

A SURVEY OF SALARY SCHEDULES, BENEFITS, AND
WORKING CONDITIONS FOR AGRICULTURE
TEACHERS IN THE UNITED STATES

By

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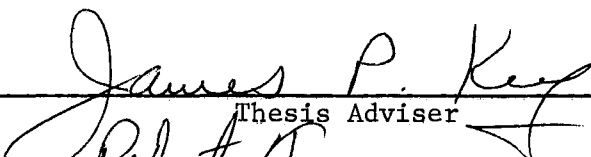
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Thesis Approved:




Thesis Adviser









Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Teachers of vocational agriculture and college students who plan to teach vocational agriculture need to know some of the variations of job benefits and working conditions in different states. A teacher or future teacher needs to know how many months he is expected to be on the job, what the teaching load will be, about an expense account, and about fringe benefits, as well as salary information.

Woodin's study (1) showed in 1972 that 1,759 teachers qualified to teach vocational agriculture. Of these, 705, just over 40 percent, were employed in jobs other than teaching; and 132, or less than 8 percent of those employed, were employed outside their home states. Probably some of these 705 employed but not teaching would have entered teaching if they had the information on benefits and working conditions sought by this study and job availability information.

Statement of the Problem

This study was undertaken because of the lack of information to aid agriculture teachers and prospective agriculture teachers in determining some of the benefits and working conditions which vary from one state to another.

Purpose of the Study

The main purpose of this study was to compile information from the various states to determine the job benefits and working conditions of agriculture teachers in those states.

Research Questions

For the purpose of this study, the following questions were formulated:

1. What months is the agriculture instructor expected to be on the job?
2. What is the salary scale for a B.S. degree -- M.S. degree?
3. What expenses are paid the agriculture instructor?
4. What are some of the fringe benefits paid the agriculture instructor?
5. What are the requirements for certification renewal and how can they be met?
6. What is the teaching load and other duties?
7. What is the number of school days allowed for outside FFA activities?
8. What are some changes expected in reimbursement?
9. What requirements must be met in other states for a certified Oklahoma instructor to teach?

Scope of the Study

This study covered the 50 states (actually 49, because Alaska has no vocational agriculture departments).

Procedure of the Investigation

The initial step in the development of the questionnaire was to determine the variations of salaries, benefits, and work loads of vocational agriculture instructors and to determine what could be answered by the state departments under which vocational agriculture instructors work in each state.

The questions were evaluated by the Agricultural Education Department at Oklahoma State University and the State Department of Vocational Agriculture of Oklahoma.

The questionnaire was sent to the department or agency in each state which has the vocational agriculture teachers under its jurisdiction. Initially there were 43 states which returned the questionnaires which had some information that could be used. Alaska returned the information that they did not have any vocational agriculture departments. Six states did not return the questionnaire, and the questionnaire was then sent to the teacher training institutions in the Colleges of Agriculture in each of the respective states. Answers were received from all six, which made a return rate of 100 percent.

CHAPTER II

REVIEW OF LITERATURE

There was a need for this study for the student planning to become a teacher of vocational agriculture, as well as graduates. This study would be of help in determining where a beginning student in Agricultural Education or a graduating student would like to teach and show some variables within areas or the United States as a whole. Studies show that salaries, months on the job, other duties, and benefits are some of the main factors why teachers of vocational agriculture leave the profession.

According to Woodin (1), "There is still a shortage of teachers of vocational agriculture even though there is an adequate supply of teachers in many other 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.

Another figure with implications for teacher placement is that 132 persons, or less than 8% of those employed, were employed outside their home state.

Some of the factors which influence agricultural education graduates to enter teaching as a profession--such as "felt best-trained in this area, working closely with people, and salary (2)--are also some of the factors why they leave the profession. According to Hoerner and

Bundy (3), "Advancement opportunities, salary, too many evening responsibilities and long hours are the individual or multiple factors that cause most men who enter teaching to leave the profession."

In another study by Bryan (4) of agricultural education majors who qualified to teach during the years of 1934 to 1954, it was pointed out that of the 144 graduates responding who qualified to teach vocational agriculture during those years only 48 (33.3 percent) were teaching in 1954. Four other graduates were advanced within the field to state supervisors and teacher trainers. This means that 52 graduates (36.1 percent) remained in the field for which they were trained. Bryan made the following statement regarding the graduates failure to teach:

Three reasons were found to be significant for not teaching. As you might suspect, low salary was the most frequent answer given, closely followed by lack of advancement and preference for other work.

In a North Dakota study by Vossler (5) of 62 men who left the profession from 1947 to 1960, a summary of factors listed as reasons for leaving were as follows:

- (a) Limited opportunity for advancement (mentioned 33 times; 13 gave it as their first reason)
- (b) Salary not commensurate with work (mentioned 23 times)
- (c) Desire for a more permanent home (mentioned 16 times)
- (d) Too many extra curricular activities and community responsibilities (mentioned 14 times)
- (e) Uncertainty of employment (mentioned 11 times)
- (f) Facilities not adequate for vocational agriculture (mentioned 10 times)

In Oklahoma Fenton (6) reported "the factors checked most often by teachers as influencing them to change their occupation was the limited chance of promotion." The second factor checked was "excessive

and inconsistent hours." The third factor was "insufficient salary."

Some factors that were mentioned which influence agricultural education graduates to enter teaching are working with people, salary, and better trained in this area; likewise, the factors most often mentioned as causing agriculture teachers to leave the profession are salaries, advancement opportunities, and long hours.

There is an over-supply of agriculture teacher graduates in some areas and an under-supply in other areas. This study reveals some of the fringe benefits and salaries in all the states that the qualified agriculture teacher could use in determining whether he would be interested in a teaching position in another state. If this information were available, maybe more of the qualified agriculture teachers would not leave the profession but would move to another state and stay in the profession; and perhaps the recently qualified teacher would enter the teaching profession rather than another type of occupation.

CHAPTER III

PRESENTATION OF FINDINGS

This chapter presents the findings of a survey of the salary schedules, benefits, and working conditions for teachers of vocational agriculture in the United States. The chapter is divided into sections according to topics. The first topic covered is salaries. Included in this section is information about the number of months required on the job, minimum starting or estimated salaries, and yearly increases in salary.

Salary and Months on the Job

As reported in Table I, it was found that there were 23 states strictly on a twelve-month salary basis. There were six states strictly on an eleven-month basis, one state strictly on a ten-month basis, eighteen states which varied from a nine- to a twelve-month basis, and one state which gave no information.

Keeping in mind that a variety of salaries were reported--including minimum, starting, average, and estimated--the salary per month for a beginning teacher with a B.S. degree varied from a low of \$483.33 in Vermont to a high of \$833.33 in Rhode Island for a nine-month contract.

A beginning teacher with a M.S. degree could expect a starting or average salary varying from a low of \$508.00 in Vermont to a high of \$1,027.27 in Arizona.

TABLE I
SALARIES OF VOCATIONAL AGRICULTURE TEACHERS--1971-1972

State	Months Required On Job	Minimum, Starting, or Estimated Salary		Years of Experience Get Paid For	Increase per Year	
		B.S.	M.S.		B.S.	M.S.
Alabama	12	\$727.00 ^a	--	10	\$ 76.00	--
Arizona	11	800.00 ^a	\$1,027.27 ^a	15	500.00	\$500.00
Arkansas	12	625.00 ^b	650.00 ^b	--	--	--
California	12 ^d	666.66 ^b	750.00 ^b	10	300.00	300.00
Colorado--ProdAg	11	--	--	--	--	--
Colorado--OffFarm	10	736.36 ^b	754.54 ^b	--	--	--
Connecticut	12	720.00 ^b	745.00 ^b	10-13	300-400	300-400
Delaware	12	564.42 ^b	639.77 ^b	10	225-226	225-226
Florida	10 + 2	650.00 ^a	733.33 ^a	--	--	--
Georgia	12	723.33 ^a	813.08 ^a	15	140.00	140.00
Hawaii	10	598.10 ^a	648.30 ^a	9	235.00	270.00
Idaho	12	666.66 ^b	717.17 ^b	--	--	--
Illinois	Varies	(Av. Sal. \$11,605.58)	--	--	--	--
Indiana	Varies	--	--	--	--	--
Iowa	12	765.00 ^b	783.33 ^b	--	--	--
Kansas	11	718.18 ^b	772.72 ^b	--	--	--
Kentucky	12	685.23 ^b	737.23 ^b	10	--	--
Louisiana	12	666.67 ^c	688.89 ^c	10--B.S. 11--M.S.	266.67 ^e 400.00 ^g	266.67 ^f 400.00 ^h
Maine	Varies	541.66 ^b	583.33 ^b	10-12	5%	5%
Maryland	12	750.00 ^b	833.33 ^b	15	450.00	450.00
Massachusetts	Varies	--	--	--	--	--
Michigan	12	--	--	--	--	--
Minnesota	12	800.00 ^b	850.00 ^b	13-14	200-300	200-300
Mississippi	12	637.50 ^{ai}	676.11 ^a	9	140.00	157.00
Missouri	12	758.33 ^b	--	--	--	--
Montana	Varies ^j	708.33 ^b	833.33 ^b	--	--	--
Nebraska	11	741.66 ^b	833.33 ^b	--	--	--
Nevada	12	769.50 ^b	918.75 ^b	--	--	--
New Hampshire	11	600.00 ^b	--	--	--	--
New Jersey	25%-10 75%-12	650.00 ^b	708.33 ^b	7--B.S. 12--M.S.	500.00	500.00
New Mexico	11 or 12	666.66 ^b	750.00 ^b	--	--	--
New York	Varies	720.00 ^b	750.00 ^b	10-12	--	--
North Carolina	Varies	743.00 ^b	812.00 ^b	12--B.S. 13--M.S.	276.00	276.00
North Dakota	12 ^k	708.33 ^b	--	--	--	--
Ohio	10-12 ^l	716.66 ^a	737.50 ^a	12	150.00	200.00
Oklahoma	12	725.00 ^c	--	--	--	--
Oregon	Varies	762.50 ^b	775.00 ^b	--	--	--
Pennsylvania	Varies	700.00 ^b	--	--	--	--
Rhode Island	80%-12 20%-9	791.66 ^b 833.33 ^b	850.00 ^b 888.88 ^b	10-15	200-300	200-300
South Carolina	Varies	750.00 ^b	830.00 ^b	14	\$12/mo.	\$13/mo.
South Dakota	11	745.45 ^b	781.81 ^b	--	--	--
Tennessee	12	550.00 ^a	591.66 ^a	15	80.00	90.00
Texas	10-12 ^m	600.00 ^b	660.00 ^b	--	--	--
Utah	12	668.65 ^b	691.66 ^b	--	--	--
Vermont	Varies	483.33 ^{an}	508.33 ^{an}	10	500.00 ^o	500.00 ^o
Virginia	12	590.00 ^{cn}	631.66 ^{cn}	12	180.00	180.00
Washington	10-12	750.00 ^b	766.66 ^b	--	--	--
West Virginia	12	--	--	--	--	--
Wisconsin	12	770.88 ^b	811.45 ^b	--	--	--
Wyoming	11	(Av. Sal. \$11,000.00)	--	--	--	--

^aStarting salary.

^fFour years.

^k48 weeks.

^bEstimated salary.

^gNine to ten years.

^lProdAg--12; AgMec--11; Forestry--11; AgBus--10.

^cMinimum salary.

^hFive to eleven years.

^m1%--10; 1%--11; 98%--12.

^dVaries.

ⁱPlus house.

ⁿMost pay above scale.

^eEight years.

^jNo less than 10½ mos.

^o\$500 at end of five years.

Table II summarizes the salary data and indicates that eight states paid from \$650.00 to \$699.00 per month as the starting or average salary for a B.S. degree, and 22 states paid from \$700.00 to \$799.00 per month. Eight states paid a starting or average salary for the M.S. degree in the range of \$600.00 to \$699.00, while 19 states paid in the range of \$700.00 to \$850.00 per month.

TABLE II
MINIMUM, STARTING, OR AVERAGE SALARIES
OF VOCATIONAL AGRICULTURE TEACHERS

B.S. Degree			M.S. Degree		
Salaries Per Month	No. of States	Per- cent	Salaries Per Month	No. of States	Per- cent
\$800 & over	3	6.1	\$1,000 & over	1	2.0
\$750 - \$799	8	16.3	\$950 - \$999	0	0.0
\$700 - \$749	14	28.5	\$900 - \$949	1	2.0
\$650 - \$699	8	16.3	\$850 - \$899	2	4.0
\$600 - \$649	4	8.1	\$800 - \$849	7	14.2
\$550 - \$599	4	8.1	\$750 - \$799	9	18.3
\$500 - \$549	1	2.0	\$700 - \$749	6	12.2
\$450 - \$499	1	2.0	\$650 - \$699	5	10.2
No information	6		\$600 - \$649	3	6.1
TOTAL	49		\$550 - \$599	2	4.0
			\$500 - \$549	1	2.0
			No information	12	
			TOTAL	49	

The number of years for salary increments were also important to teachers, as shown in Table I. Of the 49 states reporting, the lowest number of years for which increments were paid was 7 in New Jersey and the highest was 15 years in Arizona, Georgia, Maryland, and Tennessee. There were no increments paid in 26 states. Of the 22 states paying increments, 19 paid increments from 10 to 15 years, while 2 states paid increments for 9 years and 1 state paid increments for only 7 years.

The amount of increments had a wide variation for a B.S. degree, ranging from a low of \$76.00 per year in Alabama to a high of \$500 per year in Arizona and New Jersey (Table I). For a M.S. degree, the range of the salary increments was from a low of \$90.00 in Tennessee to a high of \$500.00 in Arizona and New Jersey. Of the states reporting increment payments for teachers with B.S. and M.S. degrees, a majority reported payments in the range of \$100.00 to \$300.00.

Tables III and IV present a summarization of increments and the basis on which they are made.

Expenses Paid

Travel reimbursement was paid in 26 states. Ten states did not pay any travel expenses. There was no information given for 13 states. The state scales for travel had a range from a low of 7¢ a mile to a high of 12¢ a mile and from a low of \$200.00 to a high of \$1,000.00 plus more if needed allowance for a year. (See Table V.)

Per diem was paid in 24 states. No per diem was paid in eight states. In four states per diem was paid only for called conferences, and one state paid only for summer conferences. Eight states varied in per diem paid, and four states gave no information.

TABLE III
YEARS OF EXPERIENCE GET PAID FOR

B.S. Degree			M.S. Degree		
Years	No. of States	Per- cent	Years	No. of States	Per- cent
15	4	8.1	15	4	8.1
14	1	2.0	14	1	2.0
13	0	0.0	13	1	2.0
12	3	6.1	12	3	6.1
10	6	12.2	11	1	2.0
9	2	4.0	10	5	10.2
8	0	0.0	9	2	4.0
7	1	2.0	8	0	0.0
10-13	1	2.0	7	0	0.0
10-12	2	4.0	10-13	1	2.0
10-15	1	2.0	10-12	2	4.0
13-14	1	2.0	10-15	1	2.0
None	26	53.0	13-14	1	2.0
No information	1	2.0	None	26	53.0
			No information	1	2.0
Total	49		Total	49	

TABLE IV
SALARY INCREMENTS PER YEAR

B.S. Degree		M.S. Degree	
Amount	No. of States	Amount	No. of States
\$0 - \$100	2	\$0 - \$100	1
\$100 - \$199	6*	\$100 - \$199	5*
\$200 - \$299	8	\$200 - \$299	9
\$300 - \$399	2*	\$300 - \$399	2
\$400 - \$500	3	\$400 - \$500	3
None	28	None	29
Total	49	Total	49

*Vermont pays \$500 at the end of five and ten years, respectively.

TABLE V
TRAVEL EXPENSES OF VOCATIONAL AGRICULTURE TEACHERS,
1971-1972

State	Travel Reimbursement?	Statewide Scale	Per Diem Allowed
Alabama	Yes	\$500	\$15.00
Arizona	No	10¢/mile	\$20.00
Arkansas	Yes	9¢/mile	Varies
California	--	Varies	Varies
Colorado	Yes	Varies	Varies
Connecticut	Yes	Varies	Varies
Delaware	--	Varies	Varies
Florida	Yes	\$200-\$250	\$20.00/day; 10¢/mile
Georgia	Yes	\$900/year	No
Hawaii	Yes	12¢/mile*	\$30.00
Idaho	No	Conferences only	Summer conferences
Illinois	Yes	---	---
Indiana	Yes	Varies	\$16.00
Iowa	Yes	8-10¢/mile	Varies
Kansas	No	---	None
Kentucky	Yes	9¢/mile; max. of \$500	\$7.50--meals; \$14.00--lodging
Louisiana	Yes	\$350	None
Maine	Yes	10¢/mile	Varies
Maryland	Yes	10¢/mile	Conferences
Massachusetts	No	Varies	State scale \$5.00; 10¢/mile
Michigan	Yes	Varies	Varies
Minnesota	Yes	Varies	Reasonable
Mississippi	Yes	Varies	Conferences
Missouri	--	10¢/mile; \$600 maximum	None
Montana	--	---	---
Nebraska	Yes	Varies	None
New Hampshire	Yes	8¢/mile	Varies
New Jersey	No	Varies	None
New Mexico	--	Varies	Varies
New York	--	Varies	Reasonable
Nevada	No	8-10¢/mile	\$20.00
North Carolina	Yes	Varies	None
North Dakota	Yes	10¢/mile	\$18.00
Ohio	Yes	10¢/mile	State sponsored functions
Oklahoma	No	Varies	Varies
Oregon	--	Varies	---
Pennsylvania	--	---	---
Rhode Island	--	---	\$18.00
South Carolina	--	Varies	LEA
South Dakota	Varies	8¢/mile	None
Tennessee	--	---	Varies
Texas	Yes	\$1,000+	\$16.00
Utah	No	7-10¢/mile	Full cost
Vermont	Yes	8-12¢/mile; LEA 75%	LEA 75%
Virginia	Yes	9¢/mile	State conferences & workshops
Washington	--	VO funds	Actual expense
West Virginia	Yes	8¢/mile	Actual expense
Wisconsin	No	7-10¢/mile	Reasonable
Wyoming	No	No	Out of district cost

*Inter-island plane fare.

The per diem varied in amount from \$5.00 per day in Massachusetts to \$30.00 per day in Hawaii and to actual cost in some states. (See Table V.)

Fringe Benefits

Of the states answering the question, "Is housing furnished?" one answered yes, 28 answered no, and 7 answered that it varied within the state. Fourteen states gave no information.

Insurance for agriculture teachers was paid in seven states. No insurance was paid in 14 states, and 16 states indicated that a part or variation of insurance was paid. No information was received from 12 states. (See Table VI.)

The vacation time allowed agriculture teachers was only ten days in Iowa, North Carolina, Oregon, Virginia, Florida, and Kentucky. In 13 states, 10 to 14 days were allowed, and in two states 10 to 15 days were allowed. In one state 10 to 30 days were allowed, and six states allowed from 20 to 30 days of vacation. There were four states with no information. Seventeen states had a variation of vacation time.

The sick leave information was inconclusive because out of 44 responses, 29 answered varied and the other 15 answered from 5 to 18 days. (See Table VI.)

Personal business leave varied in 33 states, and three states allowed no personal business leave. Six states reported one to four days were allowed, and seven states gave no information.

Thirty-one states varied in the number of days allowed for professional improvement. Two states did not allow time for professional improvement, and nine states varied in time allowed for professional

TABLE VI
FRINGE BENEFITS OF VOCATIONAL AGRICULTURE TEACHERS,
1971-1972

State	Insurance	Days of Vacation	Coaching	Outside Earnings
Alabama	---	12	No	No
Arizona	---	20	--	Not recommended
Arkansas	---	12	No	Yes
California	Yes	22	Yes	Yes
Colorado	No	10-30	No	No
Connecticut	CMS, BC	22	Yes	Yes
Delaware	Varies	Varies	Yes	Yes
Florida	None	10	--	Yes
Georgia	None	14	No	No
Hawaii	---	--	--	Yes
Idaho	None	Varies	Yes	Yes
Illinois	None	12	Yes	Yes
Indiana	---	12	--	Not recommended
Iowa	Varies	10	No	No
Kansas	None	30	Yes	Yes
Kentucky	None	10	--	Yes
Louisiana	---	11	No	No
Maine	Yes	Varies	Yes	Yes
Maryland	Yes	12	Not rec.	Not recommended
Massachusetts	Varies	Varies	--	--
Michigan	Yes	Varies	Not rec.	Not recommended
Minnesota	Yes	10	Yes	--
Mississippi	---	12	No	No
Missouri	Varies	12	--	Varies
Montana	---	--	--	--
Nebraska	None	Varies	Vacation	Yes
New Hampshire	Varies	Varies	Yes	Yes
New Jersey	Varies	12	Yes	Yes
New Mexico	---	12	--	--
New York	Varies	Varies	Yes	Yes
Nevada	None	Varies	Yes	No
North Carolina	\$10/month	10	Not rec.	Varies
North Dakota	Varies	Varies	Yes	Varies
Ohio	Varies	Varies	No	No
Oklahoma	Varies	10-15	No	No
Oregon	None	10	--	Yes
Pennsylvania	---	--	--	--
Rhode Island	---	--	Yes	Limited
South Carolina	---	Varies	Varies	Varies
South Dakota	Varies	Varies	Varies	Yes
Tennessee	None	14	Yes	Yes
Texas	None	21	No	No
Utah	Yes	10-15	No	No
Vermont	LEA	Varies	Yes	Yes
Virginia	None	10	Not rec.	Not recommended
Washington	Varies	Varies	Varies	Varies
West Virginia	None	Varies	Yes	Yes
Wisconsin	Yes	20	Not rec.	Yes
Wyoming	Varies	Varies	--	--

improvement from 1 to 20 days. No information was received from seven states.

In relation to the question of coaching, 17 states reported that their agriculture teachers were allowed to coach, and 11 states did not allow coaching by agriculture teachers. Five states recommended that their agriculture teachers not coach. Five states varied on whether or not their agriculture teachers could coach, and one state reported that coaching was limited. One state reported that the agriculture teacher could coach during vacation, and no information was received from 12 states. (See Table VI.)

There were some differences among the states on the question of outside earnings. Table VI shows that 11 states reported that no outside earnings were allowed. Twenty-one states reported that the agriculture teacher could earn money from outside sources. It was not recommended in five states, varied in five states, was limited in one state, and not reported by six states.

Earnings from other school duties varied in eight states. No information was received for 28 states. Driver education was taught in Utah. In Arizona some agriculture teachers were allowed to earn money from other school duties. In New Hampshire and Vermont the agriculture teachers were allowed to earn money for advising the F.F.A.

Certificate Renewal

According to Table VII 31 states required college credit for certificate renewal. Ten states did not require more college hours; no information was received from seven states; and one state varied.

TABLE VII
SUMMARY OF CERTIFICATION RENEWAL REQUIREMENTS

Number of College Hours Required	Years Allowed	Number of States	Per- cent
2	6	1	2.0
3	5	2	4.0
5	5	1	2.0
6	5	10	20.4
6	3	3	6.1
6	2	1	2.0
8	5	3	6.1
8	16	1	2.0
9	5	2	4.0
10	7	1	2.0
14	4	1	2.0
8 quarters	10	1	2.0
24	3	1	2.0
30	10	2	4.0
36	5	1	2.0
Varies	--	1	2.0
None Required	--	10	20.4
No Information	--	7	14.2
Total		49	

There was a great variation in the number of hours required and the length of time allowed to meet the renewal requirements, as can be seen in Table VIII. They ranged from two hours in six years to 24 hours in three years and 36 hours in five years. The requirement most often mentioned was six hours in five years. Ten states reported this as their requirement.

Table VIII further shows that there were 18 states that allowed workshops to count for credit for all hours required. Eight states would not allow workshops to count for credit hours, and in 11 states it varied as to whether they could count workshops for credit hours or not. There was no information received from 12 states. Of those states that varied, Maryland allowed up to 15 hours, Mississippi allowed 3 hours, Oklahoma allowed 1 hour, Connecticut allowed only approved workshops, and Minnesota allowed 19 hours.

Teaching Load

There was a wide variation in the maximum number of hours an agriculture teacher could teach. The maximum number of hours varied from four in Mississippi and Oklahoma to six in eight states and no maximum in 21 states. One state, Missouri, allowed agriculture teachers to teach five or six hours. The agriculture teacher in Vermont had to have one free period per day. (See Table IX.)

The maximum number of students an agriculture teacher was allowed to have was only 25 per class in Arkansas. Four states--Kentucky, North Dakota, Ohio, and Oklahoma--required a maximum of 60 students. Florida limited the agriculture class to 75 students, and Georgia limited the size of class to 100 students. There was no maximum number in 41 states,

TABLE VIII
CERTIFICATION RENEWAL

State	College Courses		
	Number of Hours Required	Number of Years Allowed	Do Workshops Count?
Alabama	8	5	No
Arizona	6	5	Yes--100%
Arkansas	--	--	--
California	--	--	--
Colorado	9	5	--
Connecticut	30	10	Approved Only
Delaware	--	--	--
Florida	6	5	Yes
Georgia	10	7	Sometimes
Hawaii	--	--	No
Idaho	6 ^a	5 ^a	Yes
Illinois	--	--	--
Indiana	Yes	--	No
Iowa	8	16	--
Kansas	8	5	Yes
Louisiana	Yes	--	No
Maryland	6	3	Yes ^b
Massachusetts	--	--	--
Michigan	2	6	Yes
Minnesota	6	2 ^c	Yes--19 hrs.
Mississippi	6	5	Yes--3 hrs.
Missouri	--	--	--
Montana	--	--	--
Kentucky	30	10	Yes
Maine	6	5	Yes
Nebraska	Yes	--	Sometimes
New Hampshire	6	5	Yes
New Jersey	--	--	--
New Mexico	8	5	Yes
New York	--	--	Yes
Nevada	6	5	Yes--1 hr./wk.
North Carolina	--	--	--
North Dakota	Yes	3-5	Yes
Ohio	14	4	No
Oklahoma	3	5	Yes--1 hr.
Pennsylvania	--	--	--
Rhode Island	36 or Master's	5	--
South Carolina	6	5	No
South Dakota	6	3	Yes--no max.
Tennessee	8 quarters	10	No
Texas	--	--	Sometimes
Utah	9	5	Yes--100%
Vermont	6	5	Yes
Virginia	6	5	No
Washington	3	5	Yes--100%
West Virginia	6	3	Varies
Wisconsin	Varies	Varies	Varies
Wyoming	5	5	Yes

^aRequired locally.

^bUp to 15 hours on a Master's.

^cFirst renewal requires nine hours in five years.

TABLE IX
TEACHING LOADS OF VOCATIONAL AGRICULTURE TEACHERS,
1971-1972

State	Maximum Hours Taught	Can Teach Non-Ag Classes	Adult Classes			Time Allowed for Supervised Visits?
			Required	Reimbursement	Amount	
Alabama	5	No	Yes	No	---	Yes
Arizona	6	Yes	No	Yes	\$10/hr.	Yes
Arkansas	6	Yes	Yes	No	---	Yes
California	No max.	Yes	No	Yes	\$8/hr.	Varies
Colorado	No max.	Yes	No	Yes	\$100-\$200 ^a \$200-\$750 ^b	Varies
Connecticut	6	No	Yes	No	---	Varies
Delaware	No max.	Yes	No	Varies	---	Yes
Florida	5	Yes	Yes	Yes ^c	---	Only for co-op placement
Georgia	5	No	Yes ^d	No	---	Yes
Hawaii	6	Yes	No	Yes	\$6-\$7/hr.	No
Idaho	No max.	Yes	No	Yes	\$4/hr. State ^e	Varies
Illinois	No max.	Yes	Recom.	Yes	\$25/contract hr.	Varies
Indiana	6	Yes	No	Yes	See note. ^f	Yes
Iowa	No max.	Yes	Recom.	No	---	Varies
Kansas	5	Yes	No	Yes	\$125/YF \$75/Adult ^g	Only work station
Kentucky	No max.	Yes	No	Yes	\$25/class sess.	Varies
Louisiana	6	Yes	No	Yes	\$100/class	Yes
Maine	No max.	Yes	No	Yes	\$7-\$10/hr.	Varies
Maryland	5	Yes ^h	No	Yes	\$7-\$15/hr.	Varies
Massachusetts	Varies	No	No	Yes	---	---
Michigan	No max.	Yes	No	Yes	Varies	Varies
Minnesota	5	Yes	Yes ⁱ	Yes	\$10/hr.	Yes
Mississippi	4	No	Yes	No	---	Yes
Missouri	5 or 6	Yes	No	Yes	\$7/hr. max.	Varies
Montana	No max.	Yes	No	Yes	100%--\$5/hr. ^j	---
Nebraska	6	Yes	No	Yes	\$7.50/hr.	Yes
New Hampshire	5	Yes	No	Yes	---	Yes
New Jersey	5	Yes ^k	No	Yes	Varies	Varies
New Mexico	5	Yes ^k	No	No	---	Yes
New York	No max.	Yes	No	Yes	\$6-\$12/hr.	Varies
Nevada	No max.	Yes	No	No	---	No
North Carolina	No max.	Yes	Recom.	No	Supplies or Spec. Instr.	Varies
North Dakota	No max.	Yes	No	Yes	\$100-\$600	Varies
Ohio	5	Yes	No	Yes ^l	\$3.25-\$3.76 ^l	Yes
Oklahoma	4	No	Yes	Yes ^m	If applied from 50-50	Yes
Oregon	No max.	Yes	No	No	---	Yes
Pennsylvania	---	---	---	---	---	---
Rhode Island	No max.	Yes	No	Yes	\$7.50/hr.	---
South Carolina	6	Yes	Varies	Varies	---	Yes
South Dakota	No max.	Yes	No	Yes	Varies	Varies
Tennessee	No max.	Yes	Yes	No	---	Yes
Texas	5	No	Yes	No	---	Yes
Utah	No max.	Yes	No	Yes	\$4.50-\$7.50 20-40 hrs.	Varies
Vermont	See note ⁿ	Yes	No	Yes	\$6/hr. av.	Varies
Virginia	5	Yes	No	Yes	---	Yes
Washington	No max.	Yes	No	Yes	\$6.50-\$8.50/hr.	Yes
West Virginia	No max.	Yes	No	Yes	\$4/hr.	Varies
Wisconsin	5	Yes	Opt.	Yes	---	Yes
Wyoming	5	Yes	No	Yes	\$20/night. class	Yes

^a10 adult classes.^gMatched by local funds.^m^b15 Young Farmer class meetings.^hIf there are two or three teachers.ⁿMust have one free period a day.^cThru the community colleges.ⁱIn single teacher departments.^dMaximum of 10 adult and 20 Young Farmer classes.^j100% if Ag man teachers; \$5 if he arranges someone else.^eLocal could be more.^kIn part-time program^fBased on course criteria rating--LEA.^lLocal encouraged to match.

Table IX further shows that there were seven states in which the agriculture teacher could not teach classes other than agriculture. Forty-one states reported that the agriculture teacher could teach other classes, and of these 11 said that reimbursement would be cut accordingly. The number of non-agriculture classes that could be taught in those states allowing non-agriculture classes to be taught by the agriculture instructor varied from one to two hours in South Dakota to one to five hours in South Carolina. Twenty-seven states indicated that they had no limit.

The non-agriculture courses that the agriculture teacher could teach varied from biology, science, and driver education to anything the teacher was qualified to teach.

Nine states required the agriculture teacher to have adult classes. Thirty-three states did not require agriculture teachers to have adult classes, and three states recommended adult classes. It was optional in one state to have adult classes. One state required adult classes in single-teacher departments; the adult class requirement varied in one state; and there was no information given by one state.

Reimbursement for the agriculture teachers teaching adult classes was paid in 34 states, whereas 12 states did not reimburse the agriculture teachers for adult classes. Two states varied their reimbursement for adult classes, and one state gave no information. The rate of reimbursement ranged from \$3.25 per hour in Ohio to \$750.00 for 15 Young Farmer meetings in Colorado.

Twenty-three states allowed the agriculture teacher time to make supervised visits of their students. Only two states reported no time was allowed for supervised visits. Eighteen states reported variations

in their schools on time allowed or not allowed for supervised visits. Florida and Kansas reported that time was allowed only for students in cooperative placement programs. Four states did not report any information. (Refer to Table IX.)

Time Allowed for FFA Activities

There was no maximum on the number of days allowed for FFA activities in 55 percent of the states, while 4 percent of the states reported that the time allowed varied. One state allowed three days, and one state allowed four and a half days. No information was returned by 37 percent of the states.

Anticipated Changes

No change in reimbursement or workload was anticipated in 67 percent of the states; 16 percent of the states reported that there would be a change in reimbursement or workload; and one state reported that there might be a change. No information was returned by 14 percent of the states.

Requirements for Teaching in Other States

No information regarding requirements to be met by out-of-state agriculture teachers was received from most of the states.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

As related to the research questions of this study, the major findings of the study are as follow.

Months on the Job

It was found that about half of the states are on a twelve-month basis for the agriculture teacher. The other half of the states vary from 9 to 12 months.

Salaries

Keeping in mind that a variety of salaries were reported, including minimum, starting, average, and estimated, the following are the major findings regarding salaries:

The salary scale per month for a beginning teacher with a B.S. degree varied from approximately \$500 to a little over \$800. Approximately half of the states have a starting salary ranging from \$700 to \$799 per month.

The beginning teacher with a M.S. degree could expect a beginning salary or an average salary from about \$500 to over \$1,000 a month. About 40 percent of the states pay from \$700 to \$850 per month.

There were no yearly salary increases paid in 26 states, and of the states paying yearly increases, 19 paid yearly increases for a period of 10 to 15 years. Of the states reporting which pay yearly increases for teachers with B.S. and M.S. degrees a majority pay increases of \$100 to \$300 per year.

Expenses Paid

Over 50 percent of the states paid travel reimbursement to the agriculture teachers. The state scale for travel had a range from 7¢ a mile to 12¢ a mile and a yearly maximum allowance from a low of \$200 to a high of \$1,000 and more if needed.

Per diem was paid in about 50 percent of the states, and the amount varied from \$5.00 per day to \$30.00 per day and to actual cost in some states.

Fringe Benefits

Housing was furnished by one state. About 57 percent of the states reported no housing; 14 percent of the states varied; and about 28 percent gave no information.

Approximately 14 percent of the states paid insurance for the agriculture teacher; 28 percent paid no insurance; 33 percent of the states paid part of the insurance or had a variation; and about 25 percent returned no information.

The vacation time allowed for the agriculture teacher varied from 10 to 30 days a year in 57 percent of the states. The remainder of the states reported a wide variation on time allowed for vacation. The vacation time would be inconclusive for the study because time on the job varied.

Six percent of the states reported no personal business leave was allowed. The personal leave varied in about 80 percent of the states, of which about 12 percent reported one to four days were allowed.

About 80 percent of the states varied in time allowed the teacher for professional improvement. Of this 80 percent, 18 percent reported they allowed from 1 to 20 days. Only 4 percent of the states reported no time was allowed, and no information was received from about 14 percent of the states.

Agriculture teachers were allowed to coach in 35 percent of the states, while 23 percent of the states would not allow coaching. The other 40 percent reported variations or no information.

Earnings from other school duties varied in 16 percent of the states. In 24 percent of the states teachers were allowed to earn money for advising the FFA. In three states agriculture teachers could not earn money from other school duties. Fifty-eight percent of the states returned no information. This information is not clear as to whether these duties include the teaching of other classes or jobs such as driving a bus, mowing the football field, and so forth.

No outside jobs were allowed in 22 percent of the states, while 42 percent of the states reported outside jobs were allowed. Twenty-two percent of the states varied on whether or not agriculture teachers could work at outside jobs. No information was received from 12 percent of the states. This information is not conclusive because it does not consider whether or not this would be a salaried job or other types such as farming, investments, and so forth.

Certificate Renewal

College credit was required for certificate renewal in 63 percent of the states, while college credit was not required in 20 percent of the states. Seventeen percent of the states varied or returned no information. The requirement most often mentioned was six hours in five years, which was reported in 20 percent of the states.

Workshops were counted toward certificate renewal in 36 percent of the states; 23 percent of the states varied as to whether or not workshops could count; and only 16 percent of the states would not allow workshops to count. About 25 percent of the states returned no information.

Teaching Load

There was a wide variation in the maximum number of hours the agriculture teacher can teach, ranging from a low of four hours to no maximum in about two-fifths of the states. It should be borne in mind that for this study it is not known if the schools are on a six- or seven-hour schedule.

The maximum number of students varied from 25 per class or 60 students per teacher to no maximum number in 41 states. For this study, it is not known what the average number of students the 41 states that report no maximum have per day or class.

Seven states reported that the agriculture teacher could not teach other classes. About one-fourth of the states that allow the agriculture teacher to teach other classes reported reimbursement would be cut accordingly.

About 67 percent of the states did not require the agriculture teacher to teach adult classes, while about 18 percent of the states did require the agriculture teacher to have adult classes. About 14 percent of the states varied or made it optional on adult classes.

Reimbursement was paid the agriculture teacher in about 69 percent of the states for adult classes. There was a wide variation in the reimbursement, ranging from \$3.25 per hour to \$750 for 15 classes in one state.

About half of the states allowed the agriculture teacher time to make supervised visits. About 4 percent of the states reported no time was allowed for supervised visits; 37 percent of the states reported variation on whether or not time was allowed; and 4 percent of the states allowed supervised visits for cooperative programs.

Time Allowed for FFA Activities

There was no maximum on the number of days allowed for FFA activities in 55 percent of the states, while 4 percent of the states reported that the time allowed varied. One state allowed three days; one state allowed four and a half days. No information was returned by 37 percent of the states.

Anticipated Changes

No change in reimbursement or workload was anticipated in 67 percent of the states; 16 percent of the states reported that there would be a change in reimbursement or workload; and one state reported that there might be a change. No information was returned by 14 percent of the states.

Requirements for Teaching in Other States

No information regarding requirements needing to be met by out-of-state agriculture teachers was received from most of the states.

Conclusions

It was found in this study that in about half of the states the vocational agriculture teacher was on the job 12 months; in the other states the time on the job varied from 9 to 12 months.

The salary was calculated on a monthly basis to make up for the different numbers of months on the job. In this study there was found a wide variation in the salary scale, and this could be attributed at least in part to the different ways the question was answered. Estimated, average, beginning, and minimum salaries were given. Some states, even on the minimum salary, reported most schools pay about state scale.

The beginning teacher with a B.S. degree could expect to start from about \$500 to \$800 per month, while the beginning teacher with a M.S. degree could expect to start for \$500 to \$1,000 per month.

Over half of the states did not pay yearly increases for experience. Of the states that did pay yearly increases, the amount varied from \$100 to \$300 per year; and 19 of these states that paid yearly increases varied in number of years from 10 to 15.

There was a variation in the teaching load, in the number of hours the teacher was required to teach, the maximum number of students allowed, whether he was required to teach adult classes, and the amount of reimbursement for those classes.

About 50 percent of the states paid travel expenses and per diem, and there was a wide variation in the amount paid.

There was a wide variation of fringe benefits from state to state and within the states.

Over 60 percent of the states required college credit for certificate renewal, and the figure most often mentioned was six hours in five years. About a third of the states reported that workshops could be counted toward certificate renewal.

The time allowed for FFA activities varied from none allowed to about half of the states reporting no maximum on the number of days allowed.

About two-thirds of the states reported no change in reimbursement or workload was anticipated.

It was found that for these particular objectives there were wide variations from state to state. This is understandable because there are indications that even in some states they have a wide variation on some of the items.

Recommendations

After completing this study, the writer felt the following recommendations should be considered:

1. A study each year to keep those planning to teach and those who are teaching agriculture up to date on the benefits and working conditions of agriculture teachers in all the states.
2. The questions concerning salary information for the above study should be worded so that comparable salary information from the different states can be obtained.
3. A list of the job openings in the various states should be made available to all who are interested in teaching vocational

agriculture. This, together with the information on benefits and working conditions, should be valuable to the agriculture teacher and those graduating in locating the position that they feel they would be best suited for.

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