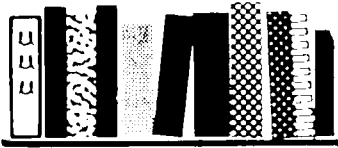


# Market Study On Publishing Professional Textbooks In Agricultural Teacher Education



Richard F. Bortz

Determining the textbook needs in agricultural teacher education is an issue of interest and importance both to potential authors and publishers in the field. Most publishers require aspiring authors to complete a prospectus describing, with some degree of exactness, the size and nature of the group that would use the proposed text, and the type of course(s) for which it would be adopted. However, little if any current empirical data exists which provides this needed market information. To this end, the present investigation was designed.

## Purpose and Objectives

The purpose of the study was to identify the various types and numbers of professional agricultural teacher education courses offered in colleges and universities in the United States, and the number of students currently enrolled and graduated in the field over the last two years. By design, the study was limited to gathering information from only the professional courses in agricultural teacher education. It did not seek information from any of the technical or applied courses offered in the field.

The objectives of the study were to determine:

- \* The types of professional courses most commonly offered in agricultural teacher education programs.
- \* The number of different professional courses of the same type offered in the programs surveyed.
- \* The number of professional courses, by type, that are required or optional.
- \* The number of students currently enrolled or who have graduated from the programs surveyed over the last two year period.

## Methodology

### Research Design

An ex-post-facto research technique (descriptive) was used to collect course and student data for the study. A survey form (see Figure 3) was developed to gather information as to the **types** of professional courses students take in their undergraduate teacher education programs; the number of courses of a particular type being offered (this did not mean the number of sections of a given course, but the number of different courses, e.g., curriculum development, supervision, history); and if the courses specified were required or optional. The form also

requested information on number of program graduates for the 1978-79 and 1979-80 academic years, forecasted numbers of graduates for the 1980-81 academic year, and enrollment predictions for the next five year period.

### Population

The population of the study originally included all chairpersons heading four-year college and university-based agricultural teacher education programs. Eighty programs were mailed survey questionnaires. A total of seventy-six (95 percent) eventually responded and formed the group on whose responses the findings of the study were based.

### Procedures

A cover letter and survey form were sent to the chairperson of each agricultural teacher education program nationwide. The initial mailing to the 80 departments was made in early December, 1980. The first mailing yielded 49 responses. The second mailing was made in early January. Twenty seven persons responded to this mailing.

## Findings

Figure 1 summarizes the findings of the study as they pertain to the types of professional courses offered in agricultural teacher education. The chart shows the number of programs offering courses of the types listed; the number of programs offering one, two, or three or more courses of the same type; and the number of courses reported as required or optional.

### Programs

The types of courses reported in Figure 1 were arranged in descending order, e.g., arranged from those offered in most programs to those offered in the fewest programs. "Student teaching," "teaching methods," "curriculum development," "history, philosophy, etc.," "administration, supervision, etc.," "program evaluation," and "cooperative education" were those courses taught in the majority of programs. Only "occupational internship" and "tests and measurements" were reported as being taught in fewer than half of the reporting programs.

### Courses Per Program

Of the types of courses taught in 50 percent or more of the programs, student teaching (92 percent), cooperative education (91 percent), program evaluation (89 percent), and administration, supervision, etc. (82 percent) were those professional courses most commonly taught in the majority of agricultural teacher education programs. However, the high percentages were based on programs that offered only one course in each of the four areas. The number of programs offering two or more of the respective courses was considerably smaller than those programs offering a single course in a given area.

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**Figure 1. Summary of Findings (N = 76)**

Type	Number of programs offering courses	Courses per program			Required	Optional
		1	2	3		
Student teaching	73 (96%)	67 (92%)	3 (4%)	3 (4%)	81/84 (96%)	3/84 (4%)
Teaching methods	68 (89%)	46 (68%)	14 (21%)	8 (11%)	88/100 (88%)	12/100 (12%)
Curriculum development	61 (80%)	44 (72%)	15 (25%)	2 (3%)	52/80 (65%)	28/80 (35%)
History, philosophy, etc.	61 (80%)	47 (77%)	13 (21%)	1 (2%)	60/77 (78%)	17/77 (22%)
Administration, supervision, etc.	57 (75%)	47 (82%)	7 (12%)	3 (6%)	33/72 (46%)	39/72 (54%)
Program evaluation	44 (58%)	39 (89%)	5 (11%)	0	19/49 (39%)	30/49 (61%)
Cooperative education	43 (57%)	39 (91%)	3 (7%)	1 (2%)	19/49 (39%)	30/49 (61%)
Occupational internship	36 (47%)	32 (89%)	3 (8%)	1 (3%)	12/41 (29%)	29/41 (71%)
Tests and measurements	32 (42%)	28 (87%)	4 (13%)	0	22/36 (61%)	14/36 (39%)

In contrast, the numbers of courses per program in the areas of history, philosophy, curriculum development, and teaching methods were more evenly distributed than they were in the preceding types of courses. While the majority of programs continued to report a concentration in the one type of course per program column, a number of programs also reported two or more courses in the three areas. In fact, eight (11 percent) programs even reported offering three or more teaching methods courses.

As mentioned earlier, a relatively fewer number of programs offered courses in "occupational internship" (47 percent) and "tests and measurements" (42 percent). However, of the programs that reported such courses, the great majority (89 percent and 87 percent respectively) offered one or two.

**Required-Optional**

In general, the greater the number of programs offering a given type of course, the greater the chances that the course(s) was a program requirement. "Student teaching," "teaching methods," "curriculum development," "history, philosophy," and "administration, supervision" were all courses offered in three-fourths or more of the programs reported. With exception of the administration, supervision type of course (46 percent), the remaining four types of courses were required for graduation in 65 percent or more of the programs.

The single exception to the above trend was the "tests and measurements" type of course. Offered in only 32 (42 percent) of the 76 programs, the course was nonetheless required in 22 (61 percent) of the 36 programs in which it was offered.

**Graduates**

Figure 2 shows the cumulative responses of the seventy-six chairpersons surveyed regarding the numbers of agricultural teacher education graduates.

As shown in items 1 and 2, the number of graduates has remained relatively constant over the last three years although the trend is downward rather than upward. Fourteen fewer people graduated in 1979-80 than did in

1978-79. A considerably greater difference occurred between the 1979-80 group of graduates and the forecasted 1980-81 group. The difference between these latter two groups is 217.

The collective predictions of the chairpersons as reported in item 3 showed the great majority as seeing the number of students in agricultural teacher education growing or at least remaining constant. Sixty-seven (92 percent) of the seventy-three chairpersons shared these two positive views. Only six (8 percent) saw the number of graduates in the area declining. If the totals reported are truly representative of the number of graduates completing agricultural teacher education programs, then the opinions of the minority forecasting a decline in enrollments appear most valid.

Seventy-three of the seventy-six persons surveyed also responded to item 4. Sixty-three (86 percent) responded that "most or all" of the graduates had taken the above courses. Ten (14 percent) chairpersons responded negatively to the item. These findings confirmed those reported in the "Required-Optional" section of Figure 1, e.g., that the majority of the offerings were required of the graduates.

**Conclusions**

The above findings will assist the prospective author in preparing the prospectus for the publisher. In most cases, the publisher will want to know the number of schools or programs that offer a course(s) in which the

**Figure 2. Graduates**

1.	How many people graduated from your program during the following academic years?		
		1978-79 1,602	1978-79 1,588
2.	How many would you forecast will graduate during the 1980-81 academic year?	1,371	
3.	Do you see the number of graduates increasing (23), remaining about the same (44), or decreasing (6) over the next five years?		
4.	Would all of your graduates have taken most or all of the above courses?		
		Yes 63	No 10

proposed book would be used, and the approximate number of potential buyers. The data contained in Figures 1 and 2, together with the discussion of the findings, provide such information. In addition, the prospective author can tell the publisher the number of programs offering one or more courses of a given type and the approximate number of courses of that type that are required of students for graduation or are electives in their programs.

Figure 3 Survey Form

Respondent: \_\_\_\_\_  
 Department: \_\_\_\_\_  
 College/University: \_\_\_\_\_

**Types of Courses**

Put a (✓) in the blank "Course Offered" if you have a course of this type in your undergraduate program. If there is more than one of this type of course, e.g., two courses in curriculum development, a beginning and an advanced course in methods, etc., please specify the total in the "Number" column. (This does not mean the number of sections of a particular course, but the number of different courses of a given type). Also please indicate by number, the courses required or optional, e.g., 1 required 2 optional.

Type	Course Offered	Number	Required-Optional
Curriculum Development	_____	_____	_____
History, Philosophy, Principles, Foundations, etc.	_____	_____	_____
Administration and Supervision, Organization, etc.	_____	_____	_____
Tests and Measurements	_____	_____	_____
Program Evaluation	_____	_____	_____
General Teaching Methods	_____	_____	_____
Cooperative Education	_____	_____	_____
Occupational Internship	_____	_____	_____
Student Teaching	_____	_____	_____
Other	_____	_____	_____

**Graduates**

- How many people graduated from your program during the following academic years?  
 1978-79 \_\_\_\_\_ 1979-80 \_\_\_\_\_
- How many would you forecast will graduate during the 1980-81 academic year?
- Do you see the number of graduates increasing ( ), remaining about the same ( ), or decreasing ( ) over the next five years?
- Would all of your graduates have taken most or all of the above courses?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

## FROM THE PRESIDENT

Dear Colleagues,

This has been a great year for NACTA. We have surpassed the milestone of 1,000 members. The report of the Secretary-Treasurer as of April 19, 1982, indicates that there are 1,042 members. Wow! This is only the beginning of our membership explosion. Every member is becoming NACTA conscious instead of NACTA minded. Being NACTA conscious is learning of the benefits offered by NACTA and taking advantage of these benefits, sharing them, and encouraging your colleagues to do likewise. I expect the membership of NACTA to climb dramatically during the decade of the 80's.

Any great organization must have some great people. NACTA is a great organization and it has some great people. We can become greater! I still have a dream of 10,000 members.

I want to thank every member of a NACTA Committee and especially each chairman, the Vice-President, the Editor of the Journal, the Secretary-Treasurer, the Regional Directors, State Coordinators, and Campus Coordinators for the hard work given this year on behalf of NACTA, your professional organization. I know you take pride in serving NACTA, and I take pleasure in saying thank you.

Enroll someone in NACTA today.

Russell L. Miller  
 President

### Instructional Materials for Entomology

The Special Committee on Education for the Entomological Society of America is currently revising, updating, and computerizing the 1974 curriculum aid "Entomology: Catalogue of Instructional Materials." If you know of materials such as slide sets, audio tapes, films, books, equipment or related materials, please consider sharing them with others interested in entomology instruction. Send complete resource information to:

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 ATTN: Ms. Kathleen Debold  
 Entomological Society of America  
 4603 Calvert Road  
 College Park, MD 20740