

SALARIES, WORKING CONDITIONS AND CERTIFICATE
RENEWAL REQUIREMENTS OF VOCATIONAL
AGRICULTURE TEACHERS IN THE
UNITED STATES

By

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CHAPTER I

INTRODUCTION

The Vocational Agriculture (Vo-Ag) teacher has long been recognized for his work which extends beyond the classroom setting. Many people feel that he has an advantage with the personal contact and extra activities provided by his job over the traditional classroom teacher. Dr. Barbara Thompson (3), Superintendent of Wisconsin Department of Public Instruction, is quoted as saying:

It is perhaps high time that we acknowledge the proven model created and put to practice by vocational agriculture teachers . . . (that is) to better understand and know the individual student, his family, and home environment. The willingness of a professional to deal with all of the problems that come to bear on the life of the young person seems to me to be critical. . . . I am waiting for the day when a good example set by vocational agriculture teachers will be seriously considered by school boards as an exportable model to be used with all professional educators (p. 91).

Although these efforts may be applauded by some educators, they could tend to be deterrent factors for people seeking employment. Many college students have been turned away from teaching by what they have heard about the problems and working conditions of Vo-Ag teachers.

Research shows that pay scales are improving and the rewards are abundant; nonetheless, many are leaving the field, and many are reluctant to enter the profession of teaching vocational agriculture.

The increasing shortage and critical turnover of vocational agriculture teachers points out a need for more information as to why teachers are currently unsettled in their profession. The problem is

compounded by the increased number of multiple-teacher departments and growing specialization of agricultural subjects.

Much work has been done to determine the primary reasons for the rapid teacher turnover and also the reduction in number of prospective teachers of vocational agriculture. At the present time, several studies have given emphasis to compiling needed data about the various states' salaries and working conditions. It is felt that these two items are in some degree determining factors of the problem.

Problem

Teaching vocational agriculture is a demanding profession that requires a dedication to the process of education. As a result of our need for more teachers of vocational agriculture, a look at more precise and meaningful information is needed relative to the salaries and working conditions of teachers of vocational agriculture throughout our nation.

Purpose

The purpose of this study was to gather information concerning salaries, working conditions and benefits of vocational agriculture teachers throughout the United States.

Scope and Limitations of Study

The major limitation of this study is acquiring actual and representative data. The salaries of departments in some states could not be determined. This was due to the lack of any organized state policy, along with no state-wide communication. Among states with no official state staff, it was difficult to find someone that knew the information

requested. There were also wide variations of salaries and working conditions within states. For these reasons, much of the information will be of an approximate or average nature. It is a general classification of each state's information and its relationship to other states.

CHAPTER II

REVIEW OF LITERATURE

Basic Rationale

The fact that most teachers enter their profession with a desire to do a job they like, a willingness to serve others, and without aspirations of getting rich or being famous, has been understood for years. However, in recent years those desires have not been strong enough to keep teachers on the job, or bring teachers into the profession. It was felt that salaries and job conditions are factors that determine whether a teacher stays in the field or moves into other occupations.

It was hoped that information could be collected about the Vo-Ag teaching job that would show how one school varies from another and, in particular, one state from another state. This information might help explain what teachers have as basic job benefits and working conditions, what conditions would entice them away from teaching, and what benefits are so good or bad as to cause a realized shortage of Vo-Ag teachers.

A report by Craig (1) showed that, nationwide, 227 teachers were needed but were not available. The report also showed that 586 emergency certificates were issued and still 85 departments were not able to operate because of the teacher shortage.

Not all of the problems arise from poor working conditions as was indicated by Morton, Hatfield and Hopkins (6) in their study showing the predicted new programs added for the next five years in Oklahoma and

Texas. This report also suggested that the number of graduates will increase during that period of time but not at a rate proportional to the loss of teachers.

Hopefully, with the information gathered and presented in this study, teachers and graduates could better match their needs with the available salaries and working conditions throughout the United States.

Salaries and Working Conditions

The correlation between salaries and working conditions, and the major reasons for teachers leaving the profession, was illustrated by Fenton (2) through his research in Oklahoma, 1969-70. His concluding recommendation was to raise teachers' salaries and improve working conditions in order to keep teachers in the profession as well as bring in new teachers.

His findings showed three important areas for teacher loss which listed in order are: (1) limited chance for promotion, (2) excessive and inconsistent hours, and (3) insufficient salary.

Other Studies

Two similar studies were reported by Titsworth (7) and Melton (5). Melton's findings in May, 1977, showed that salaries ranged from a low of \$580 per month for a nine-month period in Maine, to a high of \$1200 per month in Alaska for a nine-month period. There were also wide variations reported among states concerning benefits and working conditions.

The study by Titsworth paralleled that of Melton showing a range in salary of \$550 per month across state borders. Both reports showed wide variation among the states concerning months on the job, fringe benefits,

and teaching load.

An early study by King (4) in 1975 indicated that teachers were employed 10 months in Hawaii; two states were 11 months for all teachers and 13 states had all teachers on 12-month contracts. The other states had variations within the state of from 10 to 12 months with the majority being 12 months. The studies by Melton and Titsworth confirmed these findings.

CHAPTER III

METHODOLOGY

Procedure of the Investigation

The purpose of this study was to up-date information already gathered by previous researchers. A questionnaire was sent to the state advisor in each of the fifty states. In cases where there was no state advisor, the vocational director was contacted. In three states the questionnaire was completed by district supervisors.

The factors that would be of interest to vocational agriculture teachers and prospective teachers in making a decision about employment were identified in the questionnaire. The factors identified included: salary, number of hours taught, and other working conditions and benefits.

The questionnaire packet was developed with the aid of former questionnaires used by Titsworth and Melton. Some changes were made to correct any information which might be unclear from the previous year. A cover letter and information from the previous study, explaining the survey and its purpose, was developed, along with the questionnaire.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The information gathered from the survey was organized and grouped for presentation. The tables were established to represent the areas of interest including: salaries, teaching loads, fringe benefits, travel expense, qualifications and certificate renewal.

Months on the Job

It was discovered from the survey that 16 states have all of their teachers on a 12-month contract. Table I shows 25 other states have at least part of their teachers on a 12-month contract. The remaining nine states employed their teachers in some combination of a 9-, 10-, or 11-month contract. The one state that had 100 percent of its teachers on nine-month contracts was Alaska. Hawaii was the only state that had all its teachers on a ten-month contract. The two states that had all teachers working an 11-month contract were Kansas and South Dakota.

70 - 100 percent Vo-Ag teachers employed 9 months - - - 2 states

70 - 100 percent Vo-Ag teachers employed 11 months - - - 3 states

70 - 100 percent Vo-Ag teachers employed 12 months - - - 10 states

Thirteen states varied from 9- to 12-month contracts with no major proportion representing 70 percent of the teachers. Forty-one states had some teachers employed 12 months.

TABLE I
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS 1977-78

STATE	MONTHS ON JOB	MINIMUM B.S.	SALARY/MONTH M.S.	MAXIMUM B.S.	SALARY/MONTH M.S.
Alabama	12	972	1131	972	1131
Alaska	9	1830	--	2600	--
*Arizona	varies	876	1100	940	1100
Arkansas	12 ^h	900	950	1005	1015
*California	12 ^h ^f	750	850	900	1300
*Colorado	11 ^f	846	917	958	--
*Connecticut	12 ^f	845	880	1000	1100
Delaware	12	833	950	1041	--
*Florida	varies ^j	800	850	1000	1100
Georgia	12	785	885	832	936
Hawaii	10	842	913	842	913
*Idaho	12	800	900	850	95
Illinois	varies ^f	1022	1055	1022	1055
Indiana	12 ^g	894	1066	1040	1120
Iowa	12	875	975	975	1050
*Kansas	11	767	875	875	917
*Kentucky	12	924	1076	1033	1076
Louisiana	12 ^f	803	827	1000	1100
Maine	9 ^f	580	755	778	811
*Maryland	varies ^j	880	880	1054	1230
*Massachusetts	12 ^h	760	790	760	2600
*Michigan	varies ^j	1000	--	1200	--
Minnesota	11 ^h	1070	1200	1100	1250
*Mississippi	12	888	996	888	996
*Missouri	12	900	--	1000	--
Montana	varies ^j	1000	--	1077	--
Nebraska	varies ⁱ	745	--	1163	1835
*Nevada	11 ^g	900	1100	1200	1300
New Hampshire	12 ^e	850	950	1000	1300
New Jersey	12 ^e	850	--	1050	--
*New Mexico	varies ^j	866	--	1095	--
*New York	varies ^j	900	950	1400	1450
North Carolina	12 ^h	962	1048	962	1048
North Dakota	12 ^e	863	1013	1026	--
Ohio	12 ^g	980	1120	1080	1210
Oklahoma	12 ^h	975	1010	1025	1050
*Oregon	12 ^h	1000	1250	1125	1250
Pennsylvania	varies ⁱ	850	1000	1000	2000
*Rhode Island	9 ^h	750	--	800	--
*South Carolina	varies ⁱ	789	850	985	1165
*South Dakota	11	900	1000	1000	1100
Tennessee	12	850	922	915	1025
Texas	12	854	911	854	911
*Utah	12	930	1100	990	--
Vermont	varies ^j	750	850	820	940
*Virginia	12 ^e	830	870	920	980
Washington	varies ⁱ	1024	--	1242	--
West Virginia	12	909	972	1103	1184
*Wisconsin	12	950	1000	1100	1200
Wyoming	11	807	825	958	1050

* estimated

e 95% h 75%
f 90% i varies 9-12 mo.
g 80% j varies 10-12 mo.

Minimum Starting Salaries

It was shown in Table I that the minimum starting salaries had a wide range between states. The largest range was between the beginner teachers with Bachelor of Science (B.S.) degrees. The average beginning salary for all states was \$878. There were 26 states listed below the average. The lowest starting salary was Maine with \$580 per month. There were four other states that had a minimum salary of \$750 or less which include: California, Nebraska, Rhode Island, and Vermont. Alaska had a beginning salary that more than tripled that of Maine, starting a teacher with a B.S. degree at \$1830 per month. Six other states almost doubled the lowest pay with salaries ranging from \$1000 to \$1070 per month.

The minimum salary for a teacher with a Master of Science (M.S.) degree showed only two states below \$700 and ten states between \$800 and \$900. Eleven of the states reported starting the M.S. at \$900 to \$1000 and five states showed \$1000 to \$1100 salaries for the same beginners. The remaining six states were over \$1100. Nine states either did not report or showed no difference between their M.S. and B.S. starting salaries.

It would be important to note that 23 states could only estimate their minimum and maximum salaries for starting teachers.

The maximum starting salaries showed eight states with above \$1000 per month. Alaska had an exceptionally high salary of \$2600 per month, and three other states were above \$1200.

The highest of all salaries reported was among the maximum salaries for a person with an M.S. degree. Massachusetts reported \$2100 for its top paid beginner, and Pennsylvania's salary of \$2000 was the second

largest. There were no salaries at this stage in the \$700-\$800 range, and only one in the \$800-\$900 range. Thirty-four states paid \$1000 or above for their maximum starting salary to teachers with an M.S. degree.

TABLE II
SUMMARY OF BEGINNING SALARIES OF VOCATIONAL
AGRICULTURE TEACHERS

B.S. Degree		M.S. Degree	
Salary Per Month	No. States	Salary Per Month	No. States
Minimum Salaries Per Month			
1000 & over	7	1000 & over	16
900 - 999	13	900 - 999	11
850 - 899	11	850 - 899	9
800 - 849	8	800 - 849	1
750 - 799	7	750 - 799	2
Below 749	2	Below 749	0
Maximum Salaries Per Month			
1200 & over	5	1200 & over	14
1000 - 1199	24	1000 - 1199	15
900 - 999	9	900 - 999	8
800 - 899	7	800 - 899	1
Less than 800	2	Less than 800	0

Teaching Load

The maximum hours a Vo-Ag teacher can have class varied from four to seven hours according to Table III. Oklahoma was the only state in which the teaching load was four hours per day, allowing five hours in an emergency, and Ohio was the only state to have four and one-half

TABLE III

TEACHING LOADS OF VOCATIONAL AGRICULTURE
TEACHERS 1977-78

STATE	Maximum hours Taught	Non-Ag Taught	Maximum Students	Adult Classes	Adult Pay	School time for Superv. visits
Alabama	6	no	28/hr	yes	no	yes
Alaska	6	yes	none	no	--	varies
Arizona	5	yes	none	no	\$10/pay	yes
Arkansas	6	yes	none	no	\$7.5/hr	no
California	none	yes	none	no	\$12/hr	yes
Colorado	none	yes	60	no	\$10/hr	yes
Connecticut	none	no	35/class	varies	\$8/hr	yes
Delaware	6	yes	none	no	fee	varies
Florida	none	yes	none	no	--	no
Georgia	5	no	100	yes	yes	varies
Hawaii	7	yes	156	no	yes	no
Idaho	6	yes	none	no	\$6/hr	varies
Illinois	none	yes	none	no	yes	varies
Indiana	6	yes	70	no	yes	yes
Iowa	none	no	none	yes	yes	yes
Kansas	5	yes	69	no	\$250/course	no
Kentucky	5	yes	70	no	\$25/session	yes
Louisiana	6	yes	none	no	\$8/hr	yes
Maine	7	yes	76	no	\$5/hr	no
Maryland	6	yes	none	no	\$7.5/hr	no
Massachusetts	6	yes	20/class	no	\$10/hr	yes
Michigan	none	yes	none	no	yes	yes
Minnesota	6	yes	none	no	\$13/hr	no
Mississippi	5	no	none	no	\$7/hr	yes
Missouri	6	yes	none	yes	\$7.5/hr	yes
Montana	none	no	none	no	no	yes
Nebraska	none	yes	none	no	75%	yes
Nevada	none	yes	none	no	varies	yes
New Hampshire	none	no	60	no	\$9/hr	no
New Jersey	none	yes	none	no	yes	varies
New Mexico	5	yes	none	no	no	no
New York	none	yes	none	no	\$10/hr	yes
North Carolina	none	no	none	no	no	yes
North Dakota	6	yes	75	no	\$10/hr	yes
Ohio	4 $\frac{1}{2}$	no	60	no	\$6/hr	yes
Oklahoma	4	no	60	yes	\$6/hr	yes
Oregon	none	yes	none	no	no	yes
Pennsylvania	none	yes	60	no	\$12/hr	varies
Rhode Island	none	yes	none	no	\$75/hr	varies
So. Carolina	none	no	150	no	varies	no
So. Dakota	none	yes	none	no	yes	yes
Tennessee	none	no	115	no	\$5.64/hr	no
Texas	5	no	20/class	yes	no	yes
Utah	6	yes	none	no	\$7.5/hr	yes
Vermont	none	yes	60	no	\$14/hr	yes
Virginia	5	yes	100	no	\$5-14/hr	yes
Washington	none	yes	25/class	no	\$10/hr	yes
West Virginia	5	yes	none(60)	no	\$7/hr	yes
Wisconsin	none	yes	no (90)	no	varies	yes
Wyoming	none	yes	none	no	--	yes

hours as the maximum. Nine states reported that agriculture teachers taught five hours for a maximum while 13 were teaching six hours a day. There were only two states that confirmed a seven-hour day, Hawaii and Maine. The remaining 21 states indicated that they had no maximum teaching load.

It was reported by 11 states that their teachers had no other classes besides vocational agriculture. The remaining 39 states did allow other classes to be taught by the Vo-Ag instructors. The additional classes included courses in science, shop, drivers' education and occupational orientation. Several states noted that funding for these classes was provided by the local school district.

As shown in Table III, there was no maximum number of all-day students for 26 states. The overall range between states went from 60 in six states to 156 in Hawaii and 150 in South Carolina. Several states had recommendations of 60 to 90 students per teacher but had no ruling to enforce that number. Five states used class maximums with ranges of 20 to 35 per class.

There were only six states that required adult education, while it was not required by 43 states. The remaining state reported that it varied among departments. A total of eight states had no reimbursement for adult education but six of those states did not require adult programs. The remaining 42 states had some kind of reimbursement even though 38 of those states did not require adult education. Those on an hourly pay scale went from \$5 to \$14 per hour. Ten states reported ten or more dollars per hour while 15 states paid in the six to nine dollars per hour range. One state paid \$250 per course and one state paid \$25 per session. Three states said that adult reimbursement varies and one

state had only the course fee for pay. Texas and Alabama were the only states that did not reimburse and yet required adult education.

It was reported that 31 states allowed school time for visiting all-day students and 11 did not. The remaining eight states said it varied among schools.

Fringe Benefits

There were no health or life insurance benefits for seven of the states and another 14 said it varied from none to full life insurance programs, as shown in Table IV. Eight states had only their health insurance paid and another 12 states had health and partial life insurance benefits. Total life and health insurance was provided by six states.

Vacations in some instances were related to the number of months on the job. Those states that had all teachers on a 9-, 10-, or 11-month contract used the remaining months for vacation; this accounted for four states. Those states that were on 12-month contracts allowed 14 days vacation time for nine states, 15 days for two states, and 20 days for three states. The remaining 32 states could not give exact data because of varying months on the job within their states. Eleven of these 32 states did give vacation days for their teachers on the maximum work month contract, which ranged from 14 to 30 days. Twenty states reported that vacations varied and one state did not answer the question.

Table IV illustrated that coaching privileges as a means of additional income were not allowed by 18 states, but were allowed by 25 states. Five other states also allowed coaching but strongly discouraged it. One state said it varied among the school districts and one state did not respond to the question.

TABLE IV
FRINGE BENEFITS OF VOCATIONAL AGRICULTURE
TEACHERS 1977-78

State	Insurance	Vacation	Coaching	Farming	Outside Earnings
Alabama	Health, Partial Life	10-15 days	no	yes	no
Alaska	Health, Partial Life	3 months	yes	yes	yes
Arizona	Health	varies	varies	varies	-- ^a
Arkansas	Varies	12 days	no	yes ^a	yes ^a
California	Health	varies	yes ^a	yes ^a	yes ^a
Colorado	Varies	2 weeks	yes	yes	yes ^a
Connecticut	Health, Partial Life	varies	yes	yes	yes
Delaware	Health, Partial Life	varies	yes	yes ^a	no ^a
Florida	None	10 days	no	yes ^a	yes ^a
Georgia	Varies	15 days	no	no	no
Hawaii	Health, Partial Life	2 months	yes	yes	yes ^a
Idaho	Varies	14 days	no	yes	yes ^a
Illinois	Varies	varies	yes ^a	yes ^a	no ^a
Indiana	None	varies	yes ^a	yes ^a	yes ^a
Iowa	Varies	14 days	yes ^a	yes ^a	yes ^a
Kansas	None	30 days	no	no	yes ^a
Kentucky	Health, Full Life	14 days	no	yes	yes ^a
Louisiana	None	18 days	no	yes	no
Maine	Varies	--	yes	yes	yes
Maryland	Health, Partial Life	14 days	yes	yes	yes
Mass.	Health, Partial Life	25 days	no	no	yes ^a
Michigan	Health, Full Life	varies	yes	yes	yes ^a
Minnesota	Health, Full Life	30 days	yes	yes	yes
Mississippi	None	14 days	no	yes	no ^a
Missouri	Varies	14 days	no	yes	yes ^a
Montana	Varies	varies	yes	yes	yes ^a
Nebraska	Varies	30 days	no	no	no
Nevada	Varies	varies	yes	yes	yes ^a
New Hampshire	Varies	20 days	yes	yes	yes
New Jersey	Health, Full Life	14 days	yes	yes	yes ^a
New Mexico	Health	14 days	yes	yes	yes ^a
New York	Varies	varies	yes	yes	yes
North Carolina	Health	14 days	yes	yes	yes ^a
North Dakota	Health	14 days	yes	yes ^a	yes ^a
Ohio	Health, Partial Life	varies	no	yes ^a	yes ^a
Oklahoma	Health, Partial Life	14 days	no	yes ^a	yes ^a
Oregon	Health	varies	yes	yes	yes ^a
Pennsylvania	Health	14 days	yes	yes	no
Rhode Island	Health	varies	yes	yes	yes
So. Carolina	Health, Full Life	varies	yes	yes	yes
So. Dakota	Health, Partial Life	30 days	no	yes	yes ^a
Tennessee	Varies	20 days	no	yes	yes ^a
Texas	None	varies	no	yes	no
Utah	Health, Full Life	14 days	no	yes	yes ^a
Vermont	Health, Partial Life	varies	yes	yes	yes ^a
Virginia	None	14 days	yes ^a	yes ^a	yes ^a
Washington	Health, Partial Life	14 days	yes ^a	yes ^a	yes ^a
West Virginia	Health, Partial Life	14 days	yes ^a	yes	yes ^a
Wisconsin	Health, Partial Life	20 days	yes ^a	no	no
Wyoming	None	--	yes	yes	yes ^a

^a not recommended

Farming as a means of supplemental income was allowed by 43 states. Seven states did not allow teachers to farm and seven of the states that allowed farming did not recommend it. One state reported that farming varied.

The question concerning jobs in addition to teaching Vo-Ag showed that ten states would not allow it. The remaining states did allow it, but 23 of these strongly discouraged it.

Travel and Expenses

Travel reimbursement was paid in all but two states, according to Table V. Nineteen states paid mileage from 8 to 18¢ a mile while 23 states paid all or part of the actual cost or flat fees of \$500 to \$600. The state of Texas paid the highest flat amount of \$1625 per year with \$400 additional money available. Nine states reported that reimbursement varied.

Seven states provided some kind of transportation and 20 states said that vehicles were provided by part of their districts. The remaining 23 states did not furnish vehicles. New Mexico was the only state that did not provide a vehicle and did not reimburse for travel expense. The one state that did not reimburse expenses but did furnish some transportation was New York. Operating expenses were paid at least partially by 39 states. Eleven states did not pay any per diem expenses and one state did not answer. The range varied from full amount for three states to \$9 per day in West Virginia and \$35 per day in Florida.

TABLE V
TRAVEL AND EXPENSE
1977-78

State	Travel Reimbursement	Operating Expense Per Diem	Vehicle Furnished
Alabama	\$500/year	\$20	no
Alaska	local dist. determines	varies	no
Arizona	varies	\$30	yes
Arkansas	\$600/year	no set amt., only appr. trips	varies
California	local dist. determines	yes	varies
Colorado	50% actual cost	\$11.50	yes
Connecticut	12¢/mile	varies	varies
Delaware	depends on cost	depends on cost	no
Florida	milcage	\$35	no
Georgia	\$900/year	---	no
Hawaii	varies	\$30	no
Idaho	conference	varies	varies
Illinois	13¢/mile	no	varies
Indiana	10¢/mile	\$16	no
Iowa	100% paid	lodging and meals	yes
Kansas	12¢/mile	no	yes
Kentucky	16¢/mile	meals \$13-lodging \$20	no
Louisiana	up to \$1000	yes	no
Maine	13¢/mile	no	no
Maryland	12-17¢/mile	no	no
Massachusetts	14¢/mile	\$5 meals & lodging	varies
Michigan	varies	varies	varies
Minnesota	7.5¢/mile	yes	varies
Mississippi	\$600/year	only actual expenses	no
Missouri	\$600/year	yes	varies
Montana	yes	no	no
Nebraska	yes	yes	varies
Nevada	varies	yes	varies
New Hampshire	12¢/mile	yes	varies
New Jersey	varies	no	varies
New Mexico	no	no	no
New York	no	varies	varies
North Carolina	varies	no	no
North Dakota	15¢/mile	\$26	no
Ohio	16¢/mile	\$29	no
Oklahoma	varies	varies	yes
Oregon	varies	varies	varies
Pennsylvania	12-16¢/mile	no	no
Rhode Island	15¢/mile	varies	no
South Carolina	varies	varies	varies
South Dakota	state form/35¢ av	yes	yes
Tennessee	10¢/mile	no	no
Texas	18¢/mile	\$30 in-state, \$40 out	no
Utah	14¢/mile	yes, full	varies
Vermont	75%	yes, full	no
Virginia	12¢/mile	no	no
Washington	8-15¢/mile	\$25	varies
West Virginia	15¢/mile	\$9	varies
Wisconsin	30%	yes	varies
Wyoming	12¢/mile	\$25	yes

Qualifications for Teaching Vocational Agriculture and Certificate Renewal

Forty-one states required a B.S. degree in agricultural education to be qualified to teach vocational agriculture as indicated in Table VI. Eight states required only a B.S. degree in agriculture to teach in their state. California reported that a full year of practice teaching or 3000 hours of agricultural occupational experience was also necessary for certification. One state did not report on the requirements.

Certificate renewal was not necessary for 11 states while many states had to complete college credit within a certain time period. The minimum requirements were three hours in three years in Louisiana and New Hampshire, and three hours in five years for Oklahoma. The maximum requirements for renewing the teaching certificate was 36 hours in five years in Rhode Island and 30 hours or an M.S. degree in five years in New York.

Emergency certificates were not allowed in 17 states. The remaining 33 states made some kind of provision for shortages of teachers. The requirements for an emergency certificate showed tremendous variation between states. Working towards completion of certificate requirements and agricultural experience were the most common guidelines. Three states reported that an emergency certificate depended only on the situation and need.

Future Farmers of America Activities

The information that was the most difficult for states to report involved Future Farmers of America (FFA) activities. Fourteen states did not report anything and 21 responded "varies" to the question. The only

TABLE VI

MINIMUM QUALIFICATION FOR TEACHING VOCATIONAL
AGRICULTURE 1977-78

STATE	Minimum Requirement	Certificate Renewal	Emergency Certificate	Requirements for Emergency Certificate
Alabama	B.S. in Ag	none	no	none
Alaska	B.S. in Ag	6 hr/5 yr	yes	teaching certificate
Arizona	B.S. in Ag	5 hr/yr	yes	complete/2 yr
Arkansas	B.S. in Ag Ed	none	no	none
California	B.S. in Ag + 5th yr 3000 hrs, Ag Occ Exp	none	no	--
Colorado	B.S. in Ag Ed	9 hr/5 yrs	no	--
Connecticut	B.S. in Ag Ed + 3 yrs exp. ag for cert.	30/M.S.10 yr	no	--
Delaware	B.S. in Ag Ed	none	depends on Dist.	--
Florida	B.S. in Ag Ed	6 hr/5 yr-M.S./10 yr	yes	B.S. in Ag+some courses
Georgia	B.S. in Ag Ed	10 hr/2 yr	no	3 year limit
Hawaii	B.S. in Ag	none	yes	no one to fill pos.
Idaho	B.S. in Ag Ed	varies by dist.	yes	grad from ag college
Illinois	B.S. in Ag Ed	no	Prov. voc. yes	60 h4/cert. field
Indiana	B.S. in Ag Ed	30 hr/10 yrs	cond. yes	no instructor avail
Iowa	B.S. in Ag Ed	no	yes	4 yr ag degree/3 yr work
Kansas	B.S. in Ag Ed	8 hr/8 yrs	provisional	2 yr exp+in-serv. progs
Kentucky	B.S. in Ag Ed	30 hr/10 yrs	no	--
Louisiana	B.S. in Ag Ed	3 hr/3 yrs	yes	work toward full qual
Maine	B.S. in Ag	6 hr/5 yrs	no	--
Maryland	B.S. in Ag Ed	M.S. or 30 hr/10 yrs	yes	B.S. in Ag/enrolled Ed
Massachusetts	B.S. in Ag or exp	no	yes	y yrs. w/trade
Michigan	B.S. in Ag Ed	18 hr/6 yrs	yes	2 yr occ exp/subj. area
Minnesota	B.S. in Ag Ed + 2000 hr occup exp.	9 hr/2 yrs	yes	B.S./Ag-6 hr/Ag Ed
Mississippi	B.S. in Ag Ed	6 hr/5 yrs	no	--
Missouri	B.S. in Ag Ed	8 hr/2 yrs	yes	exp. in ag business
Montana	B.S. in Ag Ed	6 hr/5 yrs	no	--
Nebraska	B.S. in Ag Ed	6 hr/5 yrs	no	--
Nevada	B.S. in Ag Ed	6 hr/5 yrs	yes	2 yrs exp/teaching area
New Hampshire	B.S. in Ag Ed	3 hr/3 yrs	yes	must complete/spec time
New Jersey	B.S. in Ag + 27 in Ed, Vo Tech School	5-6 yrs exp	no	--
New Mexico	B.S. in Ag Ed	8 hr/5 yrs	temp yes	super. permission
New York	B.S. in Ag Ed	30 hr/5 yrs	temp yes	1 yr toward degree
No. Carolina	B.S. in Ag Ed	9 hr/5 yrs	prov. yes	B.S. in ag, 12 hr AgEd
No Dakota	B.S. in Ag Ed	none	yes	B.S. in Ag
Ohio	B.S. in Ag Ed	14 hr/4 yrs	yes	7 yr successful occ exp
Oklahoma	B.S. in Ag Ed	3 hr/5 yrs	no	no
Oregon	B.S. in Ag Ed	6 hr/3 yrs	Spec. Voc. Cert	Based on occ. exp.
Pennsylvania	B.S. in Ag Ed	24 hr/3 yrs	no	--
Rhode Island	B.S. in Ag Ed	36 hr/5 yrs	yes	Based on prac. exp.
So. Carolina	B.S. in Ag Ed	6 hr/5 yrs	yes	State Board App.
So. Dakota	B.S. in Ag Ed	6 hr/5 yrs	yes	Ag grad, cert/3 yrs
Tennessee	B.S. in Ag Ed	yes/10 hrs	yes	B.S. Ag/3yrs cert.
Texas	B.S. in Ag Ed	no	no	no
Utah	B.S. in Ag Ed	9 hr/5 yrs	no	--
Vermont	B.S. in Ag Ed	6 hr/5 yrs	yes	Working on cert.
Virginia	B.S. in Ag Ed	9 hr/5 yrs	yes	B.S. Ag, Cert/3 yrs.
Washington	B.S. in Ag Ed	5 hr/5 yrs	yes	3 yrs occ exp, 2 recent
West Virginia	B.S. in Ag Ed	6 hr/3 yrs	no	--
Wisconsin	B.S. in Ag Ed	none	yes	B.S. in Ag
Wyoming				

question which prompted an answer was regarding alumni, and 28 states reported involvement. Twenty-four states reported that their departments had school farms, and 16 states had adult programs.

The mileage travel per year varied from 500 to 30,000 miles, with seven states reporting travel above 5000 miles.

Illinois gave the most detailed account, stating specific information in each category. But, because many states could not give any information, it was impossible to establish a table.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The following is a summary of the major findings which contributed most to minimum and maximum ranges. It also represents information gathered that can group large numbers of states for similar responses. The following should be considered as a partial overview of the findings.

Months on the Job

As indicated in Table I, 16 states have all of their teachers on a 12-month contract. Eight states employed their teachers either in combination or exclusively for 9, 10 or 11 months. Twenty-five states had teachers on 12-month contracts over 70 percent of the time and 42 states had at least part of their teachers working 12 months.

Salaries

There was a wide range of starting salaries among states. The highest salary was in Alaska with \$1830 per month and the lowest was in Maine with \$580 per month. There were four states that started teachers below \$750 per month and seven that paid above \$1000 per month for minimum beginning salaries.

The maximum starting salaries showed 28 states paying over \$1000 per month. Only one state paid below \$900 per month for its maximum starting

salary and 34 states paid above \$1000 per month. Twenty-three states could only estimate their minimum and maximum starting salary.

Teaching Load

The teaching load of class hours per day varied from four to seven hours. The only state with a maximum of four hours was Oklahoma. Nine states reported that Vo-Ag teachers taught five hours and thirteen states reported they taught six hours a day. Twenty-one states had no maximum teaching load.

There appeared to be some misunderstanding about the question concerning teaching classes other than vocational agriculture. Many states reported that a Vo-Ag instructor could teach any other subject he was qualified or certified to teach. In some states a teacher was able to teach science but they did not indicate that instructors were teaching science and Vo-Ag at the same time. Some states included such classes as pre-vocational, science, biology, shop, drivers education, general agriculture, and occupational orientation as other courses taught by their Vo-Ag instructors. It was mentioned by several states that funding for these classes was provided by the local districts. The states that showed a Vo-Ag teacher teaching strictly in his field totaled 11. The other 39 states indicated that their teachers could teach other classes besides Vo-Ag.

Twenty-six states had no maximum number of all-day students. The lowest maximum, that of 60 students, was reported by six states. The highest maximum student load was in Hawaii with 156. Many states indicated they had recommendations of 60 to 90 students for maximum teaching load.

Fringe Benefits

The reports of fringe benefits showed six states that paid all of the life and health insurance. Seven states had paid none of the life and health insurance and 14 states reported it varied among school districts. Partial life and health was paid by 12 states and eight other states paid health only.

The vacation time for 14 states that employed teachers 12 months varied from 14 to 20 days. Eleven states reported vacations ranging from 14 to 30 days. The remaining states could not give exact information because the months on the job varied within the state and caused vacations to vary.

Farming was not allowed by seven states and any kind of other employment was not allowed by ten states. Twenty-three states strongly discouraged outside jobs and the remaining states did not comment.

Travel Expenses

New Mexico was the only state that provided neither reimbursement nor a vehicle. Mileage was paid in 19 states and 23 states paid all or part of the cost or flat fee of \$500 to \$600 per year. Texas received the most with \$1625 per year. Twenty-seven states had all or part of their schools furnishing a vehicle, and the remaining 23 states did not furnish vehicles. A per diem operating expense was paid at least partially by 39 states. The amount varied from \$9 to \$35 a day and full reimbursement. Ten states did not pay any operating expenses.

Qualifications for Teaching Vo-Ag and Certificate Renewal

The primary requirement for teaching Vo-Ag in 41 states was a B.S. degree in agricultural education. One state also required 3000 hours of occupational experience. It was noted that a B.S. degree in agriculture was the only requirement in eight states.

Certificate renewal was required by 39 states and the majority limited it to number of hours per given years. The minimum requirement was Oklahoma's with three hours to be completed in five years. Rhode Island had the maximum requirements of 36 hours in five years. Eleven states had no certificate renewal program.

Emergency Certificates

Teacher shortages were partially corrected in 33 states by emergency certificates. Most states required the teacher with an emergency certificate to be working on completion of the degree. Seventeen states did not give emergency certificates.

FFA Activities

There was not sufficient information reported to summarize FFA activities. Fourteen states answered none of the questions and 21 states only answered "varies" to the majority of questions.

Conclusions

By observing the tables presented in Chapter IV, it would indicate that some states could not answer the questions. It would also imply that some states had nothing for a basis to work from and that all

working conditions and benefits varied. With hasty judgment it would be easy to start ranking the states from number 1 to 50. A biased reader would eagerly look for states that did not match his state in areas thought to be necessities. However, the instrument was geared for certain specifics, and some states could not give accurate information. If the states had been ranked, it would be unfair and imply false ratings. There are some valid conclusions that can be made from the data presented after serious study of the objective material.

The majority of the states recognized a need for teachers working 12 months a year. The number of states that have 100 percent of their teachers on a full 12-month contract was down from Melton's study, showing a drop from 19 to 15. There were 27 additional states that had some Vo-Ag teachers employed 12 months. The remaining eight states could have different needs. Hawaii and Alaska had seasonal activity while other states operated with much more specialization in areas of mechanics and horticulture.

Salaries were estimated in 23 states that reported. There was a wide range of salaries between states and even within states' borders. Salaries were not always in relation to months on the job, and although Alaska had the high beginning salary, it should be noted from Titsworth's study that the cost of living is 30 percent higher in that state. Some states reported that the teacher's salary was determined by collective bargaining within the school district. This accounted for the inability to know the low or high salary. One state said they were not allowed to gather or send out salary data.

The salaries reported showed an increase in pay scales and would indicate that this area may help improve the teacher shortage. Although

teachers rarely get into teaching for the money alone, the salaries were getting to a level that teachers could not start other jobs with equal pay.

The area of teaching load showed that six states now have maximum student numbers of 60, as compared with Melton's study that had two. Many states reported working toward improvements for class load.

One division of tremendous value to Vo-Ag departments was the adult program. It was disheartening to see that only six states require adult education. The majority of the states said they strongly recommend them and almost all of the states reimburse for adult programs.

The fringe benefits did show that where only two states paid all health and life insurance in Melton's study, that there was an improvement to six states. All fringe benefits appeared to be improving. There were some states that provided dental care, teacher retirement, social security, lower cost of living and great fishing.

Very little information could be gathered concerning the activity involvement for each state. The number of days gone from school, miles traveled per year, and sponsoring parent clubs were part of the items that only a few would acknowledge. There appeared to be little knowledge of the activities of many chapters by their state associations. The effort involved for many activities would directly relate to the working load, but this information could not be gathered.

The final conclusion was that Vo-Ag teaching had many improvements to be made concerning salaries, adult education and other benefits. It was recognized that there have been some areas that show improvement since Melton's study, but the minimum standards could be raised in many states to make Vo-Ag teaching more productive and profitable.

Recommendations

The basis of this report was to update information gathered annually for the last five years. The information was to help pinpoint areas that could relate to a critical teacher shortage and turnovers. Because the shortage of Vo-Ag teachers has been increasing, a general recommendation would be to carefully examine the information gathered the last five years and to continue the research of this study in future years. If the efforts of five years are to be of real value, then this information needs to be correlated with states that have excellent benefits and working conditions and states that have high turnover and teacher shortages. It may be very difficult to gather information about teacher or state activity involvement, as was found in this study, but it may prove to be a link between teacher supply and shortages.

Further Studies

In order to provide information for prospective teachers considering employment in other states, the following recommendations are made.

- (1) A similar study of this type should be conducted and published each year.
- (2) Each state should help prospective teachers by compiling data on the state's salaries and working conditions.
- (3) Each state should make available to all states information concerning teaching vacancies.

General Recommendations

- (1) Due to the need for more Vo-Ag teachers and keeping those already teaching, it is recommended that each state continue to improve its

salaries and working conditions.

- (2) Because some states do not have a temporary certificate program, it is recommended that these states begin drafting guidelines for the time when they will need them.
- (3) A system for evaluating a teacher's involvement in activities, miles driven per year, and time missed from school should be established to give a true picture of working conditions.
- (4) Prospective teachers need to seriously consider the opportunities provided by each state.
- (5) The information gathered in this study should be made available to all states and the findings reported to the editor of the Agriculture Education Magazine.
- (6) The instrument used in this study should be revised to be more effective in gathering information.
- (7) A special study should be made on activity involvement for other states.

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APPENDIX

February 8, 1978

Dear Sir:

I would like to thank you for your response to the surveys on salaries and working conditions of agriculture teachers, which you returned for last year's study.

Enclosed you will find the sixth survey on the salaries and working conditions of agriculture teachers in the United States. I have included some of the areas surveyed last year for your interest.

If you would please take time to fill out the questionnaire and return it in the self-addressed envelope, it would be most helpful in the completion of our research. It is necessary to have a 100 percent return, so if you cannot supply the information, please send us the name of someone in your state who can.

Thank you again for your past support and your attention to this questionnaire.

Sincerely,

Hugh D. Hardie

March 7, 1978

Dear Sir:

I know you have been very busy the past few weeks.

I am sending you a second questionnaire and asking you to give it your attention as it is necessary to complete my study.

Could you please supply us with the information or with the name and address of the person in your state who can. We need 100 percent return for this study to be meaningful. Thanks very much for helping us accomplish this goal. The results will be published in the Agricultural Education Magazine for you to use.

Thanks again.

Sincerely,

Hugh D. Hardie

STATE _____

- | | |
|--|---|
| <p>A. The information below was received from you last year. Please check this information, and if there have been any changes, enter them in the <u>right hand column</u>.</p> | <p>B. This column is for any changes, corrections or additions to Column A.</p> |
| <p>1. How many months are the vo-ag teachers employed?
 9 ___ 10 ___ 11 ___ 12 ___
 Varies (Specify % in each category)</p> <hr/> | <p>1.
 9 ___ 10 ___ 11 ___ 12 ___</p> <hr/> |
| <p>2. A. What is the lowest monthly salary paid first year agriculture teachers in your state? (1975-76 school year) B.S. \$ ___ M.S. \$ ___
 B. These salaries are actual ___ estimated ___
 C. Does your state use a scale? Yes ___ No ___
 If yes, send a copy of state scale.</p> | <p>2. A.
 B.S. \$ ___ M.S. \$ ___
 B. Actual ___
 Estimated ___
 C.
 Yes ___ No ___</p> |
| <p>3. A. What is the <u>highest</u> monthly salary paid first year agriculture teachers in your state? (1977-78 school year) B.S. \$ ___ M.S. \$ ___
 B. These salaries are actual ___ estimated ___</p> | <p>3. A.
 B.S. \$ ___ M.S. \$ ___
 B. Actual ___
 Estimated ___</p> |
| <p>4. A. What is the maximum number of hours an instructor can teach per day?
 4 ___ 5 ___ 6 ___ 7 ___ No Maximum ___
 B. If the instructor is allowed to teach classes other than agriculture, what classes are allowed?

 C. Maximum no. of all-day students for one instructor? _____
 D. Instructor required to have adult classes? _____
 E. Reimburses for adult classes? _____
 Amount? _____
 F. School time allowed for supervised visits of all-day students?
 _____</p> | <p>4. A.
 4 ___ 5 ___ 6 ___ 7 ___ NM ___
 B.

 C.

 D.

 E. Reimburses? _____
 Amount? _____
 F.
 _____</p> |

- 9. A. If additional college courses are required for certificate renewal how many hours? _____
- B. Over what period of time? _____ Years.
- C. Do workshops in the field count toward certificate renewal? _____

- 9. A. Hours? _____
- B. Time? _____
- C. _____

10. Please list any other duties, benefits, requirements, etc., which you believe would be of interest to teachers considering your state as an employment area.

10. _____

TABLE VII
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS 1975-76

STATE	MONTHS ON JOB	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
		B.S.	M.S.	B.S.	M.S.
Alabama	12	867 ^a	1009 ^a	867 ^a	1009 ^a
Alaska	9	1200 ^b	none	1700 ^b	none
Arizona	varies ^j	850 ^b	1100 ^b	940 ^b	1190 ^b
Arkansas	12	787 ^m	839 ^m	875 ^m	983 ^m
California	12 ^g	658 ^{dm}	742 ^{dm}	1067 ^{dm}	1190 ^{dm}
Colorado	12 ^f	846 ^b	917 ^b	958	none
Connecticut	12	833 ^b	875 ^b	1000 ^b	1083 ^b
Delaware	12	772	875	none	none
Florida	varies ^j	790 ^b	850 ^b	916 ^b	1000 ^b
Georgia	12	785	885	832	936
Hawaii	10	776 ^m	842 ^m	776 ^m	842 ^m
Idaho	12	700 ^b	800 ^b	750 ^b	875 ^b
Illinois	varies ^l	none	none	none	none
Indiana	12 ^e	817 ⁿ	850 ⁿ	none	none
Iowa	12	875 ^b	850 ^b	950 ^b	1020 ^b
Kansas	11	767 ^{bm}	875 ^{bm}	875 ^{bm}	917 ^{bm}
Kentucky	12	730 ^b	788 ^b	none	none
Louisiana	12	803	827	1000	1100
Maine	9	778 ^{bm}	811 ^{bm}	778 ^{bm}	811 ^{bm}
Maryland	12 ^f	717 ^{bm}	800 ^{bm}	917 ^{bm}	1000 ^{bm}
Massachusetts	12 ^h	742 ^b	759 ^b	900 ^b	925 ^b
Michigan	12 ^h	950	none	1200	none
Minnesota	11 ^h	950	1050	1000	1150
Mississippi	12	800	878	800	878
Missouri	12	none	none	none	none
Montana	varies ^l	857 ^b	917 ^b	968 ^b	1020 ^b
Nebraska	varies ^k	700 ^c	none	883 ^c	none
Nevada	11 ^g	860 ^b	1000 ^b	1000 ^b	1100 ^b
New Hampshire	12 ^e	650 ^{bm}	700 ^{bm}	917 ^{bm}	none
New Jersey	varies ^j	760 ^b	785 ^b	none	none
New Mexico	varies ^k	840 ^b	950 ^b	970 ^b	1060 ^b
New York	varies ^j	780 ^b	820 ^b	840 ^b	880 ^b
North Carolina	12 ^h	839	917	839	917
North Dakota	12 ^e	783 ^{bm}	1000 ^{bm}	908 ^{bm}	1000 ^{bm}
Ohio	12 ^h	840 ^b	1060 ^b	1020 ^b	1130 ^b
Oklahoma	12	865	905	970	1000
Oregon	12 ^g	850 ^b	900 ^b	1000 ^b	1200 ^b
Pennsylvania	varies ^j	792 ^b	958 ^b	none	none
Rhode Island	9	700 ^b	783	none	1292 ^a
South Carolina	12 ^h	759 ^b	794 ^b	948 ^b	992 ^b
South Dakota	11	850	950 ^b	950 ^b	1050 ^b
Tennessee	12	743 ^m	793 ^m	959 ^m	1065 ^m
Texas	12	800 ^m	860 ^m	800 ^m	860 ^m
Utah	12	810 ^b	1040 ^b	875 ^b	none
Vermont	varies ^j	700 ⁿ	800	820	940
Virginia	12 ^e	790 ^b	830 ^b	900 ^b	950 ^b
Washington	varies ^l	693	none	1042	none
West Virginia	12	696	756	1015	1124
Wisconsin	12	800 ^b	900 ^b	920 ^b	1000 ^b
Wyoming	11 ^e	807 ^b	825 ^b	958 ^b	1050 ^b
NATIONAL AVERAGE		799 ^o	876 ^o	942 ^o	1016 ^o

a Maximum reimbursable salary schedule
b Estimated salary
c Estimated salary-no state min. or max.
d Each district has own salary schedule
e 95%
f 90%
g 80%
h 75%
i Varies, 9-12 months
j Varies, 10-12 months
k Varies, 11-12 months
l Varies, 10-12 months
m Yearly salary divided by 12
n No change since 74-75 report
o Includes only those states which reported incomes in this category

TABLE VIII
TEACHING LOADS OF VOCATIONAL AGRICULTURE
TEACHERS 1976-77

State	Max. Hrs. Taught	Non-Ag Taught	Max. Students Taught	Adult Classes	School Time for Supv. Visits
Alabama	6	no	28/hr.	yes	yes
Alaska	none	yes ^a	none	no	yes
Arizona	5	yes ^a	60	no	yes
Arkansas	6	yes ^a	25/hr.	no	no
California	none	yes ^a	none	no	yes ^b
Colorado	none	yes ^a	60	no	yes
Connecticut	none	none	none	varies	yes
Delaware	6	yes ^f	none	no	varies
Florida	none	yes ^g	none	no	no
Georgia	5	none	100	yes	yes
Hawaii	7	yes ^g	156	no	no
Idaho	6	varies ^d	none ^b	no	varies
Illinois	none	yes ^d	none ^b	no	varies
Indiana	6	yes ^a	70	no	varies
Iowa	none	yes ^a	70	no	yes
Kansas	5	yes ^g	79	no	no
Kentucky	5	yes ^b	70	no	yes
Louisiana	6	yes ^a	none	no	yes
Maine	none	yes ^g	none	no	varies
Maryland	6	yes ^g	none	no	yes
Massachusetts	5½	yes ^f	20	no	yes
Michigan	none	yes ^b	none	no	yes
Minnesota	6	yes ^g	none	yes	yes
Mississippi	5	yes ^h	none	no	yes
Missouri	6	yes ^a	none	no	yes
Montana	none	yes ^a	none	no	yes
Nebraska	none	yes ^a	none	no	yes
Nevada	none	yes ^a	none	no	yes
New Hampshire	---	---	---	---	---
New Jersey	6	yes ^a	none	no	no
New Mexico	7	yes ^g	none	no	no
New York	none ^b	yes ^c	none	no	yes ^b
North Carolina	none	no	none	no	yes
North Dakota	6	yes ^a	75	no	yes
Ohio	4½	yes ^d	60	no	yes
Oklahoma	5	none ^d	66	yes	yes
Oregon	none	yes ^d	none	no	yes ^b
Pennsylvania	none ^b	yes ^g	50	no	yes ^b
Rhode Island	varies ^b	yes ^g	none	no	yes ^b
South Carolina	none	no	150	no	no
South Dakota	none	yes ^a	none	no	yes
Tennessee	none	no	none	no	no
Texas	5 or 6	none ^g	20/class	yes	yes
Utah	6	yes ^g	varies	no	yes ^b
Vermont	none	yes ^g	none	no	yes ^b
Virginia	5	yes ^b	100	no	yes
Washington	none	yes ^b	25/hr.	no	yes
West Virginia	5	yes ^a	none	no	yes
Wisconsin	none	yes ^a	none	no	yes
Wyoming	none	none	none	no	yes

- a Depends on qualifications
b None specified, determined at local level
c One class
d Two classes
e Three classes
f Closely related
g Science or biology
h Occupational orientation

TABLE IX
FRINGE BENEFITS OF VOCATIONAL AGRICULTURE
TEACHERS 1975-76

State	Insurance	Vacation	Coaching?	Farming?	Other Outside Earnings?
Alabama	partial life, health	see a	no	yes	not recommended
Alaska	partial life, health	see a	yes	yes	yes
Arizona	health	20 days	yes	yes	---
Arkansas	varies ^a	12 min. ^a	no	yes	not recommended
California	life, health	see a	yes	yes	yes
Colorado	partial life, $\frac{1}{2}$ health	2 wks.	yes	yes	not recommended
Connecticut	varies	20-22 days	yes	yes	not recommended
Delaware	life, health	see a	yes	yes	yes
Florida	varies	10 days	no	yes	not recommended
Georgia	varies ^a	15 days	no	no	not recommended
Hawaii	partial life, health	see a	yes	yes	yes
Idaho	varies ^a	2 wks.	yes	yes	not recommended
Illinois	---	varies	yes	yes	not recommended
Indiana	---	see a	yes	yes	not recommended
Iowa	---	2 wks.	no	yes	not recommended
Kansas	---	see a	no	no	not recommended
Kentucky	life, health	10 days	no	yes	not recommended
Louisiana	---	18 days	no	yes	not recommended
Maine	health	see a	yes	yes	not recommended
Maryland	$\frac{1}{2}$ life, health	14 days	yes	yes	yes
Massachusetts	partial life, health	22 days	yes	yes	not recommended
Michigan	varies ^a	varies ^a	yes	yes	not recommended
Minnesota	life	10 days	yes	yes	yes
Mississippi	---	12 days	no	no	no
Missouri	---	---	no	yes	not recommended
Montana	varies ^a	varies ^a	yes	yes	not recommended
Nebraska	---	---	yes	yes	not recommended
Nevada	varies ^a	varies ^a	yes	yes	not recommended
New Hampshire	life, health ^a	20 days	yes	yes	yes
New Jersey	health	varies	yes	yes	not recommended
New Mexico	$\frac{1}{2}$ health	2 wks.	yes	yes	not recommended
New York	varies ^a	varies ^a	yes	yes	yes
North Carolina	life, health, sick lve	varies ^a	no	yes	not recommended
North Dakota	health	2-4 wks ^a	yes	yes	not recommended
Ohio	partial life, health	varies ^a	no	yes	not recommended
Oklahoma	---	varies ^a	yes	yes	not recommended
Oregon	health	varies ^a	yes	yes	not recommended
Pennsylvania	life, health	varies	yes	yes	yes
Rhode Island	varies	varies	varies	varies	varies
South Carolina	varies ^a	varies ^a	not rec	not rec	not recommended
South Dakota	---	varies ^a	no	yes	not recommended
Tennessee	varies ^a	20 days	no	yes	not recommended
Texas	varies ^a	varies ^a	no	yes	no
Utah	varies ^a	2 wks.	no	yes	not recommended
Vermont	partial life, health	varies	yes	yes	not recommended
Virginia	---	2 wks.	yes	yes	not recommended
Washington	health ^a	varies ^a	yes	yes	not recommended
West Virginia	---	10 days ^b	yes	yes	not recommended
Wisconsin	partial life, health	varies ^a	yes	yes	not recommended
Wyoming	partial life, health	30 days	yes	yes	not recommended

^a None specified, local districts determine

^b Working days

TABLE X
CERTIFICATE RENEWAL

State	Additional College Courses Required?	How Many Sem. Hrs.?	Time Period?	Does Work Shop Count?
Alabama	none	---	---	no
Alaska	yes	6	5 yrs.	yes
Arizona	yes	5	5 yrs.	yes
Arkansas	none	---	---	no
California	none	---	---	no
Colorado	yes	9 ^b	5 yrs.	yes
Connecticut	yes	30 ^c	10 yrs.	yes ^a
Delaware	none	---	---	yes ^a
Florida	yes	6	5 yrs. B.S. 10 yrs. M.S.	yes
Georgia	yes	10 ^b	2 yrs.	no
Hawaii	none	---	---	no
Idaho	varies ^d	---	---	yes ^a
Illinois	none	---	---	---
Indiana	yes	30	10 yrs.	yes
Iowa	yes	6	10 yrs.	yes
Kansas	yes	8	8 yrs.	yes
Kentucky	yes	30	10 yrs.	no
Louisiana	yes	3	3 yrs.	no
Maine	yes	6	5 yrs.	yes
Maryland	yes	6	3 yrs.	yes ^a
Massachusetts	none	---	---	yes ^a
Michigan	yes	18	6 yrs.	no
Minnesota	yes	9	2-5 yrs.	yes
Mississippi	yes	6	5 yrs.	yes
Missouri	none	---	---	no
Montana	yes	6 ^{1/2} ^b	5 yrs.	yes
Nebraska	yes	6	5 yrs.	no
Nevada	yes	6	5 yrs.	yes
New Hampshire	---	---	---	---
New Jersey	none	---	---	no
New Mexico	yes	8	5 yrs.	yes
New York	yes	30 ^c	5 yrs.	no
North Carolina	yes	9 ^b	5 yrs.	yes
North Dakota	none	---	---	yes
Ohio	yes	14	4 yrs.	yes ^a
Oklahoma	yes	3	5 yrs.	yes ^a
Oregon	yes	24 ^b , 45	1st 3 yrs. Total end 6 yrs.	yes
Pennsylvania	yes	24	3 yrs.	yes
Rhode Island	yes	36	5 yrs.	yes ^e
South Carolina	yes	6	5 yrs.	yes ^e
South Dakota	yes	6	5 yrs.	yes
Tennessee	none	---	10	yes
Texas	none	---	---	in-service req.
Utah	yes	9	5 yrs.	yes
Vermont	yes	6	5 yrs.	yes
Virginia	yes	6	5 yrs.	no
Washington	yes	4	5 yrs.	yes ^a
West Virginia	yes	6	3 yrs.	yes ^a
Wisconsin	none	---	---	yes
Wyoming	yes	5	3 yrs.	yes

a If for college credit

b Quarter hours

c Or M.S.

d Varies by districts

e Approved by State Dept. of Education

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VITA

Hugh David Hardie

Candidate for the Degree of

Master of Science

Thesis: SALARIES, WORKING CONDITIONS AND CERTIFICATE RENEWAL REQUIREMENTS OF VOCATIONAL AGRICULTURE TEACHERS IN THE UNITED STATES

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Nowata, Oklahoma, December 5, 1950, the son of Hugh and Mary Hardie.

Education: Began school in Sperry, Oklahoma; transferred to Collinsville, Oklahoma, and graduated in May, 1969; received Bachelor of Science degree from Oklahoma State University in 1972; completed requirements for Master of Science degree from Oklahoma State University in July, 1978.

Professional Experience: Taught Vocational Agriculture in Mannford, Oklahoma, one and one-half years and Environmental Observation one-half year; taught Vocational Agriculture in Sapulpa, Oklahoma, three years; presently employed at East Central Junior College, Union, Missouri.