasons why qualified North Carolina gradautes were not teaching were (1) teaching positions are not made available early enough in the year and many graduates accept other work while waiting for a teaching position, (2) greater interest in other work, (3) inadequate salaries, and (4) limited prospects for advancement.

A survey by Adams and Morton (16) of vocational teachers who resigned teaching jobs in 1974 revealed that 17 agriculture teachers marked most often these items:

> 'salary increases too slow and too small,' 'salary too low compared to the number of hours worked,' 'limited chance for promotion,' 'too many state reports,' 'desired work with fewer hours and more time for family.' In the 'most important' category, agriculture teachers marked 'lack of interest and cooperation from administration' the most often.

> In the 'highly important' category agriculture teachers marked 'increase too slow and too small' more often. In the category 'of some importance' agriculture teachers marked 'spouse desired faster advancement' and 'dislike adult education' most often (p. 3).

Heathcott, (17) in a study of employment patterns of Murray State University graduates qualifying to teach vocational agriculture, found that some of the reasons teachers left the vocational agriculture teaching profession were:

> salary, lack of advancement, too many evening responsibilities, discipline problems, time required for FFA activities, long hours and state reports, little or no opportunity to specialize, personality conflicts with administrators, too few teacher aides and materials available, dislike working with high school students, over-emphasis of athletics, dislike teaching certain areas of vocational agriculture, and failure to adjust to school schedule and community attitude toward vocational agriculture. The factors which had slight influence on the graduates' decision to leave the vocational agriculture teaching profession were dislike for adult or young farmer programs, size of community, poor rapport with other teachers in the system, and dislike community standards for teachers. The factors community responsibilities, ethnic and religious factors, expected to teach other subject matter areas, too short summer vacations, and wife not happy with vocational agriculture profession had the least amount of influence on the graduates' decisions to leave the vocational agriculture teaching profession (p. 114).

In view of several studies it is apparent that salaries, working conditions, and limited opportunity for advancement were some of the major reasons for agriculture teachers leaving the profession. Less chance for specializing has always had its effect on teachers entering other occupations.

Recruitment of Agricultural Education Students

During the 1966 annual summer conference in Minnesota, the agriculture teachers considered recruitment and made recommendations reported

by Cochran and Nelson (18). They suggested: (1) offering more scholarships; (2) maintaining and extending a positive attitude toward agriculture and agricultural education; (3) encouraging a uniform 12-month employment policy among high school districts; (4) vocational agricultural teachers should work closely with prospective college students, their parents and counselors, acquaint other high school teachers with the opportunities in agriculture and agricultural education, and maintain contact with the student while he is enrolled in college; and (5) the university position should be to support and encourage potential students through special visitations throughout the state and by campus programs by university personnel.

Eaddy (19) found at Colorado State University a "speakers bureau" was developed by the Alpha Tau Alpha Chapter. The speakers bureau was developed to present information to FFA chapters on agricultural teacher education. Two sets of colored slides presented scenes of campus life and activities of agricultural education majors. Overhead transparencies, movies, and video taped presentations were utilized. Four major items of concern were emphasized: (1) opportunities for employment in teaching vocational agriculture and the job of the teacher; (2) the vocational agriculture curriculum; (3) financial assistance and ways of paying educational expenses; and (4) extracurricular activities at the university.

Students were sent out in teams at the expense of the Alpha Tau Alpha Fraternity. The material was also available during the student teaching period. Comments from students, parents, and vocational agricultural teachers were reported very favorable.

Eaddy (19) found primary responsibility for recruiting was assigned

to teacher educators, head teacher educators, secondary teachers of vocational agriculture, and head state supervisors. The extent to which key personnel participated in recruiting was ranked in the following descending order; namely, teacher educators, secondary teachers, head teacher educators, collegiate students in agricultural education, head state supervisors, and others. When ranked according to the perceived degree of effectiveness, the following order resulted; namely, secondary teachers, teacher educators, head teacher educators, collegiate students, specialists in agricultural education, and head state supervisors.

Contact with prospective students through the FFA was the highest ranked priority followed in order by recruiting visits to secondary and post-secondary schools, correspondence with interested individuals, dependence upon teachers of agriculture, printed brochures, career days on the university campus, information supplied by counselors or principals, career days in local school systems, and finally use of the mass media communications.

Fletcher (20) administered a survey to juniors and seniors enrolled in agricultural education at Oklahoma State University and 100 vocational agriculture teachers in Oklahoma. The results were as follows:

1. All three groups felt the local vocational agriculture teacher exerted the greatest influence; whereas, those having little influence were farmers, relatives, other adults, fellow high school students, and other high school teachers.

2. The high school counselor exhibited practically no influence at all on students to enter the profession of vocational agriculture teacher.

3. The individual's own experience in vocational agriculture was very influential in selecting teaching as a profession.

In the Luft (21) study of recruitment practices for vocational agricultural students, when all supervisor and teacher educator rankings by regions were combined, the supervisors ranked a personal interview with an agricultural education professor, tours of the university and agricultural education department, and a teaching unit on opportunities in agricultural education as being the recruiting practices used most often. Teacher educators ranked recruiting brochures and pamphlets as the most often used practice. Both groups ranked the news media last as an effective item of influence.

A comparison of the rankings of recruiting practices by supervisors and teacher educators in each region revealed that the rank order correlation was low in each region except in the Southern Region. The Southern Region correlation of 0.80 was high, indicated a high degree of agreement between the rankings of recruiting practices by supervisors and teacher educators.

Students viewed vocational agriculture as the subject which had the most influence on their choice of agricultural education for a major. Vocational agriculture was reported by 237 or 63.54% of the students, science by 28 or 7.51%, 97 or 26.0% indicated there were no high school subjects influencing their choice of major.

Many people are believed to have an influence on university students' choice of curriculum. To ascertain how much people influence university students' choice of curriculum, the student respondents were asked to rate the level of influence of various people on their choices. Likewise, the supervisors and teacher educators were asked to rate the level of influence they felt various people had on students' choice of college curriculum.

The vocational agriculture teacher was reported to have most influence according to all three groups. Parents ranked second among all groups. Others receiving high rankings were friends and college professors.

Supervisors ranked county agents as having the least amount of influence; teacher educators ranked adults other than those previously listed as having the least influence; while students ranked the state supervisors last.

The June, 1975 Newsletter (22) stated:

> Solving the problem of an agriculture teacher shortage isn't easy but one solution being actively pursued by South Dakota is to offer financial assistance to students who plan to teach agriculture. The loan is available from the state's department of agriculture to resident university students majoring in agricultural education and planning to teach in the state. Students must be a farm operator, farm laborer, or member of a family of a farm operator. A forgiveness clause allows 20% of the loan to be forgiven for each year the recipient teaches vocational agriculture. After five years of agriculture teaching in the state he does not have to repay any of the loan or interest. This could be positive approach to a real problem (p. 2).

Student Recruitment in Other Disciplines

Industrial Education

Young (23) conducted an experimental comparison of the effects of a film slide-audio tape and a printed brochure on factors related to a career in industrial arts teaching. The analysis of data for the eleventh grade boys for the ability level sub-groups revealed that for both treatment methods the mean gains in knowledge and attitude of the high ability students were equal to or significantly greater than those of the low ability students. Therefore, it was concluded that both the

film slide-audio tape and the printed brochure can be effectively used with students who are capable of college level study.

The students in both groups were in agreement regarding the most helpful career information presented. There was also agreement in the rankings of the most effectively presented factors and concepts. Therefore, it was concluded that regardless of the method of presentation, students are interested in information which describes the occupation; reports the opportunities and advantages of the career; explains the subject matter, the working conditions, and the type of work involved in the occupation; and describes the educational requirements and programs at the college or university.

The data indicated that students had a significantly more favorable attitude as well as a significant gain in knowledge relevant to a career as an industrial arts teacher after treatment, and in addition that over 30% of the students exposed to the treatments reported being more interested in a career as an industrial arts teacher.

Academic Programs

DeDavila (24) completed a study to determine the extent to which the activities of the Future Teachers Clubs in Puerto Rico and cooperating agencies contributed to the recruitment of school teachers in Puerto Rico.

The data revealed that clubs and organizations or agencies in the community have no relation to the actual process of personnel recruitment for the teaching profession. Analysis of questionnaires and interviews revealed that economic reasons, altruism, working conditions, security, and social position are influential factors in the students' choice of

teaching as a career.

Guidance, working conditions, real knowledge of the profession, parents or relatives, institutions and agencies, Future Teachers Clubs, job freedom, and public persuasion do not appear to be influential factors in students' choice of teaching.

Hullman (25) in his study of recruitment techniques used a questionnaire which was administered to 578 community college respondents within the urban, suburban, and rural geographical areas of the state of Oregon. The purpose of the study was to determine the recruitment techniques which influence student selection of vocational technical education as a career. The chi square and t-test statistics were used in statistically analyzing the data. Some of the results of the study were as follows:

1. Career days, scheduling a conference with the community college guidance counselor, and brochures, flyers, leaflets and booklets were ranked first, second and third respectively in all geographical areas as the three most influential recruitment techniques.

2. Parents, guardians, or relatives were ranked sixth in providing recruitment information to the respective classification of students. It would be advantageous to provide more recruitment information to the parents, guardians or relatives, considering their influence with a certain classification of students.

Mier (26) found the high school was the most strategic position in the recruitment process. The influence of good teachers and opportunities for experiences working with children seemed to be the most powerful considerations of teaching as a vocation.

Rickey, Phillips, and Fox (27) point out that there must be factors in teaching which dampen the enthusiasm of students who otherwise might

choose to be teachers. Their study focused on the selection of teaching as it relates to:

1. Personal background
2. Information about teaching
3. Opinions regarding the advantages and disadvantages of teaching

These investigators found a positive relationship between the amount of experience of a teaching nature (teaching Sunday School, helping a teacher in a school room) that the student had had and his selection of teaching as an occupation.

Bancroft (28) made a study in the state of New York in order to ascertain the socio-economic background of 1583 freshmen as well as to obtain answers to such questions as:

1. What are the factors which caused students to select a certain teachers' college?
2. Is salary a factor which entices or keeps them out of teaching?
3. Are college recruitment programs helpful?
4. Do high school principals, teachers, and counselors help young people toward teaching?

He found that the majority of the people in his study selected teaching because of wholesome experiences with and a genuine fondness for children. He states that such obvious ways of recruiting as motion pictures, talks to students, brochures, and catalogues have very little to do with influencing students to enter teachers' colleges.

Summary of Review of Literature

In summary, the literature review provided evidence that there is a shortage of vocational agriculture teachers. In fact the 1974-75 year

was the most crucial year with an increasing number of teachers with temporary certificates, many departments being discontinued and the demand for more teachers even greater.

The author noted that an attempt had been made by several educators to try to determine the most effective recruitment efforts. Some of these studies were on the Southern Region while others were by states. One particular study did sample three groups on the influence of recruiting practices in recruiting prospective vocational agriculture teachers and sources from which to recruit prospective agriculture teachers.

In several of the studies the vocational agriculture teacher was listed quite often as the person very likely doing most of the recruitment; whereas, some studies suggested agricultural education professors were very active recruiters. Love of children, parents, participation in FFA and vocational agriculture were strong recruitment procedures.

Although many recruiting practices are being used, some are more effective than others.

However, the review of literature did imply the thought that a close working relationship between teacher educators, state supervisors, district supervisors, and vocational agriculture teachers is imperative. Quite possibly, one, all, or some of the above mentioned educators and administrators may likely be the ones left with the responsibility of most recruitment.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The purpose of this chapter is to describe the methods and procedures used in conducting the study. The main purpose was to determine the practices and procedures perceived to be most effective to recruit students of vocational agriculture and learn to what extent these are practiced in each state. Thus the purpose provided guidance for the design and conduct of the investigation.

It has been stated that there are numerous practices and procedures which were collected from the review of literature. Those practices frequently mentioned as influences in selecting teaching as a career were selected as the categories to guide this study.

The Study Population

The writer found that several studies had been made on teacher supply and demand. Other research pointed out that rather unique recruitment practices were being carried out. Although some supply and demand information was available on a national basis, recruitment practices from a national standpoint were relatively unavailable. The author decided to administer the study on a national basis.

Much thought and consideration was given to determining who would be the most qualified and cooperative in helping with the study. Thus, people with whom the writer had been associated in the profession of

vocational agriculture were given priority. Other co-workers in the field of education were considered.

The head teacher educator in each training institution was asked to randomly select three seniors from his institution to participate in the research. When possible, one or two additional teacher educators from these institutions were asked to participate. Also the state supervisor of vocational agriculture in each state, two district supervisors of vocational agriculture, where applicable, and three of the state officers of the Vocational Agriculture Teachers' Association in each state in the United States were asked to participate in the study. Personnel from all states with programs were included in the study.

Development of the Instrument

Because of the wide distribution of personnel and students, it was believed the most effective method of collecting the data would be the use of a mailed questionnaire.

In order to develop a questionnaire the writer began to list some of the people with whom he had been in contact from high school and college days and teachers and administrators in the education profession. Having also been a transfer student, a member of several organizations, and having had contact with many district, state and federal employees, he drew upon these as a source of recruitment potential. Also a review of many of the practices which were being utilized in recruitment at several institutions were added to the list being prepared to form the questionnaire. From some research which had been done at several institutions the writer secured ideas for recruitment procedures. Once a list from the above mentioned sources was compiled, the writer then

proceeded to pre-test the questionnaire.

Both undergraduate and graduate students at Oklahoma State University were requested to read and review the practices listed on the questionnaire. Also teacher trainers were asked to review the recruitment practices listed on the questionnaire. After review and some changes, the final list was formulated.

Twenty-five practices and procedures were listed on the questionnaire. Respondents were asked to indicate their perceptions as to extent the practice or procedure was practiced in their state by using a Likert type scale with the categories of great deal, much, some, little, or none.

The second part of the questionnaire sought to assess 25 practices in terms of their effectiveness. The participants were asked to rank the 25 practices as very effective, somewhat effective, occasionally effective, seldom effective, or not effective.

It was realized that it would be impossible to list all the practices and procedures used to recruit students. Teachers and students were given the opportunity to list any practice not included in the questionnaire and rank them with the same scale. Open-ended questions were also included in order to encourage the respondents to include pertinent information which they considered to be of assistance in recruitment.

The last portion of the questionnaire contained an open-ended area with space for comments and opinions on procedures which could be discussed by those being sampled.

Collection of the Data

The sample of head teacher educators included one from each of the 81 college and university agricultural education departments in the United States. The 1974 Agricultural Teachers' Directory (29) and the Directory of Agricultural Teacher Education Personnel in the United States (30) were used to obtain the names and addresses of these individuals. A questionnaire, including those for the students, was mailed to each of the head teacher educators on May 2, 1975.

Also the same questionnaire was mailed to 60 teacher educators and 146 officers of the Vocational Agriculture Teachers' Association in each state in the United States, with the exception of Alaska and Hawaii.

Forty-eight state supervisors of vocational agriculture in the United States received the questionnaire. Some of the states do not have district supervisors, but 61 district supervisors were sent questionnaires.

The follow-up letter was sent to all the states which had not responded on June 12, 1975. Thus a systematic, organized effort was made to obtain data from each of the states. The cut off date for receiving all the questionnaires was July 10, 1975.

Analysis of the Data

The following description of the analysis procedure is included to provide an overview of the statistical treatment of the data collected from May 2, 1975, through July 10, 1975. As mentioned previously, Likert-type scales were used. To facilitate derivation of mean responses by groups and comparison of these responses, real limits were assigned to

each category of responses. The scale used to determine the mean responses of the respondents regarding amount of use of recruitment practices is as follows:

Response Categories As to Extent of Use	Numerical Value	Range of Actual Limits for Categories
Great Deal	4	3.5 - 4.00
Much	3	2.5 - 3.49
Some	2	1.5 - 2.49
Little	1	0.5 - 1.49
None	0	0.0 - 0.49

The scale used to determine the mean responses of the respondents regarding the effectiveness of recruitment practices is as follows:

Response Categories As to Effectiveness	Numerical Value	Range of Actual Limits for Categories
Very Effective	4	3.5 - 4.00
Somewhat Effective	3	2.5 - 3.49
Occasionally Effective	2	1.5 - 2.49
Seldom Effective	1	0.5 - 1.49
Not Effective	0	0.0 - 0.49

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The primary purpose of the study was to determine the extent of use and effectiveness of selected recruitment practices and procedures used in the United States as perceived by teacher educators, agricultural education students, state supervisory staffs, and in-service vocational agriculture teachers.

Findings of the Study

Responses by Groups

Findings of the study are presented according to the manner in which they apply to the specific objectives of the study.

Data in Table III were assembled to provide a summary of respondents by the groups comprising the study sample. A questionnaire was mailed to the state supervisors of vocational agriculture in each of the 48 states on May 2, 1975. Thirty-four of the 48 were returned. Then on June 12, 1975, 14 more were mailed with eight being returned for a total of 42 returned questionnaires out of 48. Computation thus revealed an 87.50% return from state supervisors with 42 states represented.

A concerted effort to secure cooperation of the teacher educators on the first mailing brought back 46 out of 60 which were mailed for a 76.66% return from 37 states.

TABLE III

SUMMARY OF PATTERN OF RESPONSES OF GROUPS COMPRISING THE STUDY SAMPLE

Response Group	Question-naires Mailed	First Returns	Second Returns	Total Returns	Percent Returns	States Repre-sented	$\bar{x}$ Years Present Position	$\bar{x}$ Years Teaching Vo-Ag
State Supervisors	48	32	8	42	87.50	42	9.6	13.5
Head Teacher Educators	81	36	13	49	60.49	38	11.7	9.5
Teacher Educators	60	46	--	46	76.66	37	9.4	9.6
District Supervisors	61	33	11	44	72.13	31	8.0	13.3
Vo-Ag Teachers Assoc. Officers	146	87	6	93	63.69	48	12.9	14.7
Students	243	84	--	84	34.57	26	NA	NA
TOTALS	639	320	38	358	56.0			

As revealed in Table III, the head teacher educator in all 81 teacher training institutions was also sent a questionnaire on May 2, 1975, along with three other questionnaires which they were to administer to senior students majoring in agricultural education at their institution. The head teacher educator assembled the questionnaires from the students and returned them along with his questionnaire. There were only 84 questionnaires returned from 243 students for a 34.57% response from 26 states. The low return was no doubt in large part due to the time of the first mailing which was May 2, 1975. Some of the students had gone home because the semester was about over when the questionnaires arrived at the institution. Head teacher educators returned 36 of the questionnaires in the first mailing. An attempt was made to strive for more states participating, thus in the second mailing on Jun 12, 1975, 18 questionnaires were sent to head teacher educators; these yielded 13 returns. A total of 38 states were represented by head teacher educators in returned questionnaires.

District supervisors returned 33 out of 61 on the first mailing of the questionnaire. On the second mailing of June 12, 1975, 11 out of 20 were returned which was 73,13% return from 31 states. The second mailing was also an effort to represent more states.

The officers of the vocational agriculture teachers association responded very cooperatively to the questionnaire when 87 out of the 146 returned their questionnaires on the May 2, 1975, mailing. Again an attempt was made to get as many states as possible represented. Although only 12 questionnaires were sent out on the second mailing, six were returned. With these, all 48 states were represented.

Assessment of Recruitment Practices

Inspection of ordinal data presented in Table IV will allow the reader to compare perceptions of the extent of use and effectiveness of a statewide functioning recruitment committee of the state vocational agriculture teachers' association. These data reflect perceptions as reported by each of the six response groups. An overall mean of 1.98, calculated for all groups, indicated they recognized this particular recruitment procedure was generally practiced to "some" extent. It is of interest to note that among the groups, teacher educators expressed the lowest mean response of 1.80; whereas, the officers of the vocational agriculture teachers' association reported the highest mean response of 2.19. However, mean responses of all groups of respondents fell well within the range established for "some." Thus each group, as well as the total of all groups, indicated they perceived that recruitment by vocational agriculture teacher association committees was utilized to "some" extent.

With regard to level of effectiveness of the statewide functioning recruitment committee of vocational agriculture teachers as perceived by respondents and reported in Table IV, all groups combined viewed the practice as "occasionally effective," as disclosed by the 2.37 overall mean response. Exceptions to this were found for head teacher educators as well as for officers of the vocational agriculture teachers' association, with each of these groups indicating they perceived the practice as "somewhat effective" by their mean responses of 2.51 and 2.58, respectively.

TABLE IV

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF STATEWIDE FUNCTIONING RECRUITMENT COMMITTEES OF STATE VO-AG TEACHERS' ASSOCIATION IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	3	6.1	12	24.5	15	30.6	10	20.4	6	12.2	3	6.1	88	1.91	4	8.2	21	42.9	9	18.4	6	12.2	1	2.0	8	16.3	103	2.51
B.	6	13.0	4	8.7	15	32.6	15	32.6	5	10.9	1	2.2	81	1.80	4	8.7	13	28.3	16	34.8	5	10.9	4	8.7	4	8.7	92	2.19
C.	9	10.7	17	20.2	18	21.4	22	26.2	10	11.9	8	9.5	145	1.91	8	9.5	27	32.1	21	25.0	10	11.9	10	11.9	8	9.5	165	2.17
D.	6	14.3	7	16.7	12	28.6	10	23.8	4	9.5	3	7.1	79	2.03	3	7.1	17	40.5	12	28.6	0	0	3	7.1	7	16.7	87	2.49
E.	4	9.1	7	15.9	13	29.5	16	36.4	1	2.3	3	6.8	79	1.93	3	6.8	15	34.1	15	34.1	3	6.8	2	4.6	6	13.6	90	2.37
F.	19	20.4	17	18.3	23	24.7	15	16.1	12	12.9	7	7.5	188	2.19	9	9.7	39	41.9	20	21.5	3	3.2	5	5.4	17	18.3	196	2.58
Overall $\bar{x}$ Response														1.98														2.37

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

Data presented in Table V provide a comparison of the extent of use and effectiveness of statewide functioning recruitment committees of state departments of vocational agriculture or vocational technical departments. The overall mean response was 1.88, which was translated to mean the six groups felt that this recruitment procedure was practiced to "some" extent. Head teacher educators perceived the practice as being used only to a "little" extent by their mean response of 1.45 and other teacher educators also said the practice was utilized to "little" extent. Their mean response was 1.49. The vocational agriculture teachers' association members assigned this way of enlisting students the highest mean response of all groups, a 2.14, which meant they perceived that on the average it was used to "some" extent.

Other findings presented in Table V concern the results of assessing the effectiveness of recruitment committees of the state departments of vocational agriculture and vocational technical divisions. As determined by an overall mean response of 2.30 from all response groups, the procedure was rated as "occasionally effective." The lowest mean response, as reported by teacher educators, was 1.81 which meant this recruitment practice was "occasionally effective" in their judgment. In contrast, the vocational agriculture teachers' group perceived a rating of "somewhat effective" as reflected by their high mean response of 2.64.

Findings shown in Table VI allow making a comparison of use and effectiveness of the recruitment practice of giving recognition to teachers for former students now teaching such as teacher of teacher awards. There was quite a variation among the six groups responding, with the low mean group response of 1.95 coming from college students which revealed they felt this procedure was practiced to "some" extent;

TABLE V

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF STATEWIDE FUNCTIONING RECRUITMENT COMMITTEES OF STATE DEPARTMENT OF VO-AG OR VO-TECH IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	0	0	7	14.3	14	28.6	9	18.3	10	20.4	9	18.4	58	1.45	3	6.1	14	28.6	11	22.5	1	2.0	9	18.4	11	22.5	77	2.03
B.	4	8.7	4	8.7	11	23.9	11	23.9	11	23.9	5	10.9	61	1.49	2	4.4	10	21.7	12	26.1	3	6.5	9	19.6	10	21.7	65	1.81
C.	10	11.9	17	20.2	22	26.2	19	22.6	7	8.3	9	10.7	154	2.05	8	9.5	25	29.8	26	31.0	8	9.5	6	7.1	11	13.1	167	2.29
D.	4	9.5	4	9.5	17	40.5	8	19.1	4	9.5	5	11.9	70	1.89	1	2.4	15	35.7	13	31.0	0	0	3	7.1	10	23.8	75	2.34
E.	5	13.4	7	15.9	10	22.7	9	20.5	7	15.9	6	13.6	70	1.84	4	9.1	13	29.5	11	25.0	0	0	5	11.4	11	25.0	77	2.33
F.	16	17.2	16	17.2	21	22.6	15	16.1	11	11.8	14	15.1	169	2.14	12	12.9	35	37.6	19	20.4	7	7.5	2	2.2	18	19.4	198	2.64
Overall $\bar{x}$ Response														1.88														2.30

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

TABLE VI

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF RECOGNITION GIVEN TO TEACHERS FOR FORMER STUDENTS NOW TEACHING (TEACHER OF TEACHER AWARD, ETC.) AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	14	28.6	14	28.6	10	20.4	4	8.2	7	14.3	0	0	122	2.49	6	12.2	23	46.9	8	16.4	2	4.1	6	12.3	4	8.2	111	2.47
B.	13	28.3	13	28.3	12	26.1	2	4.4	6	13.0	0	0	117	2.54	6	13.0	18	39.1	11	23.9	6	13.0	4	8.7	1	2.2	106	2.36
C.	18	21.4	9	10.7	21	25.0	13	15.5	18	21.4	5	6.0	154	1.95	16	19.1	21	25.0	16	19.1	9	10.7	10	11.9	12	14.3	128	1.78
D.	14	33.3	13	31.0	6	14.3	4	9.5	1	2.4	4	9.5	111	2.92	8	19.1	17	40.5	7	16.7	3	7.1	1	2.4	6	14.3	100	2.78
E.	17	38.6	12	27.3	8	18.2	2	4.6	1	2.3	4	9.1	122	3.05	10	22.7	19	43.2	6	13.6	3	6.8	1	2.3	5	11.4	112	2.87
F.	52	55.9	19	20.4	11	11.8	2	2.2	9	9.7	0	0	289	3.11	23	24.7	44	47.3	14	15.1	3	3.2	5	5.4	4	4.3	255	2.87
Overall $\bar{x}$ Response														2.65														2.52

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

whereas; the vocational agriculture teachers maintained this way of recruitment was practiced to a "much" extent as indicated by their mean response of 3.11. Other groups feeling this practice was used "much" on the average were teacher educators, state supervisors, and district supervisors. A 2.65 computed overall mean response for all groups indicates that collectively they perceived this practice was used "much."

A comparison of perceived levels of effectiveness of this particular recruitment practice is also offered in Table VI. Inspection of this portion of the table reveals that for college students a low mean response of 1.78 or "occasionally effective" was calculated. On the high side, both district supervisors and vocational agriculture teachers' association groups thought this recruitment practice was "somewhat effective" with each group yielding a mean response of 2.87. The other groups' mean responses were 2.36, 2.47, and 2.78 for teacher educators, head teacher educators, and state supervisors, respectively.

Table VII was developed to provide a means of comparison of the use and effectiveness of vocational agriculture profession brochure distribution to junior and/or community colleges as perceived by the groups surveyed. An overall mean response of 1.69 which was translated to mean a use of "some" extent, was calculated for the combined groups of respondents. There was a difference of only 0.41 between the teacher educators whose tabulated mean response was low at 1.50 and the head teacher educator group's high mean response of 1.91. According to limits established for response categories, these responses indicated perceived extents of use at the "some" level. All group responses fell in this category.

TABLE VII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF VO-AG PROFESSION BROCHURE DISTRIBUTION TO JUNIOR AND/OR COMMUNITY COLLEGES AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Response N	%	CR**	MR***	Very Effective N	%	Somewhat Effective N	%	Occas. Effective N	%	Seldom Effective N	%	Not Effective N	%	No Response N	%	CR**	MR***
A.	4	8.2	9	18.4	15	30.6	11	22.5	5	10.2	5	10.2	84	1.91	3	6.1	12	24.5	17	34.7	2	4.1	4	8.2	11	22.5	84	2.21
B.	5	10.9	4	8.7	14	30.4	9	19.6	14	30.4	0	0	69	1.50	1	2.2	16	34.8	12	26.1	4	8.7	8	17.4	5	10.9	80	1.95
C.	5	6.0	15	17.9	22	26.2	23	27.4	6	7.1	13	15.5	132	1.86	6	7.1	31	36.9	16	19.1	9	10.7	9	10.7	13	15.5	158	2.23
D.	4	9.5	8	19.1	8	19.1	4	9.5	13	31.0	5	11.9	60	1.62	4	9.5	5	11.9	9	21.4	5	11.9	5	11.9	14	33.3	54	1.93
E.	2	4.6	4	9.1	16	36.4	7	15.9	9	20.5	6	13.6	59	1.55	2	4.6	9	20.5	15	34.1	2	4.6	5	11.4	11	25.0	67	2.03
F.	10	10.8	13	14.0	26	28.0	14	15.1	24	25.8	6	6.5	145	1.67	3	3.2	29	31.2	17	18.3	10	10.8	16	17.2	18	19.4	143	1.91
Overall $\bar{x}$ Response														1.69														2.05

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

Another glance at Table VII illustrates that brochure distribution, as regarded by all respondent groups was "occasionally effective" as a recruitment procedure. This was indicated by the overall mean response of 2.05. The lowest level of effectiveness was calculated from officers of the vocational agriculture teachers' association whose mean response was 1.91, in comparison to a high mean response of 2.21 for the head teacher educators. Other groups varied within this range but a little and the category of mean response for all groups fell in the "occasionally effective" category.

A summary of responses is presented in Table VIII on the extent of use and effectiveness of Collegiate FFA Chapters in recruitment. A comparison across all respondent groups disclosed an apparent feeling that Collegiate FFA's were used to "some" extent as indicated by the overall mean response of 2.04. Variations in individual group mean responses ranged from 1.70 for teacher educators to 2.18 for head teacher educators. Other groups and their mean responses were college students, 2.16; officers of the vocational agriculture teachers' association, 2.14; district supervisors, 2.00; and state supervisors, 1.73. All of these responses were encompassed by the "some" extent of use category.

Further inspection of Table VIII reveals findings relating to the perceptions of the effectiveness of Collegiate FFA Chapters in recruitment. An overall mean response of 2.40, "occasionally effective," was determined by combining responses of all participants in the study. There was a relatively small amount of variation in mean responses with the lowest, 2.39, expressed by district supervisors and the highest, 2.60, by state supervisors. The former implies an "occasional" level of effectiveness in encouraging students to become vocational agriculture

TABLE VIII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF COLLEGIATE FFA CHAPTERS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	8	16.3	10	20.4	10	20.4	1	2.0	9	18.4	11	22.5	83	2.18	5	10.2	12	24.5	10	20.4	1	2.0	3	6.1	18	36.7	77	2.48
B.	3	6.5	8	17.4	14	30.4	4	8.7	11	23.9	6	13.0	68	1.70	5	10.9	13	28.3	11	23.9	1	2.2	4	8.7	12	26.1	82	2.41
C.	13	15.5	19	22.6	27	32.1	8	9.5	12	14.3	5	6.0	171	2.16	7	8.3	37	44.1	19	22.6	4	4.8	8	9.5	9	10.7	181	2.41
D.	2	4.8	8	19.1	9	21.4	2	4.8	9	21.4	12	28.6	52	1.73	5	11.9	8	19.1	4	9.5	0	0	3	7.1	22	52.4	52	2.60
E.	3	6.8	6	13.6	19	43.2	4	9.1	4	9.1	8	18.2	72	2.00	3	6.8	14	31.8	8	18.2	4	9.1	2	4.6	13	29.6	74	2.39
F.	16	17.2	23	24.7	14	15.1	10	10.8	17	18.3	13	14.0	171	2.14	14	15.1	24	25.8	19	20.4	7	7.5	11	11.8	18	19.4	183	2.44
Overall $\bar{x}$ Response														2.04														2.40

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

teachers while the latter is at a "somewhat" level. Except for the latter group, all mean responses indicated other groups felt this practice was "occasionally effective."

Table IX is a summary of the mean responses evaluating the extent of use and effectiveness of the Alpha Tau Alpha as perceived by respondents. An overall mean response of 1.66 was tabulated for the groups which indicated this recruitment procedure was utilized to "some" extent. The computed mean response for state supervisors was 1.45, which meant they perceived the practice was utilized to "little" extent. A high mean response of 1.92 which represented the extent of use as "some" was indicated by head teacher educators. All the remaining groups selected a category which fell within this range.

Upon further examination of Table IX concerning the level of effectiveness of the Alpha Tau Alpha as a method of recruitment, all participating groups' responses combined yielded an overall mean response of 2.03 which fell in the category of "occasionally effective." The highest computed mean response of 2.26 by the head teacher educators revealed that they perceived the practice to be "occasionally effective," and the lowest calculated mean response of 1.84 as calculated for college students fell in the same category as a replenishment effort.

As ascertained by mathematical computations, shown in Table X, for the purpose of comparing the extent of use and effectiveness of agricultural education clubs, the overall mean response of 1.81 indicated that all groups viewed this practice as used to "some" extent. Only one group, namely, the teacher educator group, selected the extent of use category for this practice of "little" with a low mean response of 1.49 as compared to the officers of the vocational agricultural teachers'

TABLE IX

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF ALPHA TAU ALPHA IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	5	10.2	8	16.3	11	22.5	3	6.1	9	18.4	13	26.5	69	1.92	3	6.1	13	26.5	8	16.3	3	6.1	4	8.2	18	36.7	70	2.26
B.	4	8.7	7	15.2	8	17.4	4	8.7	12	26.1	11	23.9	57	1.63	2	4.4	14	30.4	7	15.2	1	2.2	4	8.7	18	39.1	65	2.32
C.	7	8.3	14	16.7	17	20.2	6	7.1	27	32.1	13	15.5	110	1.55	6	7.1	19	22.6	16	19.1	5	6.0	18	21.4	20	23.8	118	1.84
D.	1	2.4	4	9.5	12	28.6	2	4.8	10	23.8	13	31.0	42	1.45	2	4.8	7	16.7	6	14.3	3	7.1	3	7.1	21	50.0	44	2.09
E.	3	6.8	6	13.6	7	15.9	5	11.4	7	15.9	16	36.4	49	1.75	1	2.3	11	25.0	3	6.8	5	11.4	6	13.6	18	40.9	48	1.85
F.	8	8.6	15	16.1	15	16.1	7	7.5	21	22.6	27	29.0	114	1.73	5	5.4	18	19.4	16	17.2	5	5.4	11	11.8	38	40.9	111	2.02
Overall $\bar{x}$ Response														1.66														2.03

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

TABLE X

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF AGRICULTURAL EDUCATION CLUBS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	4	8.2	7	14.3	9	18.4	3	6.1	9	18.4	17	34.7	58	1.81	5	10.2	10	20.4	6	12.2	2	4.1	5	10.2	21	42.9	64	2.29
B.	0	0	12	26.1	7	15.2	2	4.4	14	30.4	11	23.9	52	1.49	4	8.7	12	26.1	5	10.9	1	2.2	8	17.4	16	34.8	63	2.10
C.	10	11.9	15	17.9	28	33.3	7	8.3	19	22.6	5	6.0	148	1.87	7	8.3	25	29.8	22	26.2	6	7.1	15	17.9	9	10.7	153	2.04
D.	3	7.1	3	7.1	11	26.2	1	2.4	8	19.1	16	38.1	44	1.69	2	4.8	7	16.7	7	16.7	0	0	2	4.8	24	57.1	43	2.39
E.	3	6.8	9	20.5	12	27.3	3	6.8	9	20.5	8	18.2	66	1.83	1	2.3	13	29.6	9	20.5	1	2.3	6	13.6	14	31.8	62	2.07
F.	9	9.7	22	23.7	15	16.1	6	6.5	20	21.5	21	22.6	138	1.92	7	7.5	27	29.0	12	12.9	5	5.4	12	12.9	30	32.3	138	2.19
Overall $\bar{x}$ Response														1.81														2.14

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

association who reported a high mean response of 1.92. All other group mean responses fell within this range.

Other findings in Table X regarding the effectiveness of agricultural education clubs revealed the procedure was rated as "occasionally effective" in recruitment as determined by the overall mean response of 2.14. The greatest mean response was 2.39 for state supervisor respondents with other respondents listed between this and the lowest mean response of 2.04 which represented college students' perceptions of the club's effectiveness as a recruiting procedure.

Data presented in Table XI provide a comparison of the extent of use and effectiveness of speakers, bureaus, etc. in recruitment. The overall mean response was 1.50, which was translated to mean the six groups felt that this recruitment procedure was practiced to "some" extent. Officers of the vocational agriculture teachers' association perceived the practice as being used only to a "little" extent as predicted from their low mean response of 1.30. Teacher educators and state supervisors also perceived the practice as being used only to a "little" extent with mean responses of 1.30 and 1.48, respectively. On the high side, the college students' mean response of 1.82 revealed they felt the practice was used to "some" extent as was true for the district supervisors' mean response of 1.56 and the head teacher educators' mean response of 1.52.

Table XI further illustrates that speakers, bureaus, etc., were regarded by all respondent groups as "occasionally effective" as a recruitment procedure. This was indicated by the overall mean response of 1.90. The lowest level of effectiveness was calculated from officers of the vocational agriculture teachers whose mean response was 1.69, in

TABLE XI

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF SPEAKERS, BUREAUS, ETC. AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	Great Deal %	Much N	Much %	Some N	Some %	Little N	Little %	None N	None %	No Response N	No Response %	CR**	MR***	Very Effective N	Very Effective %	Somewhat Effective N	Somewhat Effective %	Occas. Effective N	Occas. Effective %	Seldom Effective N	Seldom Effective %	Not Effective N	Not Effective %	No Response N	No Response %	CR**	MR***
A.	0	0	6	12.2	8	16.3	10	20.4	5	10.2	20	40.8	44	1.52	1	2.0	8	16.3	11	22.5	2	4.1	5	10.2	22	44.9	52	1.93
B.	2	4.4	5	10.9	9	19.6	11	23.9	13	28.3	6	13.0	52	1.30	2	4.4	8	17.4	11	23.9	6	13.0	6	13.0	13	28.3	60	1.82
C.	2	2.4	21	25.0	19	22.6	20	23.8	9	10.7	13	15.5	129	1.82	8	9.5	23	27.4	18	21.4	11	13.1	11	13.1	13	15.5	148	2.08
D.	0	0	5	11.9	12	28.6	10	23.8	6	14.3	9	21.4	49	1.48	1	2.4	8	19.1	12	28.6	2	4.8	2	4.8	17	40.5	54	2.16
E.	2	4.6	5	11.4	11	25.0	8	18.2	8	18.2	10	22.7	53	1.56	2	4.6	5	11.4	13	29.6	5	11.4	6	13.6	13	29.6	54	1.74
F.	2	2.2	10	10.8	17	18.3	21	22.6	23	24.7	20	21.5	93	1.27	4	4.3	12	12.9	20	21.5	13	14.0	13	14.0	31	33.3	105	1.69
Overall $\bar{x}$ Response														1.50														1.90

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

comparison to the high mean response of 2.16 from the state supervisors. Other groups varied only a little within this range.

Inspection of ordinal data presented in Table XII will allow the reader to compare perceptions of the extent of use and effectiveness of recruitment booths at state fairs, shows, etc. These data again reflect perceptions as reported by each of the six response groups. The overall mean response was 1.46, which was translated to mean the six groups felt that this recruitment procedure was practiced to a "little" extent. Those perceiving this procedure as practiced to "little" extent were the district supervisors with a low mean response of 1.29 and teacher educators and college students whose mean responses were 1.30 and 1.39, respectively. Exceptions to this were found for state supervisors, head teacher educators, and officers of the vocational agriculture teachers' association, with each of these groups indicating they perceived the practice as used to "some" extent by their mean responses of 1.68, 1.66, and 1.51, respectively.

With regard to level of effectiveness of recruitment booths at state fairs, shows, etc. as perceived by respondents and reported in Table XII all groups combined viewed the practice as "occasionally effective," as disclosed by the 1.81 overall mean response. The lowest level of effectiveness was calculated from district supervisors whose mean response was 1.67, in comparison to a high mean response of 2.02 for the head teacher educators. Other groups varied within this range but a little and the category of mean response for all groups was "occasionally effective."

A summary of responses is presented in Table XIII on the extent of use and effectivenss of providing college scholarships in recruitment of

TABLE XII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF DISPLAYS AND BOOTHS AT STATE FAIRS, SHOWS, ETC. AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.*	Great Deal		Much		Some		Little		None		No Response				Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response			
Grps.	N	%	N	%	N	%	N	%	N	%	N	%	CR**	MR***	N	%	N	%	N	%	N	%	N	%	N	%	CR**	MR***
A.	1	2.0	6	12.2	22	44.9	7	14.3	8	16.3	5	10.2	73	1.66	2	4.1	7	14.3	24	49.0	4	8.2	3	6.1	9	18.4	81	2.02
B.	1	2.2	4	8.7	16	34.8	9	19.6	14	30.4	2	4.4	57	1.30	1	2.2	8	17.4	15	32.6	7	15.2	6	13.0	9	19.6	65	1.76
C.	2	2.4	12	14.3	19	22.6	17	20.2	21	25.0	13	15.5	99	1.39	1	1.2	17	20.2	22	26.2	14	16.7	13	15.5	17	20.2	113	1.69
D.	1	2.4	7	16.7	13	31.0	6	14.3	7	16.7	8	19.1	57	1.68	0	0	8	19.1	10	23.8	4	9.5	3	7.1	17	40.5	48	1.92
E.	2	4.6	2	4.6	13	29.6	14	31.8	11	25.0	2	4.6	54	1.29	1	2.3	3	6.8	18	40.9	6	13.6	5	11.4	11	25.0	55	1.67
F.	3	3.2	16	17.2	24	25.8	20	21.5	22	23.7	8	8.6	128	1.51	4	4.3	18	19.4	29	31.2	12	12.9	13	14.0	17	18.3	140	1.84
Overall $\bar{x}$ Response														1.46														1.81

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

TABLE XIII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF PROVIDING COLLEGE SCHOLARSHIPS AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	2	4.1	10	20.4	26	53.1	4	8.2	3	6.1	4	8.2	94	2.09	13	26.5	15	30.6	12	24.5	0	0	1	2.0	8	16.3	121	2.95
B.	3	6.5	4	8.7	18	39.1	12	26.1	8	17.4	1	2.2	72	1.60	8	17.4	12	26.1	9	19.6	8	17.4	0	0	9	19.6	94	2.54
C.	8	9.5	14	16.7	27	32.1	26	31.0	8	9.5	1	1.2	154	1.86	22	26.2	22	26.2	16	19.1	12	14.3	6	7.1	6	7.1	198	2.54
D.	1	2.4	5	11.9	16	38.1	8	19.1	8	19.1	4	9.5	59	1.55	1	2.4	17	40.5	5	11.9	4	9.5	1	2.4	14	33.3	69	2.46
E.	4	9.1	7	15.9	17	38.6	9	20.5	2	4.6	5	11.4	80	2.05	5	11.4	16	36.4	10	22.7	3	6.8	2	4.6	8	18.2	91	2.53
F.	13	14.0	10	10.8	31	33.3	22	23.7	12	12.9	5	5.4	166	1.89	16	17.2	27	29.0	19	20.4	11	11.8	7	7.5	13	14.0	194	2.42
Overall $\bar{x}$ Response														1.85														2.56

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

agricultural education students. One hundred percent of the respondent groups expressed a feeling that college scholarships were used to "some" extent with an overall mean response of 1.85. Variations in individual group mean responses ranged from 1.55 for state supervisors to 2.09 for head teacher educators. Other groups and their mean responses were district supervisors, 2.05; officers of the vocational agriculture teachers' association, 1.89; college students, 1.86; and teacher educators, 1.60. All of these responses were encompassed in the category of "some" extent.

The levels of perceived effectiveness of college scholarships as a recruitment practice may be compared by viewing the findings reported in Table XIII. All groups combined viewed the practice as "somewhat effective," as disclosed by the 2.56 overall mean response. Exceptions to this were found for the officers of the vocational agriculture teachers' association as well as for the state supervisors, with each of these groups indicating they perceived the practice as "occasionally effective" by their mean responses of 2.42 and 2.46, respectively.

Table XIV was developed to provide a means of comparison of the extent of use and effectiveness of providing opportunities for agricultural education majors to visit with prospective students at judging contests, conventions, etc., as a recruitment effort. An overall mean response of 2.29 which was translated to mean a use of "some" extent, was calculated for the combined groups of respondents. There was a difference of only 0.32 between the college students whose tabulated mean response was low at 2.09 and the district supervisors' high mean response of 2.41. According to limits established for response categories, all these responses indicated perceived extents of use at the

TABLE XIV

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF PROVIDING OPPORTUNITIES FOR AG ED MAJORS TO VISIT WITH PROSPECTIVE STUDENTS AT JUDGING CONTESTS, CONVENTIONS, ETC. AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	5	10.2	11	22.5	25	51.0	5	10.2	1	2.0	2	4.1	108	2.30	9	18.4	20	40.8	15	30.6	1	2.0	0	0	4	8.2	127	2.82
B.	7	15.2	15	32.6	15	32.6	5	10.9	4	8.7	0	0	108	2.35	9	19.6	20	43.5	10	21.7	5	10.9	2	4.4	0	0	121	2.63
C.	10	11.9	23	27.4	18	21.4	22	26.2	7	8.3	4	4.8	167	2.09	10	11.9	35	41.7	23	27.4	5	6.0	5	6.0	6	7.1	196	2.51
D.	4	9.5	12	28.6	16	38.1	4	9.5	3	7.1	3	7.1	88	2.26	6	14.3	17	40.5	10	23.8	1	2.4	0	0	8	19.1	96	2.82
E.	6	13.6	12	27.3	13	29.6	8	18.2	0	0	5	11.4	94	2.41	5	11.4	21	47.7	10	22.7	3	6.8	0	0	5	11.4	106	2.72
F.	20	21.5	24	25.8	24	25.8	13	14.0	8	8.6	4	4.3	213	2.39	18	19.4	31	33.3	20	21.5	9	9.7	7	7.5	8	8.6	214	2.52
Overall $\bar{x}$ Response														2.29												2.63

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

"some" level. All groups fell in this category.

Another brief glance at Table XIV illustrates that providing opportunities for agricultural education majors to visit with prospective students at judging contests, conventions, etc., as a recruitment effort was "somewhat effective." The lowest level of effectiveness was calculated from college students whose mean response was 2.51, in comparison to a high mean response of 2.82 for the head teacher educators. Other groups varied within this range but a little and the category of mean response for all groups fell in the "somewhat effective" category.

In order to assess the respondents' opinions of the extent of use and effectivenss of provisions whereby transfer work is readily accepted by the teacher education institution, Table XV was developed. The overall mean response of 2.68 calculated for the groups indicated they felt this recruitment effort was practiced to a "much" extent. The mean response of 2.39 which was interpreted to mean practiced to "some" extent by the state supervisors was an exception. The elevated mean response of 2.87 for head teacher educators expressed their feelings that the procedure was practiced to a "much" extent with other respondents in the same category.

A comparison of perceived levels of effectiveness of this particular recruitment practice is also offered in Table XV. The overall mean response of 2.87 was tabulated which indicated the practice to be "somewhat effective" as perceived by 100% of the respondents when taken together. Exceeding all other respondents were the district supervisors with a 3.06 mean response as compared to a low mean response of 2.69 by the officers of the vocational agriculture teachers' association. Other groups varied slightly within this range.

TABLE XV

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF MAKING PROVISIONS WHEREBY TRANSFER WORK IS READILY ACCEPTED BY THE INSTITUTION AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	15	30.6	14	28.6	15	30.6	3	6.1	0	0	2	4.1	135	2.87	11	22.5	23	46.9	9	18.4	1	2.0	0	0	5	10.2	132	3.00
B.	18	39.1	10	21.7	12	26.1	5	10.9	1	2.2	0	0	131	2.85	17	37.0	16	34.8	8	17.4	3	6.5	1	2.2	1	2.2	135	3.00
C.	18	21.4	25	29.8	24	28.6	7	8.3	0	0	10	11.9	202	2.73	20	23.8	30	35.7	17	20.2	6	7.1	0	0	11	13.1	210	2.88
D.	5	11.9	11	26.2	17	40.5	4	9.5	1	2.4	4	9.5	91	2.39	7	16.7	13	31.0	13	31.0	1	2.4	0	0	8	19.1	94	2.76
E.	9	20.5	15	34.1	9	20.5	3	6.8	3	6.8	5	11.4	102	2.62	11	25.0	17	38.6	6	13.6	0	0	1	2.3	9	20.5	107	3.06
F.	17	18.3	27	29.0	22	23.7	13	14.0	1	1.1	13	14.0	206	2.57	21	22.6	25	26.9	21	22.6	9	9.7	2	2.2	15	16.1	210	2.69
Overall $\bar{x}$ Response														2.68														2.87

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

A display of the comparison of extent of use and effectiveness of permitting flexibility in obtaining work toward the master's degree while qualifying to teach vocational agriculture is summarized in Table XVI. An overall mean of 2.61 was calculated which meant the respondent groups felt the practice was utilized to a "much" extent. However, three groups, namely, the head teacher educators, state supervisors, and district supervisors, indicated they thought the practice was used only to "some" extent by their rather close mean responses of 2.36, 2.38, and 2.39, respectively. The other three groups' mean responses were also rather close. They were college students, 2.71; officers of the vocational agriculture teachers' association, 2.76; and teacher educators, 2.77. Thus the latter three groups felt this way of recruitment was practiced to "much" extent.

Other findings presented in Table XVI concern assessing the effectiveness of permitting flexibility in obtaining work toward the master's degree while qualifying to teach vocational agriculture. As determined by the overall mean response of 2.71 from all response groups, the procedure was rated as "somewhat effective." The lowest mean response, as reported by head teacher educators, was 2.39 which meant this recruitment practice was "occasionally effective" in their judgment. In contrast, the teacher educators perceived a rating of "somewhat effective" as reflected by their high mean response of 2.91. Other groups fell well within the categorical limits established for "somewhat effective."

Inspection of ordinal data presented in Table XVII will allow the reader to compare the extent of use and effectiveness of career days in local high schools as a recruitment effort. These data reflect perceptions as reported by each of the six response groups. An overall mean of

TABLE XVI

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF PERMITTING FLEXIBILITY IN OBTAINING WORK TOWARD MASTER'S DEGREE WHILE QUALIFYING TO TEACH VO-AG AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	Great Deal %	Much N	Much %	Some N	Some %	Little N	Little %	None N	None %	No Response N	No Response %	CR**	MR***	Very Effective N	Very Effective %	Somewhat Effective N	Somewhat Effective %	Occas. Effective N	Occas. Effective %	Seldom Effective N	Seldom Effective %	Not Effective N	Not Effective %	No Response N	No Response %	CR**	MR***
A.	8	16.3	12	24.5	17	34.7	9	18.4	1	2.0	2	4.1	111	2.36	6	12.2	17	34.7	10	20.4	10	20.4	1	2.0	5	10.2	105	2.39
B.	15	32.6	13	28.3	9	19.6	5	10.9	2	4.4	2	4.4	122	2.77	15	32.6	17	37.0	6	13.0	2	4.4	3	6.5	3	6.5	125	2.91
C.	24	28.6	22	26.2	19	22.6	11	13.1	2	2.4	6	7.1	211	2.71	26	31.0	27	32.1	12	14.3	8	9.5	3	3.6	8	9.5	217	2.85
D.	6	14.3	11	26.2	9	21.4	6	14.3	2	4.8	8	19.1	81	2.38	5	11.9	11	26.2	9	21.4	3	7.1	1	2.4	13	31.0	74	2.55
E.	3	6.8	15	34.1	18	40.9	5	11.4	0	0	3	6.8	98	2.39	5	11.4	20	45.5	7	15.9	5	11.4	1	2.3	6	13.6	99	2.61
F.	25	26.9	30	32.3	20	21.5	10	10.8	2	2.2	6	6.5	240	2.76	25	26.9	26	28.0	20	21.5	7	7.5	4	4.3	11	11.8	225	2.74
Overall $\bar{x}$ Response														2.61														2.71

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

TABLE XVII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF CAREER DAYS IN LOCAL HIGH SCHOOLS AS A RECRUITMENT TECHNIQUE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Response N	%	CR**	MR***	Very Effective N	%	Somewhat Effective N	%	Occas. Effective N	%	Seldom Effective N	%	Not Effective N	%	No Response N	%	CR**	MR***
A.	1	2.0	10	20.4	24	49.0	11	22.5	1	2.0	2	4.1	93	1.98	5	10.2	11	22.5	16	32.7	11	22.5	2	4.1	4	8.2	96	2.13
B.	4	8.7	6	13.0	18	39.1	11	23.9	6	13.0	1	2.2	81	1.80	3	6.5	9	19.6	14	30.4	11	23.9	4	8.7	5	10.9	78	1.90
C.	15	17.9	19	22.6	21	25.0	12	14.3	13	15.5	4	4.8	171	2.14	16	19.1	25	29.8	18	21.4	3	3.6	10	11.9	12	14.3	178	2.47
D.	5	11.9	7	16.7	16	38.1	5	11.9	4	9.5	5	11.9	78	2.11	5	11.9	4	9.5	17	40.5	5	11.9	1	2.4	10	23.8	71	2.22
E.	3	6.8	10	22.7	19	43.2	8	18.2	0	0	4	9.1	88	2.20	0	0	13	29.6	17	38.6	7	15.9	0	0	7	15.9	80	2.16
F.	11	11.8	19	20.4	27	29.0	25	26.9	11	11.8	0	0	180	1.94	8	8.6	23	24.7	26	28.0	20	21.5	10	10.8	6	6.5	173	1.99
Overall $\bar{x}$ Response														2.02														2.15

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

2.02, calculated for all groups, indicated they recognized this particular recruitment procedure was generally practiced to "some" extent. It is of interest to note that among the groups the teacher educators expressed the lowest mean response of 1.80; whereas, the district supervisors reported the highest mean response of 2.20. However, mean responses of all groups of respondents fell well within the range established for "some." Thus, each group, as well as the total of all groups, indicated they perceived that recruitment by career days in high schools was utilized to "some" extent.

Additional examination of Table XVII illustrates that career days in high schools, as regarded by all respondent groups, was "occasionally effective" as a recruitment procedure. This was revealed by the overall mean response of 2.15. The lowest level of effectiveness was calculated from teacher educators whose mean response was 1.90, in comparison to a high mean response of 2.47 for the college students. Other groups varied within this range but a little, and the category of mean response for all groups fell in the "occasionally effective" category.

Table XVIII is presented for comparison of perceptions of the extent of use and effectiveness of career days on university or college campuses. Overall respondent groups provided data which led to a mean response of 2.11 which meant that the procedure was perceived to be used to "some" extent as a recruitment effort. Lowest were the state supervisors whose mean response was 1.97 as compared to a high mean response of 2.16 for teacher educators. All other respondent groups fell in the category of "some" with little variation among the numerical mean responses.

A comparison of perceived levels of effectiveness of this particular recruitment practice is also offered in Table XVII. All six response

TABLE XVIII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF CAREER DAYS, UNIVERSITY/COLLEGE CAMPUS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	3	6.1	11	22.5	21	42.9	4	8.2	6	12.2	4	8.2	91	2.02	5	10.2	15	30.6	12	24.5	6	12.2	4	8.2	7	14.3	95	2.26
B.	6	13.0	10	21.7	17	37.0	9	19.6	3	6.5	1	2.2	97	2.16	4	8.7	15	32.6	14	30.4	9	19.6	1	2.2	3	6.5	98	2.28
C.	15	17.9	14	16.7	30	35.7	12	14.3	10	11.9	3	3.6	174	2.15	9	10.7	24	28.6	31	36.9	8	9.5	7	8.3	5	6.0	178	2.25
D.	5	11.9	5	11.9	15	35.7	4	9.5	6	14.3	7	16.7	69	1.97	5	11.9	6	14.3	14	33.3	4	9.5	1	2.4	12	28.6	70	2.33
E.	3	6.8	10	22.7	16	36.4	7	15.9	2	4.6	6	13.6	81	2.13	3	6.8	6	13.6	18	40.9	4	9.1	0	0	13	29.6	70	2.26
F.	14	15.1	18	19.4	18	19.4	13	14.0	11	11.8	19	20.4	159	2.15	9	9.7	25	26.9	19	20.4	10	10.8	9	9.7	21	22.6	159	2.21
Overall $\bar{x}$ Response														2.11														2.26

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

groups felt this procedure was "occasionally effective" as evidenced by the overall mean response of 2.26. A very narrow range from a low mean response of 2.21 to a high mean response of 2.33 for the officers of the vocational agriculture teachers' association and the state supervisors respectively was revealed. The mean responses of the other four groups fell within these numbers and within the range of actual limits of the "occasionally effective" category.

Data presented in Table XIX provide a comparison of the extent of use and effectiveness of recruitment emphasis provided by officers of the agriculture teachers' association. The author would like to point out that the officers of the vocational agriculture teachers' association rated themselves the highest with a mean response of 2.85 which represented "much" extent of activity or use for recruiting. Following fairly closely were the state supervisors whose mean response of 2.68 represented the practice as being used to a "much" extent as a recruiting effort. All of the remaining groups' mean responses fell lower with the lowest one being for college students, a 1.80 which was within the range of limits established for "some" extent. The overall mean response was 2.25 which was translated to mean the practice was viewed by the respondents to be used to "some" extent in recruitment.

Another glance at Table XIX illustrates that recruitment emphasis provided by officers of the agriculture teachers' association was regarded by the respondent groups as "occasionally effective." This was determined from the overall mean response of 2.31 from participants in the survey. The officers of the vocational agriculture teachers' association, by their tabulated mean response of 2.54, did not rate this procedure as high as the 2.71 mean response of the state supervisors.

TABLE XIX

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF RECRUITMENT EMPHASIS PROVIDED BY STATE OFFICERS OF THE NVATA

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Response N	%	CR**	MR***	Very Effective N	%	Somewhat Effective N	%	Occas. Effective N	%	Seldom Effective N	%	Not Effective N	%	No Response N	%	CR**	MR***
A.	5	10.2	12	24.5	17	34.7	7	14.3	1	2.0	7	14.3	97	2.31	4	8.2	15	30.6	18	36.7	2	4.1	2	4.1	8	16.3	99	2.41
B.	8	17.4	7	15.2	16	34.8	9	19.6	4	8.7	2	4.4	94	2.14	2	4.4	15	32.6	15	32.6	7	15.2	2	4.4	5	10.9	90	2.20
C.	5	6.0	14	16.7	24	28.6	23	27.4	8	9.5	10	11.9	133	1.80	4	4.8	20	23.8	23	27.4	12	14.3	12	14.3	13	15.5	134	1.89
D.	6	14.3	17	40.5	13	31.0	1	2.4	1	2.4	4	9.5	102	2.68	4	9.5	16	38.1	9	21.4	2	4.8	0	0	11	26.2	84	2.71
E.	2	4.6	10	22.7	20	45.5	9	20.5	1	2.3	2	4.6	87	2.07	3	6.8	13	29.6	17	38.6	6	13.6	1	2.3	4	9.1	91	2.28
F.	16	17.2	35	37.6	25	26.9	12	12.9	3	3.2	2	2.2	231	2.85	14	15.1	35	37.6	25	26.9	10	10.8	3	3.2	6	6.5	221	2.54
Overall $\bar{x}$ Response														2.25														2.31

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

However, both groups fell in the category of "somewhat effective" as a level of effectiveness for recruiting. All of the other response groups thought the procedure was only "occasionally effective" with the mean response of 1.89 by the college students being the lowest calculated.

The data in Table XX are presented to provide a comparison of the extent of use and effectiveness of state or district supervisors in recruitment of agricultural education students. These data reflect perceptions by each of the respondent groups. The overall mean response of 2.35 indicated this procedure was thought by the respondent groups to be practiced to "some" extent. As indicated by the college students' low mean response of 2.08, they thought the procedure was utilized to "some" extent. Exceptions to this were found for state supervisors whose mean response was the highest with a 3.05, indicating they thought the procedure was practiced to a "much" extent. Other respondent groups fell between these calculated means.

Other findings presented in Table XX concern the results of assessing the effectiveness of state supervisors or district supervisors in recruitment of agricultural education students. As determined by an overall mean response of 2.36 from the response groups, the procedure was rated as "occasionally effective." The lowest mean response, as reported by college students, was 2.13 which meant this recruitment procedure was "occasionally effective" in their judgment. A rather interesting contrast was the fact that both district supervisors and state supervisors perceived the level of effectiveness as "somewhat effective." The mean response for district supervisors was 2.54; whereas, the highest mean response was reported by the state supervisors to be 2.67 or at the "somewhat effective" level.

TABLE XX

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF STATE OR DISTRICT SUPERVISORS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	7	14.3	13	26.5	15	30.6	7	14.3	3	6.1	4	8.2	104	2.31	5	10.2	18	36.7	12	24.5	6	12.2	3	6.1	5	10.2	104	2.36
B.	7	15.2	10	21.7	13	28.3	9	19.6	4	8.7	3	6.5	93	2.16	2	4.4	15	32.6	19	41.3	3	6.5	2	4.4	5	10.9	94	2.29
C.	6	7.1	19	22.6	28	33.3	15	17.9	5	6.0	11	13.1	152	2.08	6	7.1	23	27.4	25	29.8	10	11.9	8	9.5	12	14.3	153	2.13
D.	12	28.6	18	42.9	10	23.8	0	0	0	0	2	4.8	122	3.05	5	11.9	13	31.0	14	33.3	1	2.4	0	0	9	21.4	88	2.67
E.	7	15.9	16	36.4	9	20.5	6	13.6	3	6.8	3	6.8	100	2.44	5	11.4	14	31.8	14	31.8	4	9.1	0	0	7	15.9	94	2.54
F.	17	18.3	22	23.7	29	31.2	13	14.0	7	7.5	5	5.4	205	2.33	13	14.0	28	30.1	28	30.1	9	9.7	6	6.5	9	9.7	201	2.39
Overall $\bar{x}$ Response														2.35														2.36

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

Findings shown in Table XXI allow making a comparison of the perceptions relative to the extent of use and effectiveness of teacher educators in recruitment of agricultural education students. Upon analyzing the information reported by every respondent group, the overall mean response was calculated to be 2.99 which revealed the procedure was perceived as being practiced to "much" extent. The head teacher educators rated the procedure the highest with a mean response of 3.35. Teacher educators did not rate it as high as revealed by a 2.96 calculated mean response. The lowest mean response was 2.80 as perceived by college students. The remaining groups fell above this mean with all response groups feeling the procedure was practiced to "much" extent.

In Table XXI concerning the levels of effectiveness as viewed by all respondents, the overall mean response was 2.92 which was rendered to be "somewhat effective." The head teacher educators' mean response was a high of 3.24 which fell within the category of "somewhat effective." The low mean response assigned by district supervisors was 2.69. The other response groups fell within this range indicating a "somewhat effective" category.

An assimilation and comparison of the extent of use and effectiveness of vocational agriculture teachers in the recruitment of agricultural education students is provided in Table XXII. The information showed a "much" extent of usage in recruiting due to the tabulated overall mean response of 2.74 from the response groups. While it is quite possible that one might believe the officers of the vocational agriculture teachers' association would place themselves at the top of the response groups as recruiters, there was actually a tie between the officers and the college students with mean responses of 2.88 which fell in the

TABLE XXI

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF TEACHER EDUCATORS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	Great Deal %	Much N	Much %	Some N	Some %	Little N	Little %	None N	None %	No Response N	No Response %	CR**	MR***	Very Effective N	Very Effective %	Somewhat Effective N	Somewhat Effective %	Occas. Effective N	Occas. Effective %	Seldom Effective N	Seldom Effective %	Not Effective N	Not Effective %	No Response N	No Response %	CR**	MR***
A.	21	42.9	23	46.9	4	8.2	0	0	0	0	1	2.0	161	3.35	14	28.6	28	57.1	3	6.1	0	0	0	0	4	8.2	146	3.24
B.	16	34.8	14	30.4	14	30.4	2	4.4	0	0	0	0	136	2.96	8	17.4	25	54.4	12	26.1	0	0	0	0	1	2.2	131	2.91
C.	21	25.0	31	36.9	21	25.0	5	6.0	2	2.4	4	4.8	224	2.80	18	21.4	40	47.6	18	21.4	1	1.2	2	2.4	5	6.0	229	2.90
D.	14	33.3	17	40.5	7	16.7	0	0	0	0	4	9.5	121	3.18	8	19.1	14	33.3	10	23.8	1	2.4	0	0	9	21.4	95	2.88
E.	8	18.2	16	36.4	15	34.1	3	6.8	0	0	2	4.6	113	2.69	6	13.6	17	38.6	14	31.8	2	4.6	0	0	5	11.4	105	2.69
F.	35	37.6	32	34.4	17	18.3	5	5.4	1	1.1	3	3.2	275	3.06	23	24.7	38	40.9	18	19.4	4	4.3	2	2.2	8	8.6	246	2.89
Overall $\bar{x}$ Response														2.99														2.92

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

TABLE XXII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS
OF VO-AG TEACHERS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Re-sponse N	%	CR**	MR***	Very Effec-tive N	%	Some-what Effec-tive N	%	Occas. Effec-tive N	%	Seldom Effec-tive N	%	Not Effec-tive N	%	No Re-sponse N	%	CR**	MR***
A.	8	16.3	16	32.7	21	42.9	2	4.1	1	2.0	1	2.0	124	2.58	21	42.9	12	24.5	10	20.4	3	6.1	1	2.0	2	4.1	143	3.04
B.	9	19.6	16	34.8	14	30.4	7	15.2	0	0	0	0	119	2.59	16	34.8	14	30.4	11	23.9	3	6.5	1	2.2	1	2.2	131	2.91
C.	24	28.6	30	35.7	23	27.4	4	4.8	1	1.2	2	2.4	236	2.88	34	40.5	28	33.3	15	17.9	1	1.2	1	1.2	5	6.0	251	3.18
D.	7	16.7	18	42.9	10	23.8	4	9.5	0	0	3	7.1	106	2.72	8	19.1	20	47.6	5	11.9	0	0	0	0	9	21.4	102	3.09
E.	6	13.6	15	34.1	13	29.6	7	15.9	0	0	3	6.8	102	2.49	10	22.7	14	31.8	11	25.0	3	6.8	1	2.3	5	11.4	107	2.74
F.	29	31.2	30	32.3	28	30.1	6	6.5	0	0	0	0	268	2.88	40	43.0	28	30.1	16	17.2	5	5.4	0	0	4	4.3	281	3.16
Overall $\bar{x}$ Response														2.74														3.06

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

category established for "much" extent of use. The district supervisors were an exception to the other groups in that they felt the practice was utilized to "some" extent by their low mean response of 2.49. Other response groups fell within these ranges.

Another glance at Table XXII illustrates that the vocational agriculture teacher, as regarded by all respondent groups was rated as "somewhat effective" as a recruitment procedure. This was indicated by the overall mean response of 3.06. The lowest level of effectiveness was calculated from the district supervisors whose mean response was 2.74, in comparison to a high mean response of 3.18 for the college students. Other groups varied within this range but a little and the category of mean response for all groups fell within the limits established for "somewhat effective."

The data in Table XXIII provide a comparison of the extent of use and effectiveness of school counselors in recruiting agricultural education students. When the six response groups were combined, it was indicated they felt that this practice was utilized to "little" extent by their overall mean response of 1.23. The officers of the vocational agriculture teachers' association, who probably have a rather close working relationship with the counselor because they are in the same school system in many instances, viewed the procedure as practiced to "little" extent by their small mean response of 1.06. The highest mean response of 1.49 was returned by the college students. Other response groups fell within these ranges. Thus all maintained this procedure as used to "little" extent.

In regards to the distribution of responses as to the level of effectiveness of counselors in recruitment as reported in Table XXIII, the

TABLE XXIII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS
OF SCHOOL COUNSELORS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Response N	%	CR**	MR***	Very Effective N	%	Somewhat Effective N	%	Occas. Effective N	%	Seldom Effective N	%	Not Effective N	%	No Response N	%	CR**	MR***
A.	0	0	1	2.0	10	20.4	27	55.1	7	14.3	4	8.2	50	1.11	1	2.0	3	6.1	10	20.4	14	28.6	12	24.5	9	18.4	47	1.18
B.	1	2.2	1	2.2	13	28.3	24	52.2	7	15.2	0	0	57	1.24	1	2.2	5	10.9	16	34.8	14	30.4	8	17.4	2	4.4	65	1.48
C.	3	3.6	8	9.5	22	26.2	38	45.2	8	9.5	5	6.0	118	1.49	5	6.0	14	16.7	28	33.3	17	20.2	11	13.1	9	10.7	135	1.80
D.	0	0	1	2.4	8	19.1	19	45.2	5	11.9	9	21.4	38	1.15	0	0	4	9.5	11	26.2	11	26.2	4	9.5	12	28.6	45	1.50
E.	2	4.6	2	4.6	8	18.2	20	45.5	9	20.5	3	6.8	50	1.22	2	4.6	3	6.8	11	25.0	16	38.6	4	9.1	7	15.9	56	1.51
F.	2	2.2	2	2.2	14	15.1	47	50.5	19	20.4	9	9.7	89	1.06	4	4.3	5	5.4	14	15.1	35	37.6	16	17.2	19	20.4	94	1.27
Overall $\bar{x}$ Response														1.23														1.47

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

overall mean response was tabulated at 1.47 which was translated to mean the practice was "seldom effective." The head teacher educators furnished information which led to a low mean response of 1.18 or "seldom effective," along with the officers of vocational agriculture teachers' association and teacher educators whose mean responses were 1.27 and 1.48, respectively. State supervisors, district supervisors, and college students responded with means of 1.50, 1.51, and 1.80, respectively. These translated to the "occasionally effective" category.

Table XXIV reflects the comparisons of extent of use and effectiveness of superintendents and principals in recruiting. The overall mean response of 0.96 is the lowest one recorded thus far in the research. According to the limits established for categories this respresents a "little" extent practiced from the respondents' viewpoints. Also, the lowest mean response calculated was a 0.71 by the officers of the vocational agriculture teachers' association which indicated they believed this procedure to be exercised to a "little" extent. Exceeding the other four respondent groups were the college students with a mean response of 1.18 which also fell in the category of "little" extent of use. A small variation occurred among the other groups and the category of mean response for all groups fell in the range established for "little" extent of use.

Further examination of Table XXIV for the level of effectiveness of superintendents and principals in recruitment discloses an overall mean response of 1.25 which means that on the average, the practice was viewed by respondents as "seldom effective." The officers of the vocational agriculture teachers' association expressed the lowest mean response of 0.93; whereas, the district supervisors reported the highest mean response

TABLE XXIV

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF SUPERINTENDENTS AND PRINCIPALS IN RECRUITMENT

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	0	0	0	0	11	22.5	24	49.0	10	20.4	4	8.2	46	1.02	1	2.0	4	8.2	7	14.3	19	38.8	8	16.3	10	20.4	49	1.26
B.	0	0	4	8.7	2	4.4	26	56.5	13	28.3	1	2.2	42	0.93	1	2.2	5	10.9	8	17.4	19	41.3	9	19.6	4	8.7	54	1.29
C.	0	0	7	8.3	17	20.2	37	44.1	17	20.2	6	7.1	92	1.18	1	1.2	16	19.1	18	21.4	23	27.4	18	21.4	8	9.5	88	1.16
D.	0	0	3	7.1	4	9.5	16	38.1	12	28.6	7	16.7	33	0.94	0	0	3	7.1	6	14.3	14	33.3	6	14.3	13	31.0	35	1.21
E.	0	0	1	2.3	8	18.2	23	52.3	9	20.5	3	6.8	42	1.02	0	0	4	9.1	12	27.3	15	34.1	5	11.4	8	18.2	51	1.42
F.	2	2.2	1	1.1	8	8.6	33	35.5	40	43.0	9	9.7	60	0.71	4	4.3	5	5.4	5	5.4	29	31.2	32	34.4	18	19.4	70	0.93
Overall $\bar{x}$ Response														0.96														1.25

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

of 1.42. However, mean responses of all groups fell well within the range established for "seldom effective." Thus each group, as well as the total of all groups, indicated they perceived that superintendents and principals in recruiting were "seldom effective."

Table XXV was formulated to reveal a comparison of the extent of use and effectiveness of parents in recruiting as expressed by the six response groups. An overall mean response of 1.67 was calculated which expressed perceptions that the procedure was practiced to "some" extent. The vocational agriculture teachers' association recognized parental influence in recruitment as utilized to a "little" extent by a low mean response of 1.26. The greatest mean response was compiled by college students at 2.07 which indicated they perceived the procedure was used to "some" extent. The remaining groups' means fell within this range.

A comparison of perceived levels of effectiveness of this particular recruitment practice is also offered in Table XXV. Inspection of this portion of the table reveals an overall mean response of 2.22 which was translated to mean that the procedure was rated as "occasionally effective" by the response groups. The highest mean response was reported by the college students; that being 2.60 which indicated the procedure was viewed as "somewhat effective" as a recruitment effort. The remaining response groups perceived the procedure to be "occasionally effective" with the lowest mean response being 1.70 by the officers of the vocational agriculture teachers' association.

An immediate inspection of the data in Table XXVI, which provides for a comparison of the extent of use and effectiveness of community or civic clubs in recruitment of agricultural education students, reveals an overall mean response of 0.79. According to limits established for

TABLE XXV

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS
OF PARENTS IN RECRUITING

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	Great Deal %	Much N	Much %	Some N	Some %	Little N	Little %	None N	None %	No Response N	No Response %	CR**	MR***	Very Effective N	Very Effective %	Somewhat Effective N	Somewhat Effective %	Occas. Effective N	Occas. Effective %	Seldom Effective N	Seldom Effective %	Not Effective N	Not Effective %	No Response N	No Response %	CR**	MR***
A.	2	4.1	6	12.2	13	26.5	16	32.7	2	4.1	10	20.4	68	1.74	6	12.2	14	28.6	10	20.4	10	20.4	0	0	9	18.4	96	2.40
B.	1	2.2	12	26.1	12	26.1	10	21.7	6	13.0	5	10.9	74	1.80	4	8.7	18	39.1	8	17.4	6	13.0	3	6.5	7	15.2	92	2.36
C.	12	14.3	12	14.3	23	27.4	25	29.8	3	3.6	9	10.7	155	2.07	17	20.2	22	26.2	24	28.6	8	9.5	2	2.4	11	13.1	190	2.60
D.	3	7.1	3	7.1	15	35.7	10	23.8	2	4.8	9	21.4	61	1.85	6	14.3	7	16.7	11	26.2	3	7.1	2	4.8	13	31.0	70	2.41
E.	1	2.3	0	0	15	34.1	21	47.7	2	4.6	5	11.4	55	1.41	5	11.4	4	9.1	15	34.1	10	22.7	1	2.3	9	20.5	72	2.06
F.	2	2.2	5	5.4	24	25.8	35	37.6	18	19.4	9	9.7	106	1.26	7	7.5	10	10.8	23	24.7	25	26.9	11	11.8	17	18.3	129	1.70
Overall $\bar{x}$ Response														1.67														2.22

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

TABLE XXVI

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF COMMUNITY AND CIVIC CLUBS IN RECRUITMENT EFFORTS

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal		Much		Some		Little		None		No Response		CR**	MR***	Very Effective		Somewhat Effective		Occas. Effective		Seldom Effective		Not Effective		No Response		CR**	MR***
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	N	%		
A.	0	0	1	2.0	7	14.3	16	32.7	16	32.7	9	18.4	33	0.83	0	0	3	6.1	9	18.4	14	28.6	9	18.4	14	28.6	41	1.17
B.	0	0	1	2.2	7	15.2	18	29.1	15	32.6	5	10.4	35	0.85	0	0	2	4.4	10	21.7	16	34.8	8	17.4	10	21.7	42	1.17
C.	1	1.2	2	2.4	11	13.1	32	38.1	26	31.0	12	14.3	64	0.89	2	2.4	7	8.3	15	17.9	21	25.0	25	29.8	14	16.7	80	1.14
D.	0	0	3	7.1	5	11.9	14	33.3	11	26.2	9	21.4	33	1.00	0	0	4	9.5	5	11.9	12	28.6	6	14.3	15	35.7	34	1.26
E.	0	0	0	0	3	6.8	19	43.2	14	31.8	8	18.2	25	0.69	0	0	2	4.6	4	9.1	15	34.1	10	22.7	13	29.6	29	0.94
F.	2	2.2	1	1.1	8	8.6	24	25.8	49	52.7	9	9.7	51	0.61	4	4.3	7	7.5	5	5.4	19	20.4	37	39.8	21	22.6	66	0.92
Overall $\bar{x}$ Response														0.79														1.08

*Response Groups:
A. Head Teacher Educators (N=49)
B. Teacher Educators (N=46)
C. College Students (N=84)
D. State Supervisors (N=42)
E. District Supervisors (N=44)
F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

response categories this mean expressed the feeling that the procedure was practiced to a "little" extent. All six response groups felt that the practice was utilized to a "little" extent. These ranged from a low mean response of 0.61 by the officers of the vocational agriculture teachers' association to a high mean response of 1.00 by the state supervisors.

Further inspection of Table XXVI regarding the level of effectiveness of community or civic clubs disclosed an overall mean response of 1.08 which was translated to mean that this recruitment emphasis fell in the category of "seldom effective." It was unanimously perceived by all the response groups that the practice was "seldom effective" on the basis of their mean responses. The respondents varied from the lowest mean response of 0.92 by the officers of the vocational agriculture teachers' association to the highest mean response of 1.17 by both the head teacher educators and teacher educators.

In order to provide a comparison of the extent of use and effectiveness of student teaching prior to the senior year as a recruitment effort Table XXVII was developed. A 1.12 computed overall mean response for all groups indicates that collectively they perceived this practice was used "little." Respondent groups varied in their measure of the use of this procedure from a low mean response of 0.86 by the district supervisors to a high mean response of 1.29 by the college students with the other groups' responses falling between these ranges.

Other findings reported in Table XXVII concern the level of effectiveness of student teaching prior to the senior year as a recruitment effort. The members of the response groups assigned the practice an overall mean response of 1.57 which means they perceived that on the

TABLE XXVII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF EXPERIENCING STUDENT TEACHING PRIOR TO SENIOR YEAR AS A RECRUITMENT PRACTICE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Re-sponse N	%	CR**	MR***	Very Effec-tive N	%	Some-what Effec-tive N	%	Occas. Effec-tive N	%	Seldom Effec-tive N	%	Not Effec-tive N	%	No Re-sponse N	%	CR**	MR***
A.	2	4.1	7	14.3	8	16.3	8	16.3	18	36.7	6	12.2	53	1.23	3	6.1	8	16.3	3	6.1	6	12.2	14	28.6	15	30.6	48	1.41
B.	2	4.4	1	2.2	8	17.4	8	17.4	21	45.7	6	13.0	35	0.87	4	8.7	5	10.9	4	8.7	5	10.9	13	28.3	15	32.6	44	1.42
C.	10	11.9	4	4.8	15	17.9	16	19.1	31	36.9	8	9.5	98	1.29	14	16.7	11	13.1	15	17.9	5	6.0	23	27.4	16	19.1	124	1.82
D.	3	7.1	4	9.5	5	11.9	4	9.5	19	45.2	7	16.7	38	1.09	4	9.5	4	9.5	5	11.9	5	11.9	11	26.2	13	31.0	43	1.48
E.	2	4.6	3	6.8	5	11.4	3	6.8	22	50.0	9	20.5	30	0.86	2	4.6	4	9.1	2	4.6	4	9.1	11	25.0	21	47.7	28	1.22
F.	6	6.5	13	14.0	12	12.9	12	12.9	42	45.2	8	8.6	99	1.16	9	9.7	15	16.1	12	12.9	5	5.4	26	28.0	26	28.0	110	1.64
Overall $\bar{x}$ Response														1.12														1.57

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

average it was "occasionally effective." Four response groups; namely, the district supervisors, head teacher educators, teacher educators and state supervisors had calculated mean responses of 1.22, 1.41, 1.42, and 1.48, respectively, which represented their feelings toward this recruitment procedure as "seldom effective." The other two groups' mean responses were tabulated to be 1.64 for the officers of the vocational agriculture teachers' association and a 1.82 for the college students. The responses of both of these groups fell within the range limits for "occasionally effective."

A comparison of the extent of use and effectiveness of stressing of membership in the national vocational agriculture teachers' association as a recruitment effort is revealed by inspection of Table XXVIII. The overall mean response was 2.55 which indicated that the six response groups felt the procedure was practiced to a "much" extent. The officers of the vocational agriculture teachers' association and the head teacher educators had mean responses of 2.86 and 2.56, respectively. Both of these groups' mean responses fell in the limits established for the "much" category. A mean response of 2.47 calculated for the state supervisors and a mean of 2.32 for teacher educators indicated they perceived the procedure to be used to "some" extent. The other two groups also had mean responses which fell within the range established for "some.'

In analyzing the distribution by level of effectiveness of stressing of membership in the national vocational agriculture teachers' association, Table XXVIII reveals the overall mean response to be 2.25. This overall mean response indicated that this practice was perceived to be "occasionally effective." The lowest mean response, as reported by head teacher educators, was 1.95 which meant this recruitment practice was

TABLE XXVIII

ASSESSMENT OF EXTENT OF USE AND EFFECTIVENESS OF STRESSING NVATA MEMBERSHIP AS A RECRUITMENT PRACTICE

	Distribution by Extent Practiced														Distribution by Level of Effectiveness											
Resp.* Grps.	Great Deal N	%	Much N	%	Some N	%	Little N	%	None N	%	No Response N	%	CR**	MR***	Very Effective N	%	Somewhat Effective N	%	Occas. Effective N	%	Seldom Effective N	%	Not Effective N	%	No Response N	%	CR**	MR***
A.	8	16.3	17	34.7	14	28.6	4	8.2	2	4.1	4	8.2	115	2.56	2	4.1	14	28.6	9	18.4	10	20.4	5	10.2	9	18.4	78	1.95
B.	11	23.9	8	17.4	7	15.2	11	23.9	3	6.5	6	13.0	93	2.32	7	15.2	10	21.7	6	13.0	10	21.7	6	13.0	7	15.2	80	2.05
C.	15	17.9	19	22.6	22	26.2	10	11.9	6	7.1	12	14.3	171	2.38	9	10.7	20	23.8	16	19.1	13	15.5	10	11.9	16	19.1	141	2.07
D.	7	16.7	11	26.2	11	26.2	6	14.3	1	2.4	6	14.3	89	2.47	3	7.1	11	26.2	7	16.7	8	19.1	0	0	13	31.0	67	2.31
E.	14	31.8	4	9.1	11	25.0	5	11.4	5	11.4	5	11.4	95	2.44	5	11.4	16	36.4	6	13.6	4	9.1	5	11.4	8	18.2	84	2.33
F.	38	40.9	18	19.4	22	23.7	10	10.8	3	3.2	2	2.2	260	2.86	19	20.4	32	34.4	18	19.4	12	12.9	5	5.4	7	7.5	220	2.56
Overall $\bar{x}$ Response														2.55														2.25

*Response Groups:
- A. Head Teacher Educators (N=49)
- B. Teacher Educators (N=46)
- C. College Students (N=84)
- D. State Supervisors (N=42)
- E. District Supervisors (N=44)
- F. Officers of VATA (N=93)

**Cumulative Response

***Mean Response

"occasionally effective" in their judgment. In contrast, the officers of the vocational agriculture teachers' group perceived the practice to be "somewhat effective" as reflected by their high mean response of 2.56.

Influences of Persons on Decisions to Become a Vo-Ag Teacher

Data in Table XXIX were assembled to provide a summary of responses of groups concerning the person or persons who had the greatest influence on their decision to become a vocational agriculture teacher.

Among 358 total responses, 208 of the six respondent groups felt that the vocational agriculture teacher was the person who had the greatest influence upon decisions to become a vocational agriculture teacher. In terms of percentage, this was calculated at well over one-half at 58.10%. Of the 358 total respondents, 40 recognized that the teacher educator was most influential in encouraging them to pursue a career in vocational agricultural education. This was calculated at 11.17%. While parents as being influential accounted for only 9.50% with 34 of 358 respondents, they were in third place. All other persons represented 8.94%; whereas, there was a remainder of 12.29% of no responses.

Influence of Salary Upon One Entering Teaching

Data presented in Table XXX provides a summary of group responses as to salary received constituting a factor enticing one to teach. Upon examination of the data for the six respondent groups, there was found to be 184 or slightly over one-half of the 358 respondents who indicated

TABLE XXIX

GROUP RESPONSES AS TO PERSON OR PERSONS HAVING THE GREATEST INFLUENCE ON THEIR DECISION TO BECOME A VO-AG TEACHER

	Person	Head Teacher Educator N = 49		Teacher Educator N = 46		College Students N = 84		State Supervisor N = 42		District Supervisor N = 44		VATA Officers N = 93		Total N = 358	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	Vo-Ag Teacher	20	40.81	23	50.00	56	66.67	25	59.52	28	63.64	56	60.22	208	58.10
2.	Teacher Educator	3	6.12	1	2.17	18	21.43	3	7.14	6	13.64	9	9.68	40	11.17
3.	Parents	3	6.12	9	19.57	10	11.90	4	9.52	3	6.82	5	5.38	34	9.50
4.	All Others	7	14.29	8	17.39	0	0	1	2.38	7	15.91	9	9.68	32	8.94
5.	No Response	16	32.65	5	10.87	0	0	9	21.43	0	0	14	15.05	44	12.29
	TOTAL	49	(13.69)	46	(12.85)	84	(23.46)	42	(11.73)	44	(12.29)	93	(25.98)	358	(100)

that they did not judge salary as a factor which had encouraged them to enter the profession of teaching vocational agriculture. On the other hand, 141 respondents comprising just under 40% felt that salary was a determining factor in deciding to teach. Thirty-three or 9.22% did not respond to the question as to whether salary was a major factor which they considered when choosing a career teaching vocational agriculture.

Among the six respondent groups, district supervisors with 22 positive indications out of the total 44 responses ranked highest with 50% feeling that salary was a factor in helping one to choose teaching as a vocation; whereas, the head teacher educator was the lowest with 14 of 49 responses or 28.57%. Other responding groups fell within these ranges.

TABLE XXX

SUMMARY OF GROUP RESPONSES AS TO SALARY CONSTITUTING A FACTOR ENTICING ONE TO TEACH

Person	Yes N	Yes %	No N	No %	No Response N	No Response %
Head Teacher Educator N = 49 (13.69%)	14	28.57	22	44.90	13	26.53
Teacher Educator N = 46 (12.85%)	20	43.48	22	47.83	4	8.70
College Student N = 84 (23.46%)	38	45.24	44	52.38	2	2.38
State Supervisor N = 42 (11.73%)	13	30.95	22	52.38	7	16.67

TABLE XXX (Cont.)

Person	Yes N	Yes %	No N	No %	No Response N	No Response %
District Supervisor N = 44 (12.29%)	22	50.00	19	43.18	3	6.82
Vo-Ag Teachers' Association Officers N = 93 (25.97%)	34	36.56	55	59.14	4	4.30
TOTAL N = 358 (100%)	141	39.39	184	51.40	33	9.22

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

Purpose and Objectives

The major purpose of this study was to determine the extent of use and the effectiveness of selected practices and procedures for the recruitment of agricultural education students as perceived by in-service vocational agriculture teachers, agricultural education students, state supervisory staffs, and teacher educators.

In order to accomplish the purpose of the study, the following objectives were formulated at the beginning of the research:

1. To determine the impact of efforts and the nature and extent of involvement of selected organizations in the area of recruitment.
2. To determine the impact of efforts, the extent of use and the relative degree of emphasis placed upon recruitment by selected groups of people.
3. To determine the impact of efforts and the extent of use of selected procedures and/or activities upon recruitment efforts.
4. To identify the person or persons having had the greatest influence on the individual's decision to enter the agricultural education field.

5. To determine the possible influence of anticipated salary in providing an inducement for the individual to choose a teaching career in agriculture.
6. To develop suggested guidelines and recommendations for developing and maintaining effective teacher recruitment programs.

Rationale for the Study

The basic rationale behind the study was the fact that many vocational agriculture teaching positions remain unfilled each academic year because of the shortage of qualified and fully accredited instructors. Thus, the deplorable situation continues in which many students are being deprived of the opportunity of enrolling in vocational agriculture and becoming FFA members.

Design and Conduct of the Study

Following a review of research and literature related to the problem, the major tasks involved in the design and conduct of the study were (1) establishing the population for the study, (2) developing and perfecting the instrument for collecting data, (3) establishing a procedure for collecting data, and (4) selecting a method for efficiently and effectively collating and analyzing data.

Population

The established study population included sub-divisions consisting of (1) head teacher educators, (2) teacher educators, (3) senior college students majoring in agricultural education, (4) state supervisors of vocational agriculture, (5) district supervisors of vocational agriculture

and (6) state officers of the vocational agriculture teachers' association throughout the United States.

Of the 48 questionnaires mailed to the state supervisors of vocational agriculture, 42 were returned. Head teacher educators returned 49 out of 81 questionnaires submitted. Likewise, 46 out of 60 teacher educators mailed completed questionnaires back to the investigator. Head teacher educators administered the questionnaire to three senior students majoring in agricultural education at their respective institutions. Only 84 out of the 243 student questionnaires were returned. However, district supervisors returned 44 out of the 61 submitted. Officers of the vocational agriculture teachers' association returned 93 out of the 146 questionnaires mailed.

In order to secure returns from each state, a second mailing was resorted to in certain of the sub-groupings. Final usable returns by states ranged from a high of 48 (100%) for the vocational agriculture teachers' association officers to a low of 26 states represented by returns from university senior students of agricultural education. This low rate of return was probably due to the fact that the questionnaire was placed in their hands near the close of the semester or term. Returns by states for other groups were state supervisors, 42; head teacher educators, 38; teacher educators, 37; and district supervisors, 31.

After revisions made following pre-testing, the questionnaire was reconstructed to present respondents with 25 selected practices and/or procedures. Respondents were asked to indicate their perceptions as to the extent the practice or procedure was employed in their respective state. Perceptions were recorded by use of a Likert type scale with categories of (1) great deal, (2) much, (3) some, (4) little, and (5)

none. To collate and assess the responses, a numerical value was assigned each scale, ranging from four for "great deal" to zero for "none." This practice allowed for a cumulative rating score and a mean rating score. A second part of the questionnaire sought to assess the relative effectiveness of the established practices and procedures. Participants were asked to rank the 25 practices as (1) very effective, (2) somewhat effective, (3) occasionally effective, (4) seldom effective, and (5) not effective. Data thus secured were treated and analyzed in the same manner as were data regarding the extent of employment.

Summary of Findings

Data presented in Table XXXI attempt to provide an overall summary of responses, ratings and rankings of perceptions by respondent groups as to the extent to which selected recruitment practices and/or procedures are now used in their respective state and/or institution.

Taken together, responses of head teacher educators, teacher educators, college students, state supervisors, district supervisors, and officers of the vocational agriculture teachers' association disclosed that recruitment emphasis provided by teacher educators was perceived as being the most extensively employed technique. Ranked second on the basis of overall totals were found to be the recruitment efforts of vocational agriculture teachers. The practice of making provisions whereby transfer work is readily accepted by the qualifying institution was third. A rather close fourth place, as viewed by all respondents combined, was the recognition given to teachers for having their own former high school students now teaching (teacher of teacher awards, etc.). Allowing flexibility in obtaining work toward the master's degree while

TABLE XXXI

OVERALL SUMMARY OF MEAN RESPONSES, RATINGS, AND RANKINGS OF EXTENT OF USE OF RECRUITMENT PRACTICES

Recruitment Practices	Head Teacher Educator			Teacher Educator			College Student			State Supervisor			District Supervisor			Vo-Ag Teachers' Association			Total	
	Mean	Rt*	Rk**	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rk
1. Statewide functioning recruitment committee:																				
A. State vo-ag teachers' association	1.91	4	15	1.80	6	11	1.91	4	14	2.03	2	11	1.93	3	14	2.19	1	10	1.98	13
B. State dept. of vo-ag or vo-tech	1.45	6	21	1.49	5	18	2.05	2	12	1.89	3	13	1.84	4	15	2.14	1	12	1.88	14
2. Recognition given to teachers for former students now teaching (Teacher of Teacher Awards, etc)	2.49	6	5	2.54	4	5	1.95	5	13	2.92	3	3	3.05	2	1	3.11	1	1	2.65	4
3. Vo-ag profession brochure distribution to junior or community colleges	1.91	1	15	1.50	6	17	1.86	2	16	1.62	4	18	1.55	5	19	1.67	3	18	1.69	17
4. Organizations stressing recruitment:																				
A. Collegiate FFA	2.18	1	10	1.70	6	14	2.16	2	6	1.73	5	15	2.00	4	13	2.14	3	12	2.04	11
B. Alpha Tau Alpha	1.92	1	14	1.63	4	15	1.55	5	20	1.45	6	21	1.75	2	17	1.73	3	17	1.66	19
C. Agricultural Education Clubs	1.81	4	17	1.49	6	18	1.87	2	15	1.69	5	16	1.83	3	16	1.92	1	15	1.81	16
D. Speakers, bureaus, etc.	1.52	3	20	1.30	5	20	1.82	1	18	1.48	4	20	1.56	2	18	1.27	6	20	1.50	20
5. Recruitment booths at state fairs, shows, etc.	1.66	2	19	1.30	5	20	1.39	4	22	1.68	1	17	1.29	6	21	1.51	3	19	1.46	21
6. College scholarships for ag educ. students	2.09	1	11	1.60	5	16	1.86	4	16	1.55	6	19	2.05	2	12	1.89	3	16	1.85	15
7. Provisions for ag educ. majors to visit with prospective students at judging contests, conventions, etc.	2.30	4	9	2.35	3	6	2.09	6	9	2.26	5	9	2.41	1	7	2.39	2	8	2.29	8
8. Provisions whereby transfer work is readily accepted by the institution	2.87	1	2	2.85	2	2	2.73	3	3	2.39	6	7	2.62	4	3	2.57	5	7	2.68	3
9. Flexibility in obtaining work toward masters degree while qualifying to teach vo-ag	2.36	6	6	2.77	1	3	2.71	3	4	2.38	5	8	2.39	4	8	2.76	2	6	2.61	5

TABLE XXXI (Cont.)

Recruitment Practices	Head Teacher Educator			Teacher Educator			College Student			State Supervisor			District Supervisor			Vo-Ag Teachers' Association			Total	
	Mean	Rt*	Rk**	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rk
10. Career days in local high schools	1.98	4	13	1.80	6	11	2.14	2	8	2.11	3	10	2.20	1	9	1.94	5	14	2.02	12
11. Career days, university/college campus	2.02	5	12	2.16	1	8	2.15	2	7	1.97	6	12	2.13	4	10	2.15	2	11	2.11	10
12. Recruitment emphasis provided by:																				
A. Officers, ag teachers' association	2.31	3	7	2.14	4	10	1.80	6	19	2.68	2	5	2.07	5	11	2.85	1	5	2.25	9
B. State or district supervisors	2.31	4	7	2.16	5	8	2.08	6	10	3.05	1	2	2.44	2	5	2.33	3	9	2.35	7
C. Teacher educators	3.35	1	1	2.96	4	1	2.80	5	2	3.18	2	1	2.69	6	2	3.06	3	2	2.99	1
D. Vo-ag teachers	2.58	5	3	2.59	4	4	2.88	1	1	2.72	3	4	2.49	6	4	2.88	1	3	2.74	2
E. School counselors	1.11	5	23	1.24	2	22	1.49	1	21	1.15	4	22	1.22	3	22	1.06	6	23	1.23	22
F. Superintendents and principals	1.02	2	24	0.93	5	23	1.18	1	24	0.94	4	25	1.02	2	23	0.71	6	24	0.96	24
G. Parents	1.74	4	18	1.80	3	11	2.07	1	11	1.85	2	14	1.41	5	20	1.26	6	21	1.67	18
H. Community, civic clubs	0.83	4	25	0.85	3	25	0.89	2	25	1.00	1	24	0.69	5	25	0.61	6	25	0.79	25
13. Student teaching possible prior to senior year	1.23	2	22	0.87	5	24	1.29	1	23	1.09	4	23	0.86	6	24	1.16	3	22	1.12	23
14. Stressing of NVATA membership	2.56	2	4	2.32	6	7	2.38	5	5	2.47	3	6	2.44	4	5	2.86	1	4	2.55	6

Mean = Mean response calculated

Rt* = Reading across the table indicates the position each of the six groups of respondents assigned the practice referred to.

Rk** - Reading down the table indicates the rank order of the list of practices.

qualifying to teach vocational agriculture was ranked as the fifth most used technique by the total group of respondents, while occupying sixth place in the list of most used recruitment measures or techniques was stressing NVATA membership.

An overall mean of 2.35 was computed for responses revealing perceptions as to the extent of use of the procedures involved in state or district supervisors' efforts and activities in recruitment. This mean response placed this item as ranking seventh on the list. Providing for agricultural education majors to visit with prospective students at competitive and leadership events was judged by respondents as the eighth most used practice, this determined on the basis of an overall mean response of 2.29 received. This was followed by the slightly lower rating of 2.25 and ninth place ranking given emphasis placed upon recruitment by officers of the vocational agriculture teachers' association. Still ranking somewhat above the midpoint at tenth place was the practice of holding campus career days at the university or college leve.

Ranking eleventh through fifteenth in terms of employment and usage as perceived by respondents were respectively "stress on recruitment by the Collegiate FFA," "career days in local high schools," "a state vo-ag teachers' association recruitment committee," "a state supervisory recruitment committee," and "providing college scholarships for agricultural students." As viewed by the total group of respondents and reflected in terms of their combined mean responses, the least used techniques or practices in descending order from sixteenth ranking were "recruitment stressing through agricultural education clubs," "vocational agriculture professional brochure distribution," "recruitment activities of parents," "Alpha Tau Alpha Chapter stress on recruitment," "stress given through

speakers, bureaus," "recruitment booths at state fairs or shows," "emphasis provided by school counselors," "making the student teaching experience possible prior to the senior year," "emphasis on recruitment by superintendents and principals," and finally, in last place, was found "emphasis placed on recruitment by community and civic clubs."

Findings as reported in Table XXXII were designed to provide an overall summary of responses, ratings, and rankings with regard to respondent perceptions of the effectiveness of selected recruitment practices by the respondent groups.

Taken together, responses of head teacher educators, teacher educators, college students, state supervisors, district supervisors, and officers of the vocational agriculture teachers' association disclosed that recruitment emphasis provided by the vocational agriculture teachers was perceived as the most extensively employed technique. Ranked second on the basis of overall totals were found to be the recruitment efforts of teacher educators. The practice of making provisions whereby transfer work is readily accepted by the qualifying institution was third. As previously stated and confirmed in Table XXXI on the extent of use of this practice, it was also ranked third. A rather close fourth place, as viewed by all respondents combined, was flexibility in obtaining work towards the master's degree while qualifying to teach vocational agriculture. When comparing the extent of use of this practice in Table XXXI the response groups ranked this practice fifth. Provisions for agricultural education majors to visit with prospective students at judging contests, conventions, etc., was ranked as the fifth most effective technique by the total group of respondents, while occupying sixth place in the list of most effective recruitment measures or techniques was college

TABLE XXXII

OVERALL SUMMARY OF MEAN RESPONSES, RATINGS, AND RANKINGS OF LEVEL OF EFFECTIVENESS OF RECRUITMENT PRACTICES

Recruitment Practices	Head Teacher Educator			Teacher Educator			College Student			State Supervisor			District Supervisor			Vo-Ag Teachers' Association			Total	
	Mean	Rt*	Rk**	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rk
1. Statewide functioning recruitment committee:																				
A. State vo-ag teachers' association	2.51	2	6	2.19	5	14	2.17	6	13	2.49	3	10	2.37	4	10	2.58	1	7	2.37	9
B. State dept. of vo-ag or vo-tech	2.03	5	18	1.81	6	20	2.29	4	10	2.34	2	14	2.33	3	11	2.64	1	6	2.30	12
2. Recognition given to teachers for former students now teaching (Teacher of Teacher Awards, etc.)	2.47	4	8	2.36	5	8	1.78	6	22	2.78	3	4	2.87	1	2	2.87	1	3	2.52	7
3. Vo-ag profession brochure distribution to junior or community colleges	2.21	2	16	1.95	4	17	2.33	1	12	1.93	5	20	2.03	3	18	1.91	6	18	2.05	18
4. Organizations stressing recruitment:																				
A. Collegiate FFA	2.48	2	7	2.41	4	7	2.41	4	9	2.60	1	8	2.39	6	9	2.44	3	11	2.40	8
B. Alpha Tau Alpha	2.26	2	14	2.32	1	10	1.84	6	19	2.09	3	19	1.85	5	19	2.02	4	16	2.03	19
C. Agricultural Education Clubs	2.29	2	13	2.10	5	15	2.04	6	17	2.39	1	13	2.07	4	16	2.19	3	15	2.14	17
D. Speakers, bureaus, etc.	1.93	3	21	1.82	4	19	2.08	2	15	2.16	1	18	1.74	5	10	1.69	6	21	1.90	20
5. Recruitment booths at state fairs, shows, etc.	2.02	1	19	1.76	4	21	1.69	5	23	1.92	2	21	1.67	6	21	1.84	3	19	1.81	21
6. College scholarships for ag educ. students	2.95	1	4	2.54	2	6	2.54	2	6	2.46	5	11	2.53	4	7	2.42	6	12	2.56	6
7. Provisions for ag educ. majors to visit with prospective students at judging contests, conventions, etc.	2.82	1	5	2.63	4	5	2.51	6	7	2.82	1	3	2.72	3	4	2.52	5	10	2.63	5
8. Provisions whereby transfer work is readily accepted by the institution	3.00	2	3	3.00	2	1	2.88	4	3	2.76	5	5	3.06	1	1	2.69	6	5	2.87	3
9. Flexibility in obtaining work toward masters degree while qualifying to teach vo-ag	2.39	6	11	2.91	1	2	2.85	2	4	2.55	5	9	2.61	4	6	2.74	3	4	2.71	4

TABLE XXXII (Cont.)

Recruitment Practices	Head Teacher Educator			Teacher Educator			College Student			State Supervisor			District Supervisor			Vo-Ag Teachers' Association			Total	
	Mean	Rt*	Rk**	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rt	Rk	Mean	Rk
10. Career days in local high schools	2.13	4	17	1.90	6	18	2.47	1	8	2.22	2	17	2.16	3	15	1.99	5	17	2.15	16
11. Career days, university/college campus	2.26	3	14	2.28	2	12	2.25	5	11	2.33	1	15	2.26	3	14	2.21	6	14	2.26	13
12. Recruitment emphasis provided by:																				
A. Officers, ag teachers' association	2.41	3	9	2.20	5	13	1.89	6	18	2.71	1	6	2.28	4	13	2.54	2	9	2.31	11
B. State or district supervisors	2.36	4	12	2.29	5	11	2.13	6	14	2.67	1	7	2.54	2	8	2.39	3	13	2.36	10
C. Teacher educators	3.24	1	1	2.91	2	2	2.90	3	2	2.88	5	2	2.69	6	5	2.89	4	2	2.92	2
D. Vo-ag teachers	3.04	4	2	2.91	5	2	3.18	1	1	3.09	3	1	2.74	6	3	3.16	2	1	3.06	1
E. School counselors	1.18	6	24	1.48	4	22	1.80	1	21	1.50	3	22	1.51	2	22	1.27	5	23	1.47	23
F. Superintendents and principals	1.26	3	23	1.29	2	24	1.16	5	24	1.21	4	25	1.42	1	23	0.93	6	24	1.25	24
G. Parents	2.40	3	10	2.36	4	8	2.60	1	5	2.41	2	12	2.06	5	17	1.70	6	20	2.22	15
H. Community, civic clubs	1.17	2	25	1.17	2	25	1.14	4	25	1.26	1	24	0.94	5	25	0.92	6	25	1.08	25
13. Student teaching possible prior to senior year	1.41	5	22	1.42	4	23	1.82	1	20	1.48	3	23	1.22	6	24	1.64	2	22	1.57	22
14. Stressing of NVATA membership	1.95	6	20	2.05	5	16	2.07	4	16	2.31	3	16	2.33	2	11	2.56	1	8	2.25	14

Mean = Mean response calculated

*Rt = Reading across the table indicates the position each of the six groups of respondents assisgned the practice referred to.

**Rk = Reading down the table indicates the rank order of the list of practices.

scholarships for agricultural education students.

An overall mean response of 2.52 was computed for responses revealing perceptions as to the level of effectiveness of the procedures involved in the practice of recognition given to teachers for having their own former high school students now teaching (teacher of teacher awards, etc.). This mean response allowed ranking this item as seventh on the list. The effectiveness of stressing recruitment by the collegiate FFA was categorized as the eighth most effective practice on the basis of the overall 2.40 mean response it received. This was followed by the slightly lower rating of 2.37 and ninth place ranking given emphasis by the statewide functioning recruitment committee of the state vocational agriculture teachers' association. Still ranking somewhat above the midpoint at tenth place was the practice of state or district supervisors.

Ranking eleventh through fifteenth in terms of employment and effectiveness as perceived by respondents were "emphasis provided by officers of agriculture teachers' association," "statewide functioning recruitment committee of the state vocational agriculture teachers' association," "career days on university/college campus," "stressing of NVATA membership," and "parents." As viewed by the total group of respondents and reflected in terms of their combined mean responses, the least effective techniques or practices in descending order from sixteenth ranking were recruitment by "career days in local high schools," "recruitment by agricultural education clubs," "vocational agriculture profession brochure distribution to junior or community colleges," "Alpha Tau Alpha stress on recruitment," "stress by speakers' bureaus," "recruitment booths at state fairs, shows, etc.," "making the student teaching experience possible prior to the senior year," "emphasis provided by school counselors,"

"emphasis on the effectiveness of recruitment by superintendents and principals," and finally, in last ranking was found "emphasis placed on recruitment by community and civic clubs."

In order to facilitate comparison of responses among the six separate responding groups data were arranged in Table XXXIII to show ranking of each item or practice both in terms of present usage and in terms of relative assessed effectiveness. It can be noted that, in general, the different groups tended to be consistent in ranking differences between the two categories of use and effectiveness. Total respondents rankings reveal first place in extent and second in effectiveness for the recruitment procedures, "emphasis provided by teacher educators," while reverse rankings of second in extent and first in effectiveness is true for the procedure, "emphasis provided by vocational agriculture teachers." The only noted variations in rating patterns among the groups for these two items were found in response of district supervisors who ranked "emphasis by teacher educators" second in usage but only fifth in effectiveness.

Ranking third by total responses both in terms of extent and effectiveness was the practice "provisions whereby transfer work is readily accepted by the institution." When the pattern of group responses is examined, officers of the vocational agriculture teachers' association and state supervisors were together in lower rankings given for the item, both ranking the item only seventh in terms of usage and fifth in terms of effectiveness.

In like manner the practice "flexibility in obtaining work toward master's degree while qualifying to teach vocational agriculture" was ranked by total respondents in fifth and fourth places, respectively, in terms of usage and effectiveness. A wide variation in response pattern

TABLE XXXIII

OVERALL SUMMARY AND COMPARISON OF RANKINGS GIVEN BY THE SIX RESPONDENT GROUPS REGARDING EXTENT OF USE AND LEVEL OF EFFECTIVENESS OF RECRUITMENT PRACTICES

Practice or Procedure	Head Educator Rk* Ext**	Head Educator Rk Eff***	Teacher Educator Rk Ext	Teacher Educator Rk Eff	College Student Rk Ext	College Student Rk Eff	State Supervisor Rk Ext	State Supervisor Rk Eff	District Supervisor Rk Ext	District Supervisor Rk Eff	Vo-Ag Teachers' Association Rk Ext	Vo-Ag Teachers' Association Rk Eff	Total Rk Ext	Total Rk Eff
1. A statewide functioning recruitment committee														
A. State vo-ag teachers' association	15	6	11	14	14	13	11	10	14	10	10	7	13	9
B. State dept. of vo-ag or vo-tech	21	18	18	20	12	10	13	14	15	11	12	6	14	12
2. Recognition given to teachers for former students now teaching (Teacher of Teacher Awards, etc.)	5	8	5	8	13	22	3	4	1	2	1	3	4	7
3. Vo-ag profession brochure distribution to junior and/or community colleges	15	16	17	17	16	12	18	20	19	18	18	18	17	18
4. Organizations stressing recruitment:														
A. Collegiate FFA	10	7	14	7	6	9	15	8	13	9	12	11	11	8
B. Alpha Tau Alpha	14	14	15	10	20	19	21	19	17	19	17	16	19	19
C. Agricultural Education Clubs	17	13	18	15	15	17	16	13	16	16	15	15	16	17
D. Speakers, bureaus, etc.	20	21	20	19	18	15	20	18	18	10	20	21	20	20
5. Recruitment booths at state fairs, shows, etc.	19	19	20	21	22	23	17	21	21	21	19	19	21	21
6. College scholarship for ag educ. students	11	4	16	6	16	6	19	11	12	7	16	12	15	6
7. Provisions for ag educ. majors to visit with prospective students at judging contests, conventions, etc.	9	5	6	5	9	7	9	3	7	4	8	10	8	5
8. Provisions whereby transfer work is readily accepted by the institution	2	3	2	1	3	3	7	5	3	1	7	5	3	3
9. Flexibility in obtaining work toward masters degree while qualifying to teach vo-ag	6	11	3	2	4	4	8	9	8	6	6	4	5	4

TABLE XXXIII (Cont.)

Practice or Procedure	Head Teacher Educator Rk* Ext**	Head Teacher Educator Rk Eff***	Teacher Educator Rk Ext	Teacher Educator Rk Eff	College Student Rk Ext	College Student Rk Eff	State Supervisor Rk Ext	State Supervisor Rk Eff	District Supervisor Rk Ext	District Supervisor Rk Eff	Vo-Ag Teachers' Association Rk Ext	Vo-Ag Teachers' Association Rk Eff	Total Rk Ext	Total Rk Eff
10. Career days in local high schools	13	17	11	18	8	8	10	17	9	15	14	17	12	16
11. Career days, university/college campus	12	14	8	12	7	11	12	15	10	14	11	14	10	13
12. Recruitment emphasis provided by:														
A. Officers, ag teachers' association	7	9	10	13	19	18	5	6	11	13	5	9	9	11
B. State or district supervisors	7	12	8	11	10	14	2	7	5	8	9	13	7	10
C. Teacher educators	1	1	1	2	2	2	1	2	2	5	2	2	1	2
D. Vo-ag teachers	3	2	4	2	1	1	4	1	4	3	3	1	2	1
E. School counselors	23	24	22	22	21	21	22	22	22	22	23	23	22	23
F. Superintendents and principals	24	23	23	24	24	24	25	25	23	23	24	24	24	24
G. Parents	18	10	11	8	11	5	14	12	20	17	21	20	18	15
H. Community, civic clubs	25	25	25	25	25	25	24	24	25	25	25	25	25	25
13. Student teaching possible prior to senior year	22	22	24	23	23	20	23	23	24	24	22	22	23	22
14. Stressing of NVATA membership	4	20	7	16	5	16	6	16	5	11	4	8	6	14

*Rk = Ranking
**Ext = Extent of use
***Eff = Effectiveness

to this item should be noted for head teacher educators who ranked employment of the practice as sixth but effectiveness as only eleventh. Otherwise, state supervisors tended to also rank the practice lower, giving eighth place for usage and only ninth for effectiveness. It was somewhat unexpected that, among the respondent groups, the lowest ranking for the practice "provision for agricultural education majors to visit with prospective students at judging contests, conventions, etc." was given by state officers of the NVATA. A ranking of eighth in terms of usage was followed by tenth in terms of effectiveness, while total respondents agreed with eighth for usage contrasted with fifth for effectiveness. While college students, as a respondent group, seemed to show the greater tendency to deviate in rankings among the groups, when response to the practice "recognition given to teachers for former students now teaching" is considered the divergence is prominently displayed. With total response rankings of fourth for usage and seventh for effectiveness there was, indeed, a notable difference when college students gave rankings of 13 and 22, respectively, for this item.

Further examination of data displayed in Table XXXIII reveals that the greatest variations between those rankings given for extent of employment of the practice and those given for effectiveness occur in the two practices "college scholarships for agricultural education students" and "stressing of NVATA membership." The scholarship item received a ranking of only 15 for usage but was advanced to sixth place ranking for effectiveness. Each one of the group gave a much higher ranking for effectiveness than for usage. Conversely, total responses for the NVATA membership item yielded a sixth place ranking as a practice used but was considered to rank only in fourteenth place in terms of effectiveness.

For this item, rankings given by each group were rather widely separated, giving a much higher ranking for usage than for effectiveness.

No variation occurred among the respondent groups on the practice of recruitment stressed by superintendents and principals with the ranking of extent of use and effectiveness both at twenty-fourth place. Also ranking last by respondent groups was community and civic clubs in both usage and effectiveness.

Conclusions

Inspection and interpretation of study findings prompted formulation of certain conclusions by the investigator. These are listed below and are based upon total ratings and rankings of each procedure and/or practice both as to the extent of usage and perceptions of the relative effectiveness.

1. Recruitment emphasis provided by teacher educators is the most extensively employed technique and can be considered as the second most effective practice.
2. Recruitment efforts by vocational agriculture teachers is the second most commonly used practice but in terms of effectiveness can be considered as first among 25 selected practices and procedures.
3. Provisions whereby transfer work is readily accepted by the institution is a procedure of great importance in recruitment, being almost as important as teacher educator and vocational agriculture teacher efforts.
4. Providing flexibility for students to obtain some work toward the master's degree while qualifying to teach vocational

agriculture is evidently of a good deal of importance for an institution to consider in attempting to attract and maintain students in preparatory programs.

5. Recognition given teachers for having their own former high school students now teaching vocational agriculture (teacher of teacher awards, etc.) is undoubtedly a practice which should be encouraged and maintained at a high level in each of the respective states.
6. All who are concerned with advancing recruitment rates should give careful consideration to encouraging institutions to provide for agricultural education majors to visit with prospective students at judging contests, conventions, etc.
7. While evidently not used as extensively as might be desired at many institutions, the practice of providing college scholarships for agricultural education students shows much promise as an effective practice.
8. Maintaining statewide functioning recruitment committees, particularly those of the state vocational agriculture teachers' association but also the state department of vocational education is a practice to be encouraged and strengthened.
9. Officers and members of the state NVATA unit do, in general, accept their responsibility as key persons in extending recruitment efforts. Supervisors tend to view the role of NVATA officers as of much more importance than do the officers themselves.
10. For the most part, state and district supervisors of vocational agriculture appear to attempt recruitment efforts and may view themselves as more effective than do their counterparts in

teacher education.

11. The stressing of NVATA membership, as a practice, may have been unclear as far as this study is concerned, since some respondents may have responded in terms of student membership for college students while others interpreted the item as referring to stressing the importance of membership while actually serving as a teacher. Nevertheless, it should be recognized that scores given the practice by respondents are such as to support the conclusions that the practice is of somewhat more than mediocre importance.

12. Stressing recruitment through activities of the Collegiate FFA appears to be recognized as of considerable importance as a recruitment practice in spite of the fact that a number of institutions do not have an FFA Collegiate program. When Alpha Tau Alpha and agricultural education clubs are considered in the same category it would appear that stressing recruitment through student organizations, while not a crucial factor, may indeed, merit recognition as a practice to maintain.

13. The practice of holding career days on the university/college campus is to be encouraged. However, more carefuly attention may need to be given to both planning and implementations.

14. The following practices and procedures are not currently viewed as being effective. Only a few have very extensive usage. They are listed in descending order in terms of apparent degree of effectiveness.

    1. Parents
    2. Career days in local high schools

3. Vocational agriculture profession brochure distribution to junior or community colleges
4. Speakers, bureaus, etc.
5. Recruitment booths at state fairs, shows, etc.
6. Student teaching possible prior to senior year
7. School counselors
8. Superintendents and principals
9. Community, civic clubs

General Recommendations

1. All teacher educators should recognize the highly effective role which they are identified as fulfilling in successful recruitment efforts. They should seek to implement and maintain productive liaison leadership among supervisors, teachers of vocational agriculture, and others through active area and state recruitment committees.
2. Teachers of vocational agriculture, also being recognized as most effectively fulfilling a leading role in recruitment, should be urged to constantly be alert to identify and attempt to relate in a special way to those high school students revealing potential for successful teaching in the field of agriculture. In their district and state associations concerted and organized efforts should be made to give high priority to the tasks of recruitment. It is specifically recommended that a teacher from each local department in the state annually submit names and addresses of graduating seniors holding promise of being successful as a teacher, to both supervisors and teacher

educators. It is recommended that supervisors and teacher educators send personal letters to these graduating seniors extolling to them the advantages of teaching vocational agriculture. It is further recommended that the teacher of teacher award program be continued and expanded. Some additional modes of providing recognition for the work of individual teachers in recruitment should be explored.

3. In view of the fact that, apparently, many students and potential students are greatly concerned about the ready acceptance of transfer work, as well as flexibility in allowing students to obtain some credit toward the master's degree while qualifying to teach, it is strongly recommended that teachers of vocational agriculture, through their state and district associations, and state and district supervisors provide constructive support to teacher educators in their attempts to accomplish progressive improvement in the two items specified above at their respective institutions. It is strongly recommended that teacher educators solicit the aid of teachers and supervisors in providing an increased number of scholarships for agricultural education students at the various institutions. It is further recommended that agricultural education majors at the various institutions be solicited to visit and counsel with prospective students at judging contests, conventions, etc. This in many situations could be a very productive function of the Collegiate FFA, Alpha Tau Alpha, etc.
4. A very vital recommendation, based upon several implications of the study, is that a much closer rapport be established and

maintained between and among teacher educators, state and district supervisors and local teachers of vocational agriculture. The fact that supervisors tended to view the role of NVATA officers in recruitment as of much greater importance than did the officers themselves and also the fact that state supervisors rate the effectiveness of their own role in recruitment much higher than do teacher educators points out rather vividly that much might be gained through establishing a more productive rapport.

5. Although the practice of stressing recruitment by holding career days on the university and college campuses did not rank as high as many others, this practice does offer considerable promise as a way of recruiting and should be improved and continued.
6. It is quite evident from the rather low to lowest rankings of school counselors, superintendents and principals, community clubs and civic clubs, respectively, that these practices are of much lesser importance in recruiting potential vocational agriculture students. These practices should be de-emphasized and quite possibly even discontinued as recruitment procedures in view of their ranking in usage and effectiveness.

Recommendations for Additional Studies

1. A similar study be conducted using teacher educators, state supervisors, vocational agriculture teachers, and more college students majoring in agricultural education. Also included should be freshman and sophomore students at community or junior colleges.

2. A study be conducted to determine what causes vocational agriculture teachers to leave the profession.
3. A national study be conducted to determine the standards or minimum courses of transfer work accepted by teacher training institutions.
4. A study be conducted to determine the flexibility in obtaining work toward master's degree while qualifying to teach vocational agriculture.
5. A study be conducted to reveal the school systems which have sabbatical leave programs for vocational agriculture teachers to continue their education.

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APPENDIX

COVER LETTER, QUESTIONNAIRE, AND FOLLOW-UP LETTER

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education 74074
(405) 372-6211, Ext. 444

May 2, 1975

Dear Sir:

We have an acute shortage of Vocational Agriculture teachers in every state which continues to exist. What can we do about this shortage? A move of possible merit would be to identify what each state is doing to recruit Vocational Agriculture teachers. Perhaps this information will help each of us begin to meet this problem. I shall be publishing the results of this study in the Agricultural Education Magazine so all states can get ideas from what the other states are doing. Please help me by taking a moment out of your busy schedule to share your ideas and what your state is doing. Perhaps in this way each of us can help meet this staggering problem. Your cooperation will be deeply appreciated.

The questionnaire is designed to take as little time as possible and still allow you to express your feelings and concerns as to the relative values of selected practices. Please also feel free to make any comments and/or suggestions which you feel might prove helpful. This information will be kept strictly confidential and no one other than myself will have access to it. After compilation, only total responses will be used. At no time will you or your department be identified in the data reported.

Please return the questionnaire to me in the self-addressed envelope which is included for your convenience.

Thank you very much for your assistance.

Sincerely,

Herschel Green
Herschel Green
Graduate Assistant

Research plan reviewed and approved:

Robert R. Price
Robert R. Price
Professor & Head
Agricultural Education

James P. Key
James P. Key
Associate Professor &
Dept. Research Coordinator

VO-AG TEACHER RECRUITMENT PROCEDURES AND PRACTICES

This instrument attempts to identify the more effective practices and procedures which contribute to the decision of students to become qualified teachers of vocational agriculture. A nationwide shortage of teachers of agriculture continues to exist. Please assist us in our study of possible solutions of the problem.

CHECK ONE: ___Teacher
___Student
___Supervisor: State___District___
___Teacher Educator

NAME_____

STATE_____

INSTITUTION_____

YEARS IN PRESENT OCCUPATION_____

YEARS TEACHING VO-AG_____

PRACTICE OR PROCEDURE	I To what extent now practiced in your state? (Check One) Great Deal	Much	Some	Little	None	II How effective is this practice? (Check One) Very Effective	Somewhat Effective	Occasionally Effective	Seldom Effective	Not Effective	COMMENTS
1. A Statewide Functioning Recruitment Committee											
A. State Vo-Ag Teachers Assn.											
B. State Dept. of Vo-Ag or Vo-Tech											
2. Recognition Given to Teachers for Former Students Now Teaching (Teacher of Teachers Award, etc.)											
3. Vo-Ag Profession Brochure Distribution to Junior and/or Community Colleges											
4. Organizations Stressing Recruitment											
A. Collegiate FFA											
B. Alpha Tau Alpha											
C. Agricultural Education Clubs											
D. Speakers, Bureaus, etc.											
5. Recruitment Booths at State Fairs, Shows, etc.											
6. College Scholarships for Agricultural Education Students											
7. Provision for Ag Ed Majors to Visit With Prospective Students at Judging Contests, Conventions, etc.											
8. Provisions Whereby Transfer Work is Readily Accepted by the Institution											
9. Flexibility in Obtaining Work Toward Master's Degree While Qualifying to Teach Vo-Ag											
10. Career Days in Local High Schools											
11. Career Days, University/College Campus											
12. Recruitment Emphasis Provided By:											
A. Officers, Ag. Teachers Assn.											
B. State or District Supervisors											
C. Teacher Educators											
D. Vo-Ag Teachers											
E. School Counselors											
F. Superintendents and Principals											
G. Parents											
H. Community, Civic Clubs											
I. Others (Specify)											
13. Student Teaching Possible Prior to Senior Year											
14. Stressing of NVATA Membership											
15. List and Rate Other Practices Not Included Above:											

16. Was salary a factor which did or will entice you to go into teaching? ___Yes___No

17. Please comment on what you think should be done to alleviate this shortage. (Use back for answer)

18. In your opinion what person or persons had the greatest influence on your decision to become a Vo-Ag Teacher? (Use back for answer)

June 12, 1975

Dear Sir:

The response to my questionnaire has been very good to date, and it is obvious that much thought has been put into filling them out. Since this is a national study, we would like to get responses from every state.

Although we recognize that this remans a very busy time for all of you, we feel very strongly that results which may come from this study can well be utilized to help solve our national shortage of vocational agriculture teachers. Therefore, we need some returns from all states.

Please return the questionnaire in the self-addressed envelope which is included for your convenience. If you have already mailed your questionnaire, please disregard this request and instead consider this a letter of appreciation for your previous response.

Sincerely,

Herschel Green
Graduate Assistant

HG/srg

VITA

Herschel Hudson Green

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF THE EXTENT OF USE AND EFFECTIVENESS OF SELECTED PRACTICES AND PROCEDURES IN THE RECRUITMENT OF AGRICULTURAL EDUCATION STUDENTS

Major Field: Agricultural Education

Biographical:

Personal Data: Born near Springhill, Louisiana, April 13, 1929, the son of W. H. and Myrtle Green.

Education: Graduated from Springhill High School, Springhill, Louisiana, May, 1946; received the Bachelor of Science degree from Louisiana State University, Baton Rouge, Louisiana, in August, 1956, with a major in Agricultural Education; received the Master of Science degree from Louisiana State University, Baton Rouge, Louisiana, in June, 1960, with a major in Agricultural Education; engaged in post graduate study at Louisiana State University, Baton Rouge, Louisiana and Louisiana Tech University, Ruston, Louisiana; attended Oklahoma State University, Stillwater, Oklahoma from August, 1974 through July, 1975; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, July, 1976,

Professional Experience: Maintenance experience for International Paper Company, from April, 1947, to August, 1952; teacher of vocational agriculture at Sikes High School From September, 1956, to August, 1963; teacher of vocational agriculture from August, 1963, to July 64, at Tallulah High School; teacher of vocational agriculture from September, 1964, at Sarepta High School to August, 1974; graduate teaching assistant, Agricultural Education Department, Oklahoma State University from August, 1974 to June, 1975; teacher of vocational agriculture at Sarepta High School to present.

Professional Organizations: Member of Louisiana Vocational Agriculture Teachers' Association, National Vocational Agriculture

Teachers' Association, American Vocational Association, Louisiana Vocational Association, Collegiate FFA, Alpha Tau Alpha, Alpha Zeta, and Phi Delta Kappa.

Leadership Activities: Sarepta Lions Club member, Sunday School Teacher and Deacon of New Sarepta Baptist Church.