

SALARIES AND WORKING CONDITIONS OF
AGRICULTURE TEACHERS IN THE
UNITED STATES

By

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CHAPTER I

INTRODUCTION

The increased specialization of vocational agriculture subjects and the initiation of new multiple teacher departments indicates that more vocational agriculture teachers will be needed in the future. This, in association with a lower number of agricultural education graduates and an increased percentage of teachers leaving the profession indicates a need for more and better recruitment information and procedures in relation to employment opportunities and working conditions.

There are many complex and challenging situations that have indicated a national trend toward a teacher shortage in agriculture. Numerous surveys have been conducted in an effort to seek solutions to these problems. While some people believe that agriculture teachers are just part of an overall national problem in education, there are many who feel that working conditions and salaries are contributing factors. National mobility has become more prevalent each year.

The 1970 census provided evidence that more than half of the 40 million Americans who moved each year, did so, for employment reasons (1). Because of these and other conditions, several surveys have been conducted through the Department of Agricultural Education at Oklahoma State University. Hopefully, the information has been beneficial to prospective teachers seeking employment in various areas of the United States.

Statement of the Problem

Due to the increased demand for vocational agriculture teachers across the country, the need for more current information concerning salaries, working conditions, expenses, and fringe benefits has become evident. It is felt that this information could be extremely helpful to agriculture teachers and prospective agriculture teachers across the nation.

Purpose of Study

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

Scope and Limitations of Study

The study was done with the knowledge that a wide variation of information would be received. This variation within each state is due to the different emphases on salary scale, teaching load, fringe benefits, and other working conditions of the vocational agriculture teachers. While some states regulate the work-related conditions of the vocational agriculture teacher through the state level policies, in other states they are handled by the local school districts or counties. Due to these varying factors, much of the information will be of an approximate or average nature for some states.

For these reasons, this study is not for specific comparisons, but it is a general classification of each state's information and its relationship to other states.

The study included all 50 states that are offering Vocational Agriculture Programs.

Definition of Terms

The minimum starting salary for the B.S. Degree--the lowest salary paid on a monthly basis in 1976-77 to a beginning teacher of vocational agriculture with no teaching experience.

The maximum starting salary for the B.S. Degree--the highest salary paid on a monthly basis in 1976-77 to a beginning teacher of vocational agriculture with no teaching experience.

Minimum starting salary for the M.S. Degree--the lowest salary paid on a monthly basis in 1976-77 to a beginning teacher of vocational agriculture with no teaching experience.

Maximum starting salary for the M.S. Degree--the highest salary paid on a monthly basis in 1976-77 to a beginning teacher of vocational agriculture with no teaching experience.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to present the variation of working conditions and salaries in each state. As pointed out in previous studies these areas are of great importance in determining whether a graduate of agricultural education enters the field of education or moves into other occupations. This chapter will present information which has been compiled from 1972 to the present. Similar studies conducted in other states and at Oklahoma State University proved to be helpful in preparing this study. As stated by Woodin (10) in 1972: "There is a definite shortage of teachers of vocational agriculture even though there is an adequate supply of teachers in some areas." He further stated:

A record breaking 1,759 were qualified for teaching vocational agriculture in 1972; the largest number qualified in any of the past eight years. While the number of persons qualified increased, the number entering teaching decreased. This decrease ranged from 64% entering the profession in 1965 to 54.8% in 1972. A turnover of 9.5% also contributed to the teacher shortage (p. 2).

Again in 1973 Woodin (11) found that in those states which had 12 or more agricultural education graduates for an overall total of 1,243, 47% found employment in positions outside agricultural education. The study also showed that 71 departments would not operate during the 1973-74 school year because of a teacher shortage.

One frequently occurring factor noted by Craig (1) was that several states show a large number of agricultural education graduates entering non-teaching fields. The percent entering other fields were: Mississippi - 85%; Texas - 55%; Pennsylvania - 46%; and Kentucky - 44%.

Another problem brought out by Craig's report was that in 1975, 607 temporary or emergency certificates were issued. This was an increase of 174 over the previous year and it raised the percentage of emergency certificates to 5% in the United States. In lieu of this, the following resolution was passed at the 1975 AVA Convention by the NVATA (2).

Whereas, some states are certifying teachers without the competencies needed for the training and education in vocational agriculture, and, whereas, there is a need of standardized criteria for certification, and, whereas, states need reciprocal agreements, therefore, be it resolved that we support the action of the National Agricultural Advisory Council in establishing guidelines for the certification of vocational agricultural instructors (p. 35).

As illustrated, we find that many states are seeking emergency certificates as a solution to the teacher shortage. Only time can reveal the effect of this means, for supplying ample numbers of vocational agriculture teachers.

Salaries and Working Conditions

The need for information concerning salaries and working conditions was illustrated by Vossler (9), who found the three major reasons for teachers leaving the profession in North Dakota were: (1) limited opportunity for advancement, (2) salary not commensurate with work, and (3) desire for a more permanent home.

In similar studies in Tennessee (6), Texas (5) and North Carolina (3) it was reported that, salary is the main factor influencing teachers to leave the profession. Also, the respondents indicated that salary was too low compared with other occupations, and that salary increases were too slow and too small. Ranking second to salary was the limited chance of promotion in vocational agriculture.

Similar reasons were discovered for teachers leaving the profession in 1969-70 in Oklahoma by Fenton (4). The three most important were in order: (1) limited chance for promotion, (2) excessive and inconsistent hours, and (3) insufficient salary. Fenton's recommendations included improvement of agriculture teacher's salaries and working conditions in order to try to keep those already teaching in the profession as well as interested new teachers.

A Similar Study

A 1973 study by Thomas (7) reported that the range in salaries in the United States went from a low of \$483.33 in Vermont to a high of \$833.33 in Rhode Island for a nine month period. He also found that 26 states had no increases, while four states gave increases for up to 15 years of experience. He also reported that working conditions, months on the job, hours per day, expenses, fringe benefits, and F.F.A. activities varied from state to state.

Another similar study, by Titsworth (8) in 1976, indicated that salaries ranged from a low of \$650.00 for a twelve month period in New Hampshire to a high of \$1,200.00 in Alaska for a nine month period. He also reported a wide variation among the states concerning months on the job, fringe benefits, and teaching load.

The months on the job ranged from 6% of the states with nine months contracts compared to 75% of the states with 12 month contracts.

Concerning fringe benefits, most of the 50 states allowed time for vacation which varied from 10-30 days. The states were not as unanimous concerning other benefits; however, 43 states reported some form of travel reimbursement showing some unanimity.

The teaching load varied in the number of classes taught per day from four-five hours to seven hours, while 78% of the states did not limit the number of students taught.

Summary

As was illustrated in the review of literature, there are many reasons for teachers of vocational agriculture to either leave their profession or to never enter. There is a need for information on the areas of interest such as: salaries, working conditions, teaching loads, and fringe benefits, in hopes that it will be beneficial to someone in their search of career opportunities in Vocational Agriculture Education.

CHAPTER III

METHODOLOGY

Procedure of the Investigation

In preparing this study it was necessary to identify the factors that would be of interest to vocational agriculture teachers and prospective teachers in making a decision about employment. These factors were identified as salary, teaching load, expenses, fringe benefits, F.F.A. activities, teacher requirements, certificate renewal, number of departments and number of students.

After the areas of interest had been determined, our next obstacles were those of preparing the questionnaire (see Appendix) and determining to whom it would be sent.

The questionnaire packet was developed with aid of a former questionnaire used by Titsworth (8). Along with the questionnaire a summary of information from the previous study by Titsworth (8) was included (see Appendix). The respondent was to review and change any information which might be unclear or incorrect from the previous year.

As stated previously our next step was to determine to whom the questionnaire would be sent. After much consideration the state vocational agriculture departments from each of the 50 states were selected to respond to the questionnaire. Along with the questionnaire and tables (see Appendix) a cover letter (see Appendix) was developed which explained the survey and its purpose.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The information presented in the tables of Chapter IV provided the results of the survey on salaries, teaching loads, fringe benefits, travel expenses, state statistics, teaching qualifications and certificate renewal of vocational agriculture teachers across the United States.

Salaries and Months on the Job

As indicated in Table I, salaries not only varied from state to state, but within each state as well. The salaries were reported as minimum beginning salaries and maximum beginning salaries. The lowest minimum beginning salary reported in Table I is that of Maine with a salary of \$580 per month. The highest minimum beginning salary is Alaska at \$1,200 per month. Also as reported in Table I, we find the lowest maximum reported salary is Rhode Island with a salary of \$740 per month. The highest maximum salary was reported again by Alaska at \$1,700 per month.

The salary range for the states which reported were as follows:

TABLE I
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS 1976-77

STATE	MONTHS ON JOB	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
		B.S.	M.S.	B.S.	M.S.
Alabama	12	972	1131	972	1131
Alaska	9	1200	none	1700	none
Arizona	varies ⁱ	876	1100	896	1100
Arkansas	12 ^h	875	900	1000	1050
California	12 ^f	750	850	900	1300
Colorado	11	846	917	958	---
Connecticut	12	833	875	1000	1083
Delaware	12	833	950	1041	none
Florida	varies ^j	790	850	916	1000
Georgia	12	785.32	885.31	831.99	935.94
Hawaii	10	842	913	842	913
Idaho	12	800	900	850	950
Illinois	varies ⁱ	961	961	none	none
Indiana	12 ^e	817	850	none	none
Iowa	12	875	975	975	1050
Kansas	11	767	875	875	917
Kentucky	12	854	973	954	973
Louisiana	12	803	827	1000	1100
Maine	9 ^f	580	755	none	none
Maryland	12 ^h	750	825	925	1025
Massachusetts	12 ^h	742	759	900	925
Michigan	12 ^h	1000	none	1200	none
Minnesota	varies ⁱ	975	1100	1050	1150
Mississippi	12	800	878	800	878
Missouri	12	varies	varies	varies	varies
Montana	10 & 11	972	---	977	---
Nebraska	varies ⁱ	775	none	1163	none
Nevada	11 ^g	900	1100	1100	1200
New Hampshire	---	---	---	---	---
New Jersey	varies ^j	700	760	1000	1080
New Mexico	varies ^j	840	950	1050	1120
New York	varies ^j	800	860	1000	1060
North Carolina	12 ^h	873	954	873	954
North Dakota	12 ^h	872.25	1012.50	1026.33	none
Ohio	12 ^h	890	1120	1030	1145
Oklahoma	12	945	985	1035	1075
Oregon	varies ⁱ	875	950	1060	1250
Pennsylvania	varies ⁱ	850	1000	1000	1060
Rhodes Island	9 & 11	740	none	740	none
South Carolina	12 ^h	789	825	985	1131
South Dakota	11	850	950	950	1050
Tennessee	12	717.25	742.17	915	1024.80
Texas	12	800	860	800	860
Utah	12	905	1080	960	none
Vermont	varies ^j	700	800	820	940
Virginia	12	820	860	900	950
Washington	varies ⁱ	965	none	1123	none
West Virginia	12	865.40	926.25	1103	1184
Wisconsin	12	900	950	1000	1100
Wyoming	11	807	825	958	1050

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

Minimum Starting Salaries

From \$ 580/month -- \$ 700/month =	3 states
\$ 701/month -- \$ 800/month =	15 states
\$ 801/month -- \$ 900/month =	22 states
\$ 901/month -- \$1000/month =	7 states
\$1001/month -- or above =	<u>1 state</u>
Total Reporting	48 states

Maximum Starting Salaries

From \$ 740/month -- \$ 800/month =	3 states
\$ 800/month -- \$ 900/month =	10 states
\$ 901/month -- \$1000/month =	20 states
\$1001/month -- \$1100/month =	7 states
\$1101/month -- or above =	<u>5 states</u>
Total Reporting	45 states

As shown in the first column of Table I, months on the job vary tremendously from state to state. Nineteen states hired their teachers on a 12 month basis with only two states hiring all their teachers for nine months. However, six other states have at least 75% of their teachers on a 12 month basis.

The summary which follows lists the number of states in the various categories of months on the job.

19 states have 100% of vo-ag teachers employed 12 months.

1 state had 95% of vo-ag teachers employed 12 months.

1 state had 90% of vo-ag teachers employed 12 months.

0 states had 80% of vo-ag teachers employed 12 months.

- 6 states have 75% of vo-ag teachers employed 12 months.
- 1 state had 100% of vo-ag teachers employed 10 months.
- 2 states had 100% of vo-ag teachers employed 9 months.
- 8 states have systems which vary from 9-12 months.
- 5 states have systems which vary from 10-12 months.
- 6 states have varied months of employments for agriculture teachers.
- 1 state did not respond.

Teaching Load

In Table II the maximum hours an agriculture teacher is allowed to teach varied from four and one-half hours per day in Ohio to seven hours per day in New Mexico and Hawaii. Eight states reported that agriculture teachers were allowed to teach a maximum of six hours. Twenty-three states indicated that they do not have a maximum number of hours which may be taught per day.

Forty states reported that vocational agriculture teachers could teach classes other than agriculture, while nine reported they could not.

The maximum number of students taught per hour varied greatly among the states. The lowest number of students per day was reported by Ohio, Arizona and Colorado at 60 students per day, while Alabama reported a high of 168 per day. Twenty-nine states reported there was no limit to the number of students.

There were six states reporting that adult classes were required to be taught by the vocational agriculture teachers, while 42 reported that adult education was not required. One state responded, "varies" to the question and one had no response.

TABLE II
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 ^b
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 ^a	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 ^b	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 ^b
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 ^a	60	no	yes
Oklahoma	5	none ^e	66	yes	yes
Oregon	none	yes ^d	none	no	yes ^b
Pennsylvania	none	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 ^e	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

Forty-one states reported they appropriated school time for supervision of all day students, while eight states do not allow any time. Again, one state had no response.

Fringe Benefits

Full life insurance for agriculture teachers was paid by two states, while partial life insurance was paid by eight states. Twenty states reported that health insurance was furnished. Fifteen states reported their health and life insurance varied within the state. There were 12 states which reported no health or life insurance benefits (see Table III).

Nine states reported that two weeks of vacation time were allowed for vocational agriculture teachers. Twenty-three states indicated that vacations varied among local districts within these states.

Coaching as a means of supplemental income was allowed by 27 states. Nineteen states did not allow teachers to coach; three indicated not recommended; and one state gave no response to the question.

Farming for agriculture teachers as another means of income was acceptable by 39 states; six states indicated that farming was not allowed for additional income; two states responded not recommended to this question; and three states had no response to this question.

The last set of responses shown in Table III are other outside earnings for agriculture teachers. Thirty-four states reported not recommended; fifteen indicated that other areas of income are allowed; and one state had no response to this question.

TABLE III
FRINGE BENEFITS OF VOCATIONAL AGRICULTURE TEACHERS
1976-77

State	Insurance	Vacation	Coaching?	Farming?	Other Outside Earnings?
Alabama	partial life, health	10-15 days	yes	yes	none
Alaska	partial life, health	see a	yes	yes	yes
Arizona	health	see a	yes	yes	no
Arkansas	varies ^a	12 days	no	yes	see a
California	life see a, health	see a	not rec.	not rec.	not recommended
Colorado	partial life, $\frac{1}{2}$ health	2 weeks	yes	yes	not recommended
Connecticut	varies ^a	see a	see a	see a	not recommended
Delaware	health	see a	yes	yes	yes
Florida	---	10 days	no	yes	not recommended
Georgia	see a	15 working days	no	no	not recommended
Hawaii	partial life, health	none	yes	yes	yes
Idaho	varies ^a	2 weeks 10 days	no	yes	not recommended
Illinois	---	see a	yes	yes	yes
Indiana	---	see a	not rec.	not rec.	not recommended
Iowa	---	14 days	no	---	not recommended
Kansas	---	see a	no	---	not recommended
Kentucky	full life, health	10 days	no	yes	not recommended
Louisiana	---	18 days	no	yes	no
Maine	varies life, health	see a	see a	see a	yes
Maryland	partial life, health	14 days	no	yes	yes
Massachusetts	health	22 working days	yes	yes	not recommended
Michigan	varies ^a	see a	yes ^a	yes ^a	yes ^a
Minnesota	varies ^a	10-30 days ^a	yes	yes	yes
Mississippi	---	12 days	no	no	no
Missouri	varies ^a	2 weeks	no	yes	not recommended
Montana	varies ^a	see a	see a	varies ^a	varies ^a
Nebraska	varies ^a	30 days	no	no	not recommended
Nevada	varies ^a	see a	yes	yes	not recommended
New Hampshire	---	---	---	---	---
New Jersey	health	see a	yes	yes	yes
New Mexico	$\frac{1}{2}$ health	2 weeks	yes	yes	not recommended
New York	varies ^a	see a	yes	yes	yes
North Carolina	health	see a	see a	yes	yes
North Dakota	health	2-4 weeks	yes	yes	not recommended
Ohio	partial life, health	see a	no	limited	no
Oklahoma	---	2 weeks	no	yes	no
Oregon	health	see a	yes	yes	not recommended
Pennsylvania	health	14 days	yes	yes	yes
Rhode Island	health ^a	see a	see a	varies ^a	varies ^a
South Carolina	full life, health	see a	no	no	no
South Dakota	varies ^a	see a	no	no	not recommended
Tennessee	varies ^a	20 days	no	yes	not recommended
Texas	varies ^a	see a	no	yes	not recommended
Utah	varies ^a	2 weeks	no	yes	not recommended
Vermont	partial life, health	see a	yes	yes	not recommended
Virginia	---	10 days	yes	yes	not recommended
Washington	health, partial-full	see a	yes	yes	not recommended
West Virginia	---	10 working days	yes	yes	not recommended
Wisconsin	partial life, health	about 20 days ^a	not rec.	yes	not recommended
Wyoming	---	---	yes	yes	not recommended

a None specified, local districts determine

b Working days

Travel Expenses

Travel reimbursement to vocational agriculture teachers was paid in 42 states as indicated in Table IV. Seven states reported no travel reimbursement was paid. One state had no response to this question. The state scale of reimbursement varied greatly from state to state with a range from \$500 per year in Alabama to \$1,300 per year in Texas.

Twenty-three states reported that transportation was furnished, while 25 indicated that no transportation was furnished. Two states had no response to the question.

Operating expenses were paid in 22 states, while 13 did not. Fifteen states had no response to this question.

Per diem was paid in 32 states. Of these, the range of per diem reported by 11 states ranged from \$11.50 per day to \$33.00 per day, with one state reporting only \$5.00 per day for meals. Thirteen states indicated that they do not have a per diem program and again we see that five states did not respond to this question.

State Statistics

The number of vocational agriculture departments and the number of students varied greatly from state to state. This variation may be due to geographical location and state population. The number of departments varied from nine in Rhode Island to 903 in Texas. Texas was also the leader in number of students with 63,000. Alaska reported the least number of students with 205. One other state had fewer than a thousand students while 14 states reported having more than 20,000 students. The largest number of FFA members was reported by Texas with 59,220 and the least number of FFA members were in Alaska with 129. Six states reported

TABLE IV
TRAVEL EXPENSES OF VOCATIONAL AGRICULTURE
TEACHERS 1976-77

State	Travel Reimbursement	State Scale	Vehicle Furnished	Operating Expensed Paid	Per Diem Paid
Alabama	yes	500/yr.	no	---	yes \$20/day
Alaska	yes ^b	no ^a	no	---	yes ^b
Arizona	yes	15¢/mile	yes ^b	yes	yes \$30/day
Arkansas	yes ^a	600/max.	yes ^b	---	yes
California	yes	no	yes	yes	yes
Colorado	yes 50%	yes	yes ^b	yes	yes \$11.50/day
Connecticut	yes ^b	yes 12¢/mile	yes ^b	yes	yes
Delaware	yes ^a	yes	no	---	yes
Florida	yes	yes	no	mileage	yes \$25/day
Georgia	yes ^b	900/yr.	no	---	yes ^d
Hawaii	yes ^e	yes	no	---	yes \$30/day
Idaho	yes ^e	---	yes ^b	no	yes ^b
Illinois	no	---	yes ^b	yes ^b	yes ^a
Indiana	yes	yes 10¢/mile	no	---	yes \$16/day
Iowa	yes	yes 15¢/mile	yes ^b	---	yes ^a
Kansas	yes	no	yes	yes	no
Kentucky	yes	yes 14¢/mile	no	---	yes \$13/day meals \$20/day lodging
Louisiana	yes	yes 1000/yr.	no	yes	---
Maine	no	no	no	no	no
Maryland	yes ^e	no	no	no	no
Massachusetts	yes	yes 12¢/mile	no ^a	no	yes \$5.00/day meals
Michigan	no ^b	no ^a	no ^a	no ^c	---
Minnesota	yes ^b	---	yes ^c	yes ^c	yes ^f
Mississippi	yes	yes	no	no	yes
Missouri	yes	yes 600/yr.	yes ^b	yes	no ^b
Montana	no	no	no	no	no
Nebraska	yes ^a	no	yes ^b	yes	no
Nevada	yes	no	yes ^b	yes	yes ^a
New Hampshire	---	---	---	---	---
New Jersey	yes ^c	no	no	no	no
New Mexico	no	no	no	no	no
New York	no	no	yes ^b	yes ^c	no
North Carolina	yes ^a	no	no	no	no
North Dakota	yes	yes 15¢/mile	no	---	yes \$26/day
Ohio	yes 16¢/mile	no	no	yes	yes \$25/day
Oklahoma	no	no	yes ^a	---	yes ^a
Oregon	yes ^a	no ^a	yes ^a	yes ^a	yes ^a
Pennsylvania	yes 80% ^f	12¢-16¢/mile	no	---	---
Rhode Island	yes 12¢/mile	no	no	yes ^b	yes ^a
South Carolina	yes ^a	no ^a	yes ^a	yes ^a	yes ^a
South Dakota	yes	yes 50%	yes	yes	yes 50%
Tennessee	yes 10¢/mile	yes	no	no	no
Texas	yes 1300+400	---	---	---	---
Utah	yes 9¢-14¢/mile	no	yes	yes	yes ^f
Vermont	yes 75%	yes	no	no	yes ^f
Virginia	yes 500/yr	no	no	no	no
Washington	yes 8¢-15¢/mile	no	yes	yes	yes \$25/day
West Virginia	yes	yes 200-500/teacher	yes ^c	---	yes ^f
Wisconsin	yes 30-40% ^b	no	yes ^b	yes	no ^a
Wyoming	yes 12¢/mile	no	yes	yes	yes \$25/day

- a None specified, local district determines
b Varies
c Some schools
d Included in travel allowance
e State approved conferences, etc.
f Actual expenses

having fewer than a thousand FFA members. One state reported no response to this question (see Table V).

Qualifications for Teaching Vocational Agriculture

As indicated in Table VI 33 states required a B.S. degree in Agricultural Education to teach vocational agriculture. Seven states reported a B.S. degree in agriculture met the requirements for teaching, while three other states accepted the B.S. degree in agriculture with student teaching and 18 hours of agricultural education. One state accepted the B.S. in agriculture with a five year certificate. Six states reported that they accepted a B.S. in Agriculture and Agricultural Education.

Thirty-two states issued, or utilized the emergency certificate programs. Sixteen states indicated that they would not accept or utilize the emergency certificate. Two states gave no information.

Requirements for the emergency certificate varied from a B.S. degree from the college of agriculture, to approval by the state supervisor; and from seven years of occupational experience to 2,000 hours per area of instruction (see Table VI).

Certificate Renewal

Thirty-six states reported that additional college courses were required for certificate renewal as illustrated in Table VII. Thirteen states indicated that no additional college credits were required. Of the states surveyed one state had no response.

The number of hours required and the time allotted varied greatly from state to state. The hours ranged from a high of 36 semester hours

TABLE V
STATE STATISTICS

State	No. Depts.	No. Students	No. FFA Members
Alabama	356	36,311	28,000
Alaska	13	205	129
Arizona	56	6,200	3,200
Arkansas	243	19,000	14,876
California	412	52,000	20,000
Colorado	99	6,599	3,857
Connecticut	16	2,108	1,640
Delaware	21	4,200	1,100
Florida	380	---	13,000
Georgia	220	39,000	19,000
Hawaii	25	2,203	682
Idaho	73	5,549	4,589
Illinois	396	29,084	17,500
Indiana	229	24,000	11,000
Iowa	253	17,000+	14,000
Kansas	155	8,883	6,886
Kentucky	170	17,000	15,600
Louisiana	252	21,000+	14,985
Maine	32	1,200	350
Maryland	65	7,200	3,616
Massachusetts	16	1,438	900
Michigan	181	14,400	9,594
Minnesota	280	21,500	17,000
Mississippi	256	22,647	11,548
Missouri	232	16,425	15,525
Montana	71	4,446	2,225
Nebraska	135	---	6,571
Nevada	21	900	550
New Hampshire	---	---	---
New Jersey	42	3,156	1,406
New Mexico	70	5,100	4,088
New York	224	15,700	6,400
North Carolina	311	39,259	20,421
North Dakota	93	7,500	7,000
Ohio	365	23,690	22,780
Oklahoma	358	17,859	17,859
Oregon	106	8,200	4,639
Pennsylvania	220	15,478	12,342
Rhode Island	9	1,200	300
South Carolina	170	12,564	6,859
South Dakota	70	4,430	3,600
Tennessee	261	21,000	17,500
Texas	903	63,000	59,220
Utah	47	4,150	3,912
Vermont	25	1,581	1,069
Virginia	212	21,506	19,200
Washington	163	17,810	9,227
West Virginia	72	4,900	4,190
Wisconsin	269	26,745	21,016
Wyoming	39	2,100	2,000

TABLE VI
MINIMUM QUALIFICATIONS FOR TEACHING VOCATIONAL AGRICULTURE

State	Minimum Requirement	Emergency cert.?	Requirements
Alabama	B.S. Agriculture	no	---
Alaska	B.S. Agriculture	yes	certified + in-serv. training
Arizona	B.S. Agriculture/Agri. Educ.	yes	complete cert. in 2 years
Arkansas	B.S. Agriculture Education	no	---
California	B.S. Agriculture w/ 5 yr. cert.	no	---
Colorado	B.S. Agriculture Education	yes	4000 hrs. work experience
Connecticut	B.S. Agriculture Education ^a	no	---
Delaware	B.S. Agriculture Education	yes ^b	---
Georgia	B.S. Agriculture Education	no	---
Florida	B.S. Agriculture ^c	yes ^e	---
Hawaii	B.S. Agriculture w/5 yr. cert.	no	---
Idaho	B.S. Agriculture Education	yes	graduate from Agri. College
Illinois	B.S. Agriculture Education	no	---
Indiana	B.S. Agriculture Education	yes	---
Iowa	B.S. Agriculture Education	yes	3 yr. plan toward full cert.
Kansas	B.S. Agriculture Education	yes	2 yrs. exp./enrolled in-serv.
Kentucky	B.S. Agriculture ^d /Agri. Educ.	no	---
Louisiana	B.S. Agriculture Education	no	---
Maine	B.S. Agriculture	no	---
Maryland	B.S. Agriculture/Agri. Educ.	yes	B.S. Agri./enrolled in Ag.Ed. courses
Massachusetts	B.S. Agriculture ^d	yes	B.S. degree, 8 yrs. in trade
Michigan	B.S. Agriculture Education	yes	2 yrs. exp. in subject area
Minnesota	B.S. Agriculture Education/Hort.	yes	B.S. Agri./6 hrs. Ag.Ed.
Mississippi	B.S. Agriculture Education	yes	skilled
Missouri	B.S. Agriculture/Agri. Educ.	yes	B.S. Agri. w/exp./Agri-Bus.
Montana	B.S. Agriculture Education	no	---
Nebraska	B.S. Agriculture Education	no	---
Nevada	B.S. Agriculture Education	yes	2000 hr./area of instruction
New Hampshire	---	---	---
New Jersey	B.S. Agriculture	yes	B.S./+15 course credits, 6 student teaching
New Mexico	B.S. Agriculture Education	yes	by state supervisor for 1 year period
New York	B.S. Agriculture Education	yes	by state dept. for 1 yr. per. cert./ Phy. or Nat. Science
North Carolina	B.S. Agriculture/Agri. Educ.	yes	degree in Agriculture
North Dakota	B.S. Agriculture Education	yes	7 yrs. occup. exp., total 24 hrs. training
Ohio	B.S. Agriculture Education	yes	---
Oklahoma	B.S. Agriculture Education	no	---
Oregon	B.S. Agriculture Education	certain instances	---
Pennsylvania	B.S. Agriculture Education	yes	competency based exam.
Rhode Island	B.S. Agriculture ^d	yes ^c	approp. practical exp.
South Carolina	B.S. Agriculture Education	yes	approval of State Board
South Dakota	B.S. Agriculture Education	---	Agri. graduate/special program
Tennessee	B.S. Agriculture Education	yes	B.S. Agri./45 quarter hrs., 3 yrs. to complete
Texas	B.S. Agriculture	no	---
Utah	B.S. Agriculture Education	no	---
Vermont	B.S. Agriculture Education	yes	must obtain full certificate
Virginia	B.S. Agriculture/Agri. Educ.	yes	3 year certificate
West Virginia	B.S. Agriculture Education	no	---
Washington	B.S. Agriculture Education	yes	3/yrs. exp., 2 in past 6 yrs.
Wisconsin	B.S. Agriculture Education	yes	B.S. Agri., 6 cert. this year
Wyoming	B.S. Agriculture/Agri. Educ.	yes	B.S. Agriculture

a Teacher certification required

b Depends on school district

c With professional qualifications

d With student teaching and 18 hours Ag Ed

e With education requirements

TABLE VII
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
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 $\frac{1}{2}$ ^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
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

in Rhode Island to a low of three semester hours in Oklahoma and Louisiana. Four states required 30 semester hours of college credit, while 13 states require six hours of credit. The range in number of years to completion was of great variance also with six states having a 10 year period and five having a three year period. One state reported that 10 quarter hours must be completed within two years.

Twenty-nine of the states reporting that additional courses were required for certificate renewal, accept workshop courses toward their requirements. Thirteen states indicated that no credit was given for workshop programs and six states that do not require additional college courses accept workshops for course work (see Table VII).

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In summary, the major findings of the study are presented for the reader to evaluate and study. These areas should be of interest to agriculture teachers.

Salaries and Months on the Job

It should be noted that salaries not only varied from state to state but within each state as well. All salaries were reported as minimum beginning salaries and maximum beginning salaries. The lowest minimum beginning salary reported was that of Maine with a salary of \$580 per month. The highest minimum beginning salary was reported by Alaska at \$1,200 per month. It was also reported that the lowest maximum salary was Rhode Island with a salary of \$740 per month. The highest maximum salary was reported again by Alaska at \$1,700 per month.

The salary range might be best illustrated by the fact that the minimum salaries scale indicated that 37 states are within the \$700 to \$900 per month range and the maximum salaries reported that 30 states were between the \$800 to \$1,000 dollars per month range.

The months the agriculture teacher was required on the job varied as greatly as did the salaries. Nineteen states hired all their teachers

on a 12 month basis, while only two states hired all their teachers for nine months. However, six other states have at least 75% of their teachers on 12 month contracts.

Teaching Load

The maximum number of hours an agriculture teacher is allowed to teach varied from four and one-half hours per day in Ohio, to seven hours per day in New Mexico and Hawaii. Eight states reported that agriculture teachers were allowed to teach a maximum of five hours per day, while 13 states reported a maximum of six hours. Twenty-three states indicated that they do not have a maximum number of hours which may be taught per day.

Forty states reported that vocational agriculture teachers could teach classes other than agriculture, while nine reported that classes other than agriculture could not be taught.

The maximum number of students taught per hour varied greatly among the states. The lowest number of students per day was reported by Ohio and Colorado at 60 students per day, while Alabama reported a high of 168 per day. Twenty-nine states reported there was no limit to the number of students.

Vocational agriculture teachers were required to teach adult classes in six states, while 42 reported that adult education was not required. One state responded that the requirement of teaching adult classes varied within the state, and one state did not respond.

Forty-one states reported appropriated school time for supervision of all day students, while eight states do not allow any time.

Fringe Benefits

Full life insurance for agriculture teachers was paid by two states, while partial life insurance was paid by eight states. Twenty states reported that health insurance was furnished. Fifteen states reported their health and life insurance programs varied within each state. There were 12 states which reported no health or life insurance benefits.

Nine states reported that two weeks of vacation time were allowed for vocational agriculture teachers. Twenty-three states indicated that vacations varied among local districts within these states.

Coaching was accepted as a means of supplemental income by 27 states. Nineteen states did not allow teachers to coach; three indicated not recommended; and one state gave no response to the question.

Farming as another means of supplemental income was accepted by 39 states; six states indicated that farming was not allowed as additional income; two states responded not recommended to this question; and three states had no response to this question.

Travel Expenses

Travel reimbursement of some sort was paid in 42 states, while seven paid no travel reimbursement. The state scale of reimbursement varied greatly from state to state with a range from \$500 per year to \$1,300 per year and more when justified.

Per diem was paid in 32 states. Amounts of per diem paid for room and meals varied from a low of \$5.00 per day to \$33.00 per day.

State Statistics

The number of vocational agriculture departments and the number of students varied greatly from state to state. The number of departments varied from a low of nine in Rhode Island to a high of 903 in Texas. The number of students were also highly variable, with a low of 205 in Alaska and a high of 63,000 in Texas. The number of FFA members ranged from 129 in Alaska to 59,220 in Texas.

Qualifications for Teaching Vocational Agriculture

To teach vocational agriculture 33 of the states surveyed required a B.S. in Agricultural Education. Seven states indicated that a B.S. degree in Agriculture would meet their requirements, while six states reported they would accept a B.S. degree in either Agriculture or Agricultural Education.

Thirty-two states issued, or utilized an emergency certificate program. Sixteen states indicated that they would not accept emergency certificates.

Requirements for an emergency certificate varied greatly from state to state.

Certificate Renewal

Thirty-six states require additional college credit for certificate renewal, while 13 states did not require additional hours. The number of hours required and the time allotted varied from state to state to state. The hours ranged from three to thirty-six semester hours. The range in number of years to completion was of great variance also with six having a 10 year period and five having a three year period. One

state reported that 10 quarter hours must be completed in two years.

Of the states requiring additional college credits, twenty-nine allowed workshops to count toward certificate renewal.

Conclusions

As indicated previously salaries not only varied from state to state, but a great variation was seen within the individual states as well. This variation could be a partial result of the change in months on the job, which has changed greatly since Titsworth's study, 1976 (8).

Titsworth's study indicated that 21 states reported 95% of their teachers were on 12 months contracts, while in this study only 19 states reported their vocational agriculture teachers were on 12 month contracts. This change in months on the job with the remaining states reporting nine to twelve month contract variation could be considered a factor for the variation of salaries. This change in months on the job might be responsible in some states for lower monthly salary averages. In some states the salary is prorated over a 12 month period even though the teacher only works nine, ten or eleven months. The lower yearly salary for a nine, ten or eleven month teacher prorated over 12 months is therefore shown as a lower monthly salary, even though the monthly salary did not change or might have in fact increased.

Not only did the salary received by teachers and months employed change, but it was reported that the teaching load, or number of students per teacher during the school day also reflected a change from studies conducted in previous years. For instance, 29 states reported that they have no restriction on the maximum number of students which can be

taught per day. As teaching loads increase past 20-25 students per class, the teacher becomes unable to provide an effective supervisory training program.

Another indication of the changing nature of vocational agriculture is reflected in the change in maximum number of classes per day and in teaching classes other than vocational agriculture. Since 23 states indicated no maximum number of classes per day, the supervised experience program inevitably must suffer. If the teacher teaches all afternoon he cannot visit the student programs as much as needed. This is also shown by the fact their eight states do not allow school time for supervisory visits.

The fact that 40 states allow vocational agriculture teachers to teach classes other than vocational agriculture indicates vocational agriculture programs may be harmed by teachers being assigned duties other than vocational agriculture. When a teacher has duties other than vocational agriculture he cannot possibly have as effective a program as he would have otherwise.

Adult education was at one time of great importance to the vocational agriculture program, but many states have indicated that adult education is losing that importance. This is illustrated by the fact that 42 states reported that adult education is not required for the agriculture teacher.

The changing role of the vocational agriculture teacher can also be seen in the qualifications which are required to teach vocational agriculture. This is shown by the fact that in 1975, 35 states required a B.S. degree in Agricultural Education to teach vocational agriculture, while in 1976 this number dropped to only 33. This indicated a change

the education standards set for vocational agriculture teachers. Also, one state reported that 2,000 hours of work experience in a specific area qualified a person to teach agriculture in the public schools. This could indicate the beginning of a trend toward experience requirements replacing education requirements. Although experience is needed, teaching skills also are greatly needed. This could be an alarming trend if carried to the ultimate.

It should be evident that the salaries and working conditions of vocational agriculture teachers are undergoing tremendous change within the state programs as well as the local systems.

The responses received from many of the state departments could indicate a lack of coordination and interaction between the state departments and the local school districts. This was evident from the fact that several state departments did not have the information about the teachers salaries and working conditions.

Recommendations

Taking into consideration all areas which have been brought out in this study the author would like to make the following recommendations:

(1) A similar follow-up study should be published each year to keep data current and up to date.

(2) Most states which show the stronger vocational agriculture programs in terms of size of departments and number of students are on the 12 month programs. It is recommended that all states take this into consideration when considering ways of strengthening or maintaining the strengths of their agriculture programs.

(3) Considering the response to the questionnaires in this survey, it is felt that many states should work more closely with their university systems and agriculture teachers.

(4) Due to the tremendous number of agriculture students that never teach and the large number of teachers that are leaving each year, it is recommended that each state and university system consider this in their entire program of salaries, working conditions, university preparation and placement.

(5) It should be evident that the vocational agriculture teacher is a changing breed of teacher. This change is due to areas discussed in the conclusions. Each state should take a look down the road to where we are going in education, to the quality of teachers, and to the quality of the agriculture programs and ask what should be done in the area of salaries and working conditions of agriculture teachers.

(6) A study should be conducted to assess the significance of supervisory experience programs and determine the position of importance that these programs have in the educational process.

(7) Due to the difficulty of obtaining the information necessary for this study, another source for this information should be considered for the future studies.

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APPENDIXES

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

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

74074

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 fifth survey on the salaries and working conditions of agriculture teachers in the United States. I have also included a few of the areas surveyed in the past.

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,

Chester D. Melton
Graduate Student

Robert Terry
Professor and Head

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

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

74074

December 15, 1976

Dear Sir,

I know you have been very busy the past few weeks with the AVA Convention and the Holidays.

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

Thank you for your cooperation.

Sincerely,

Chester D. Melton

CDM:djd

Enclosure



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 624-5129

74074

We are again running the annual survey of the salaries and teaching conditions of the vocational agriculture teachers in the United States. We need your help! We sent questionnaires to each state supervisor and have followed up on all. We still have been unable to get the information from your state.

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% 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.

James P. Key

Duane Melton

STATE _____

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 right hand column.

1. How many months are the vo-ag teachers employed?
 9 _____ 10 _____ 11 _____ 12 _____
 Varies (Specify % in each category)

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 _____; state scale _____; (others please explain) _____.

C. If starting salaries vary greatly from school to school in your state, are the above salaries higher _____ lower _____ or, representative _____ of the salaries most first year teachers are paid in your state?

3. A. What is the highest monthly salary paid first year agriculture teachers in your state? (1975-76 school year) B.S. \$ _____ M.S. \$ _____

B. These salaries are actual _____; estimated _____; state scale _____; others _____ (please explain)

C. If starting salaries vary greatly from school to school in your state, are the above salaries higher _____ lower _____ or representative _____ of the salaries most first year teachers are paid in your state?

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. Reimbursement for adult classes?
 _____ Amount _____

F. School time allowed for supervised visits of all day students? _____

5. A. If your state reimburses travel expenses, how much? _____
 Statewide scale? _____
 Vehicle furnished? _____
 Operating expenses paid? _____
 Per Diem paid? Yes _____ No _____ \$ _____

6. A. Please check the benefits listed below.
 Life insurance -- Partial _____
 Full _____
 Health insurance----- _____

B. This column is for any changes, corrections or additions to column A.

1. How many months are the vo-ag teachers employed?
 9 _____ 10 _____ 11 _____ 12 _____
 Varies (Specify % in each category)

2. A. What is the lowest monthly salary paid first year agriculture teachers in your state? (1976-77 school year) B.S. \$ _____ M.S. \$ _____

B. These salaries are actual _____; estimated _____; state scale _____; (others please explain) _____.

C. If starting salaries vary greatly from school to school in your state, are the above salaries higher _____ lower _____ or, representative _____ of the salaries most first year teachers are paid in your state?

3. A. What is the highest monthly salary paid first year agriculture teachers in your state? (1976-77 school year) B.S. \$ _____ M.S. \$ _____

B. These salaries are actual _____; estimated _____; state scale _____; others _____ (please explain)

C. If starting salaries vary greatly from school to school in your state, are the above salaries higher _____ lower _____ or representative _____ of the salaries most first year teachers are paid in your state?

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. Reimbursement for adult classes?
 _____ Amount _____

F. School time allowed for supervised visits of all day students? _____

5. A. If your state reimburses travel expenses, how much? _____
 Statewide scale? _____
 Vehicle furnished? _____
 Operating expenses paid? _____
 Per Diem paid? Yes _____ No _____ \$ _____

6. A. Please check the benefits listed below.
 Life insurance -- Partial _____
 Full _____
 Health insurance----- _____

Vacation leave -----
 Number of days-----
 Varies with school----
 Coaching privileges-----
 Farming privileges-----
 Can have other out-of
 school employment-----
 Other benefits (explain)-

Vacation leave -----
 Number of days-----
 Varies with school----
 Coaching privileges-----
 Farming privileges-----
 Can have other out-of
 school employment-----
 Other benefits (explain)-

7. State Statistics
 - A. Number of Vo-Ag departments. _____
 - B. Total number of Vo-Ag students. _____
 - C. Number of FFA members. _____
8. FFA Activities
 - A. Number of days allowed per year for FFA activities. (Fairs, shows, contests) _____
9. Teachers Qualifications
 - A. Requirements for teaching a general Vo-Ag program in your state?
 Associate degree in Agriculture _____
 B.S. in Agriculture _____
 B.S. degree in Agri. Education _____
 Others (Explain) _____
 - B. If your state issues or utilizes anyone with an emergency teaching certificate, what are the requirements?

10. Certificate Renewal
 - 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? Yes ___ No ___
11. Please list any other duties, benefits, requirements, etc., which you believe would be of interest to teachers considering your state as an employment area.

7. State Statistics
 - A. Number of Vo-Ag departments. _____
 - B. Total number of Vo-Ag students. _____
 - C. Number of FFA members. _____
8. FFA Activities
 - A. Number of days allowed per year for FFA activities. (Fairs, shows, contests) _____
9. Teachers Qualifications
 - A. Requirements for teaching a general Vo-Ag program in your state?
 Associate degree in Agriculture _____
 B.S. in Agriculture _____
 B.S. degree in Agri. Education _____
 Others (Explain) _____
 - B. If your state issues or utilizes anyone with an emergency teaching certificate, what are the requirements?

10. Certificate Renewal
 - 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? Yes ___ No ___
11. Please list any other duties, benefits, requirements, etc., which you believe would be of interest to teachers considering your state as an employment area.

TABLE I
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 ⁱ	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 ⁱ	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 XII
YEARLY SALARY INCREASES OF VOCATIONAL
AGRICULTURE TEACHERS 1975-76

State	No. Years Pd.	Increase/Year		Salary Increase Expected Next Yr.
		B.S.	M.S.	
Alabama	9	120	120	12%
Alaska	no limit	1000	1000	yes ^a
Arizona	varies	varies	varies	500-1000
Arkansas	varies	varies	varies	600
California	10-15	varies ^c	varies ^c	6-8%
Colorado	10-14	250 ^d	300 ^d	500-1000
Connecticut	10-15	300-400 ^d	300-400 ^d	300-400 ^d
Delaware	10	257	257	unknown
Florida	varies ^f	varies ^f	varies ^f	5-8%
Georgia	14	200 ^d	250 ^d	no
Hawaii	9 ^e	382	421	791 (B.S.) 852 (M.S.)
Idaho	varies	varies	varies	5-7%
Illinois	---	---	---	yes ^a
Indiana	---	---	---	no
Iowa	varies ^f	varies	varies	7%
Kansas	---	---	---	500
Kentucky	varies ^f	varies ^f	varies ^f	8-10%
Louisiana	10-11	281	281	yes ^a
Maine	10-12	300	300	300-500
Maryland	15	700	800	7%
Massachusetts	7	460	485	no
Michigan	10-12	varies ^f	varies ^f	300
Minnesota	12-15	varies ^f	varies ^f	6-10%
Mississippi	12	---	---	no
Missouri	varies ^f	varies ^f	varies ^f	300-500
Montana	---	---	---	no
Nebraska	varies ^f	varies ^f	varies ^f	200
Nevada	15-16	450 ^d	450 ^d	5-8%
New Hampshire	varies	varies ^g	varies ^g	3-6%
New Jersey	13	300	300	6%
New Mexico	varies ^f	varies ^f	varies ^f	800 ^d
New York	varies ^f	varies ^f	varies ^f	yes ^a
North Carolina	13-14	300	300	5-8%
North Dakota	no limit	varies	varies	600
Ohio	12	200	250	5% ^h
Oklahoma	15	120	120	no
Oregon	varies ^f	varies ^f	varies ^f	yes ^a
Pennsylvania	varies ^j	500-600 ^j	500-600 ^j	500-600
Rhode Island	10	varies ^f	varies ^f	yes ^a
South Carolina	14	180	205	no
South Dakota	10	500	600	800
Tennessee	15	100 ⁱ	100 ⁱ	no
Texas	12	300-500	300-500	yes ^a
Utah	10-13	341 ^f	370 ^f	500-800
Vermont	10-14	500 ^d	500 ^d	7%
Virginia	6-8	150	150	200
Washington	10-15	200 ^{df}	225 ^{df}	5-7%
West Virginia	13-16	146	146	yes ^a
Wisconsin	varies ^f	varies ^f	varies ^f	6-10%
Wyoming	11-15	200	300	no

a Increase expected, no estimate

b Approved by legislature

c Usually 200-300/year

d Average or estimated figure

e 1st nine years, thereafter every
3 years till 25th

f Local school determines

g Usually 100-200/year

h In negotiations

i Minimum amount

j Most systems unionized,
negotiated at local level

TABLE XIV
 TRAVEL EXPENSES OF VOCATIONAL AGRICULTURE
 TEACHERS 1975-76

State	Travel Reimbursement	State Scale	Per Diem	Vehicle Provided	Operating Expenses
Alabama	yes	500/yr	\$20/day	no	---
Alaska	yes	no ^a	yes	no	---
Arizona	yes	yes	\$30/day	yes	yes
Arkansas	yes	600/yr	yes ^b	no ^a	---
California	yes	no ^a	yes ^b	yes	yes
Colorado	yes	50% ^f	11.5/day	yes ^h	yes ^h
Connecticut	yes	12¢/mi	yes ^a	yes ^b	yes
Delaware	yes	no ^a	yes ^b	no	---
Florida	yes	no ^a	\$20/day	no	---
Georgia	yes	900/yr	yes ^d	no	---
Hawaii	yes	no ^a	\$30/day	no	---
Idaho	yes	yes ^e	varies	no ^c	---
Illinois	no	no	yes ^a	yes ^a	---
Indiana	yes	10¢/mi	\$16/day+board	no	---
Iowa	yes	15¢/mi	yes ^{be}	no ^c	---
Kansas	yes	12¢/mi	no	yes	yes
Kentucky	yes	14¢/mi	\$33/day	no	---
Louisiana	yes	up to 1000/yr	no	no	---
Maine	yes	12¢/mi	yes ^a	no	---
Maryland	yes	12-14/mi	no ^e	no	---
Massachusetts	yes	12¢/mi	lodging+5meals	no	---
Michigan	no	no ^a	yes ^a	no ^a	---
Minnesota	yes	45% ^f	yes ^b	yes	yes
Mississippi	yes	400-600/yr	yes ^f	no	---
Missouri	yes	50% ^f not to exceed 600/yr	yes ^c	yes ^c	---
Montana	no ^a	no	no	no	---
Nebraska	yes	300/yr	yes ^c	yes ^c	---
Nevada	no ^a	no ^a	yes ^a	yes ^a	yes
New Hampshire	yes	12¢/mi	yes ^a	yes ^c	yes
New Jersey	yes	10¢/mi	no	no	---
New Mexico	no	no	\$24/day	yes ^a	yes ^a
New York	no	no	no	yes	yes
North Carolina	yes	no ^a	no	no	---
North Dakota	yes	15¢/mi	\$26/day	no	---
Ohio	yes	12¢/mi	\$25/day ^e	no	---
Oklahoma	no	no ^a	yes ^a	yes	yes
Oregon	yes ^a	no ^a	yes ^a	yes ^a	---
Pennsylvania	yes	80% ^f up to 12¢/mi	yes ^a	no	---
Rhode Island	yes ^b	no ^b	yes ^b	no	---
South Carolina	yes ^b	no ^b	yes ^b	no	---
South Dakota	yes	50% ^f	50% ^f	yes	yes
Tennessee	yes	10¢/mi	no	no	---
Texas	yes	1100/yr ⁱ	\$22/day in state	no	---
Utah	yes	9-11¢/mi	yes ^f	yes ^c	yes
Vermont	yes	75% ^f	yes ^f	no	---
Virginia	yes	12¢/mi-500/yr	no	no	---
Washington	yes	8-15/mi ^a	\$25/day	yes ^c	---
West Virginia	yes	11¢/mi ^g	yes ^f	no	---
Wisconsin	yes	40% ^f	yes ^a	yes ^c	yes
Wyoming	yes	12¢/mi	\$25/day	yes	---

- a None specified, local district determines
 b Varies
 c Some schools
 d Included in travel allowance
 e State approved conferences, etc.
 f Actual expenses
 g Average 200-500/yr
 h 90%

TABLE XV
TEACHING LOADS OF VOCATIONAL AGRICULTURE
TEACHERS 1975-76

State	Max. Hrs. Taught	Max. Students Taught	Non-Ag Taught	School Time for Supv. Visits
Alabama	6	28/hr.	no	yes
Alaska	none	none	yes ^a	yes
Arizona	5	none	yes ^f	yes
Arkansas	6	none ^b	yes ^b	no
California	none	none	yes ^a	yes
Colorado	none ^j	20/hr.	yes ^a	yes ^{bm}
Connecticut	none	none	yes	varies ^b
Delaware	6	none	yes ^{cf}	no
Florida	none	none	yes ^{cn}	no
Georgia	5	100	no	varies
Hawaii	7	130	yes ^a	no
Idaho	5	none	yes ^b	varies
Illinois	none	none	yes ^a	varies
Indiana	6	70	yes ^{dg}	varies
Iowa	none	none	yes ^a	yes
Kansas	5	69	yes ^{cfb}	no
Kentucky	5	none	yes	yes
Louisiana	6	none	yes ^{dg}	yes
Maine	none	none	yes ^b	yes
Maryland	6	140	yes ^{eg}	yes
Massachusetts	5.5	20/hr	yes ^{ef}	yes
Michigan	none	none	yes ^f	yes
Minnesota	6	none	yes ^{cf}	yes
Mississippi	5	none ^h	yes ^{dh}	yes
Missouri	6	none	no	yes
Montana	28 hr/wk	none	yes ^b	no
Nebraska	none	none	yes ^{aj}	yes ^b
Nevada	none	none	yes ^a	yes
New Hampshire	5	60	no	yes ^b
New Jersey	6	none	yes ^a	no
New Mexico	6	none	yes ^{ga}	yes
New York	none	none	yes ^g	yes ^b
North Carolina	none	none	yes ^k	yes
North Dakota	6	none	yes ^{jb}	yes
Ohio	4.5	60	no	yes
Oklahoma	5	66	no	yes
Oregon	none	none	yes ^b	yes
Pennsylvania	none	none	yes ⁱ	yes
Rhode Island	varies	none	yes	varies
South Carolina	none	none	yes	no
South Dakota	none	none	yes ^b	yes
Tennessee	5	none	no	no
Texas	5-6	20/class	no ^{df}	yes
Utah	5	none	yes	yes
Vermont	none	none	yes ^{jm}	yes ^b
Virginia	5	none	yes	yes
Washington	none	none	yes ^b	yes
West Virginia	5	none	yes ^b	no
Wisconsin	none	none	yes ^a	yes
Wyoming	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
i Change anticipated - maximum load, 60 students
j Must have one free period
k Vocational education
l Not recommended
m Very few
n One period by 1977
o Average number 4.2

TABLE XVII
CERTIFICATE RENEWAL

State	Additional College Courses Required?	How Many Sem. Hrs.?	Time Period?	Does Work Shop Count?
Alabama	no	--	--	no
Alaska	yes	6	5 yrs	yes
Arizona	yes	5	5	yes ^a
Arkansas	no	--	--	--
California	no	--	--	yes
Colorado	yes	9 ^b	5 yrs	yes ^c
Connecticut	yes	30	10 yrs	yes ^e
Delaware	no	--	--	yes
Georgia	yes	10	2 yrs	no
Florida	yes	6	5 yrs (BS) 10 yrs (MS)	yes ^e
Hawaii	no	--	--	yes ^f
Idaho	varies	--	--	yes
Illinois	--	--	--	--
Indiana	--	--	--	--
Iowa	yes	6	10 yrs	yes
Kansas	yes	8	8 yrs	yes
Kentucky	yes	30	10 yrs	no
Louisiana	yes	--	3 yrs	no
Maine	yes	6	5 hrs	yes
Massachusetts	no	--	--	yes
Michigan	yes	18	6 yrs	yes ^a
Minnesota	yes	9(6 1st 2yr)	5 yrs	yes
Mississippi	yes	6	5 yrs	yes ^e
Missouri	yes	8	--	--
Montana	yes	6 ^b	5	yes ^e
Nebraska	yes	12	10	no ^e
Nevada	yes	6	5	yes ^e
New Hampshire	yes	--	--	yes
New Jersey	--	--	--	--
New Mexico	yes	8	4	yes
New York	yes	30 ^d	5	no ^e
North Carolina	yes	9	5	yes
North Dakota	no	--	--	--
Ohio	yes	148	4	yes ^e
Oklahoma	yes	3	5	yes ^a
Oregon	yes	24 ^b	6	yes
Pennsylvania	--	--	--	--
Rhode Island	--	--	--	--
South Carolina	yes	6	5	--
South Dakota	yes	6	5	yes
Tennessee	yes	--	10	yes
Texas	no ^h	--	--	--
Utah	yes	9	5	yes
Vermont	yes	6	5	yes
Virginia	yes	6	5	no
Washington	yes	5	5	yes
West Virginia	yes	6	3 ⁱ	yes ^e
Wisconsin	no	--	--	yes
Wyoming	yes	5	3	yes

a If for college credit
b Quarter hours
c Counts for up to 6 quarter hours
d Or M.S.
e Limited

f Towards classification
g For provisional certificate holder
h In-service only
i After 3 years issued 5 yr. cert., then 6 hrs every 5 yrs. thereafter

TABLE XIII
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 <i>not comf</i>
Alaska	partial life, health	see a	yes	yes	yes <i>not comf</i>
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	no	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 XVI

MINIMUM QUALIFICATIONS FOR TEACHING VOCATIONAL AGRICULTURE

State	Minimum Requirement	Emergency Cert.?	Requirements
Alabama	B.S. Agricultural Education	no	--
Alaska	B.S. Agriculture	yes	--
Arizona	B.S. Agriculture	yes	--
Arkansas	B.S. Agricultural Education	no	--
California	B.S. Agricultural Education	yes	qualified
Colorado	B.S. Agricultural Education	no	--
Connecticut	B.S. Agricultural Education	no	--
Delaware	B.S. Agricultural Education	certain instances	varies
Georgia	B.S. Agricultural Education	no	--
Florida	B.S. Agriculture	yes	fully certified in 3 years
Hawaii	B.S. w/5th year cert.	certain instances	--
Idaho	B.S. Agricultural Education	certain instances	B.S. Agriculture
Illinois	B.S. Agricultural Education	yes	meet skills requirement
Indiana	B.S. Agricultural Education	certain instances	--
Iowa	B.S. Agricultural Education	yes(no instructor)	3 year plan for cert.
Kansas	B.S. Agricultural Education	yes	2 years exp., in-service program
Kentucky	B.S. Agriculture(+ student teaching)	no	--
Louisiana	B.S. Agricultural Education	yes	agree to obtain certificate
Maine	B.S. Agriculture	no	--
Maryland	B.S. Agriculture	yes	--
Massachusetts	B.S. Agriculture	yes	B.S. + 8 yrs. in trade
Michigan	B.S. Agricultural Education	yes	2 years experience
Minnesota	B.S. Agricultural Education	yes	B.S. Agri + 8 hours of Ag Ed
Mississippi	B.S. Agricultural Education	yes	have skill required
Missouri	B.S. Agriculture	yes	B.S. Agri + Ag-Bus experience
Montana	B.S. Agricultural Education	no	--
Nebraska	B.S. Agricultural Education	certain instances	B.S. Agri + 2 years experience
Nevada	B.S. Agricultural Education	certain instances	2000 hrs. exp. in field
New Hampshire	B.S. Agricultural Education	certain instances	plan to get degree
New Jersey	B.S. Agriculture	yes	--
New Mexico	B.S. Agricultural Education	yes	permission of State Supv.
New York	B.S. Agricultural Education	certain instances	when qual. teacher not avail.
North Carolina	B.S. Agriculture	certain instances	phys or nat. sci. certificate
North Dakota	B.S. Agricultural Education	yes	B.S. Agriculture
Ohio	B.S. Agricultural Education	yes	7 yrs. exp. + 18 hours in-serv & 6 hrs. pre-serv
Oklahoma	B.S. Agricultural Education	no	--
Oregon	B.S. Agricultural Education	certain instances	--
Pennsylvania	B.S. Agricultural Education	certain instances	B.S. Agri w/plan for 24 hr. edu
Rhode Island	B.S. Agriculture ^e	certain instances	--
South Carolina	B.S. Agricultural Education	certain instances	approval state board
South Dakota	B.S. Agricultural Education	yes	B.S. Agri + special program
Tennessee	B.S. Agricultural Education	certain instances	B.S. Agri + 5 hrs to cert.
Texas	B.S. Agriculture	no	--
Utah	B.S. Agricultural Education	no	--
Vermont	B.S. Agricultural Education	yes	agree to certify
Virginia	B.S. Agriculture	yes	3 years to certify
West Virginia	B.S. Agricultural Education	no	--
Washington	B.S. Agricultural Education	yes	3 years occup. experience
Wisconsin	B.S. Agricultural Education	yes	B.S. Agri if shortage
Wyoming	B.S. Agriculture (Ag Ed cert)	certain instances	B.S. Agri

- a Teacher certification required
b Depends on school district
c With professional qualifications
d With student teaching and 18 hours Ag Ed
e With education requirements
f With provisional certificate, practice teaching and experience

VITA

Chester Duane Melton

Candidate for the Degree of

Master of Science

Thesis: SALARIES AND WORKING CONDITIONS OF VOCATIONAL AGRICULTURE
TEACHERS IN THE UNITED STATES

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Purcell, Oklahoma, December 11, 1948,
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Education: Began school in Arnoldview, Oklahoma, and continued
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and graduated in May, 1967; attended Cameron State College
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Oklahoma State University September, 1968, and completed
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Professional Experience: Taught Vocational Agriculture in Tifton
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