

A SURVEY OF SALARIES AND WORKING CONDITIONS OF
AGRICULTURE TEACHERS IN THE UNITED STATES

By

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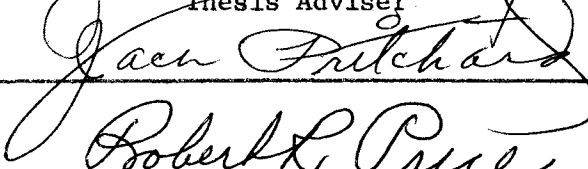
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CHAPTER I

INTRODUCTION

The shortage of agriculture teachers still exists in some states, despite the fact that there is a surplus of other teachers and a surplus of qualified agriculture teachers in certain states.

Each year some vocational agriculture departments are not operating because of the teacher shortage, yet qualified college graduates in the states which are graduating a surplus of teachers are not entering the teaching profession but are taking other types of jobs. If these surplus graduates could be encouraged to cross state lines to seek employment, they could help to reduce the shortage which now exists.

One reason why many qualified teachers are taking other jobs in their state after all teaching positions are filled instead of crossing state lines to seek employment could be the unavailability of information on salaries, working conditions, expenses, and fringe benefits of these other states.

It is the author's belief that some of these teachers, especially new teachers, could be encouraged to accept a teaching position outside of their home state if they were made aware of the teaching opportunities in many of our states. The information that this study seeks should help define those opportunities and hopefully lead some agriculture teachers into a new geographical location.

Statement of the Problem

The unavailability of nationwide information as to salaries, working conditions, expenses, and fringe benefits of agriculture teachers is restricting the movement of agriculture teachers out of their home states. Agriculture teachers and prospective agriculture teachers need this information so that they may evaluate many different areas before determining their career location.

Purpose of the Study

The purpose of this study was to compile and make available information as to salaries, working conditions, expenses, and fringe benefits of agriculture teachers in the United States.

Limitations of the Study

This study was done with the knowledge that there will be a wide variation in the information received from each state. This variation is due to the different criteria which each state uses in establishing the salary scale, teaching load, fringe benefits, and other considerations of a vocational agriculture teacher. Some states have set guidelines to follow, while other states regulate such matters into the hands of the governing school district or county. Because of this, some of the information will be of an approximate or average nature for some particular states. Due to this fact, this study is not intended to be a specific reference but instead to present a general classification of each state's information and its relationship to other states.

Scope of the Study

Each state which has a vocational agriculture program in its school system was surveyed. This included every state except Alaska, which has no vocational agriculture departments.

Procedure of the Investigation

The initial action was to determine what factors needed to be surveyed to accomplish the purpose of the study. These factors were identified as salary, teaching load, expenses, fringe benefits, FFA activities, teacher requirements, certificate renewal, and number of departments and students.

A questionnaire was then developed which requested information on the above factors. The questionnaire was evaluated by the Agricultural Education Department at Oklahoma State University.

The department or agency in each state which directs the vocational agriculture program was then surveyed, utilizing the questionnaire.

The results of the original 49 questionnaires was a return of 37. Of these, seven were incomplete in the information requested. The questionnaire was then sent to the teacher training institutions of the college of agriculture in those states which did not reply, and partial questionnaires were sent to those states for which the information was incomplete. The final return was 100 percent.

Research Questions

The following research questions were designed to achieve the purpose of the study.

1. What is the salary for a B.S. degree--M.S. degree?
2. What is the amount of salary increase for each year's experience and for how many years will the increase continue?
3. What is the teaching load?
4. Are any of the agriculture teacher's expenses paid?
5. What are some of the fringe benefits that agriculture teachers receive?
6. What is the number of departments and the number of students in each state?
7. Are there a maximum number of days allowed for FFA activities and is the FFA financially supported by the school?
8. What is required for certificate renewal and how may these requirements be met?
9. What are the minimum requirements for teaching a general vocational agriculture program?

CHAPTER II

REVIEW OF LITERATURE

One purpose of this study was to present the different salaries and working conditions of each state. As earlier studies have indicated, these factors are among some of the most important in determining whether an agriculture teacher leaves his profession or decides to never teach. This in turn has brought on the increased demand for agriculture teachers in some areas.

Supply and Demand

In 1972 a staff study by Woodin (1) showed that although a record-breaking 1,759 were qualified for teaching vocational agriculture the number entering teaching decreased. Also, the study showed that in spite of an eight-year teacher shortage, only about 272 teachers held emergency certificates and that few persons qualified as teachers left their home states to find employment.

Again in 1973 Woodin (2) found that in states with 12 or more agricultural education graduates, totaling 1,243, 47 percent of these were employed in other positions. The study also indicated that 71 departments will not operate in the 1973-74 school year because of the teacher shortage and that there was a small increase in the number of emergency or temporary certificates issued, with 312 being utilized.

These studies show that there is a definite shortage of agriculture

teachers and that the need continues each year. The review of these next studies will give some of the reasons why agriculture teachers are leaving the profession or choosing not to teach. In many instances the same reasons or factors will be mentioned in different studies.

Reasons for the Shortages

In a North Dakota study, Vossler (3) found that the three most important reasons for agriculture teachers leaving the profession in that state were (1) limited opportunity for advancement, (2) salary not commensurate with work, and (3) desire for more permanent home. In a similar study in Tennessee it was reported that "salary is the main factor influencing teachers to leave the profession" (4). Also, most of the respondents indicated that salary was "too low compared with other occupations" and that "salary increases were too slow and too small" (4). Ranking second to salary was the limited chance of promotion in vocational agriculture (4).

In 1953 Edwards (5) found that the four major reasons why qualified North Carolina graduates were not teaching were (1) teaching positions are not made available early enough in the year and many graduates accept other work while waiting for a teaching position, (2) greater interest in other work, (3) inadequate salaries, and (4) limited prospects for advancement.

A Texas study by Keown (6) was able to define the two most common reasons why 1949-51 graduates were not teaching. The first, as you might suspect, was salary, with the second being that of teaching location. It is also interesting to note that of the 55 who responded only half were involved in work related to agriculture. Ten of the 55

reported their salary to be \$6,000 or more, with six reporting their salaries to be \$7,200 or more. After excelling the \$6,000 salary range, those in non-agricultural work reported making more than those in agricultural work.

Similar reasons as to why agriculture teachers left the profession in Oklahoma was reported by Fenton (7). The three most important reasons were, in order, (1) limited chance of promotion, (2) excessive and inconsistent hours, and (3) insufficient salary. Fenton's recommendations included work being done to improve agriculture teachers' salaries and working conditions to try to keep those already teaching in their profession.

The above studies show that inadequate salaries, working conditions, and lack of opportunity for advancement were some of the major reasons why agriculture teachers quit teaching or why qualified graduates never entered teaching.

A Similar Study

In 1973 Thomas (8) in a similar study 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 the years of experience for which a teacher gets paid varies greatly. Twenty-six states gave no increases, while four states gave increases up to 15 years of experience. It was also reported that working conditions--months on the job, hours per day, expenses, fringe benefits, and FFA activities--varied from state to state.

The wide amount of variance from one state to another suggests that although a teacher does not wish to teach in his home state there may be

another state which would offer him the salary and working conditions which he seeks. It is hoped that through the availability of this information that some of these agriculture teachers will consider new areas of employment.

As indicated, there has been an eight-year shortage of vocational agriculture teachers. This shortage persists in spite of the fact that each year there is a surplus of qualified agricultural education college graduates in some states. Studies indicate that many of these graduates are not entering the teaching field or are leaving the profession after five or less years of service.

Some of the recurring reasons why qualified teachers are quitting or are not entering the teaching field have been found to be inadequate salary and lack of increases, limited opportunity for advancement, and excessive hours.

In a similar study it was found that salaries and working conditions differ greatly throughout the United States, and in some cases there is variance in these factors within one state's boundaries.

CHAPTER III

PRESENTATION OF FINDINGS

Presented in this chapter are the salary, teaching load, expenses, FFA activities, teacher requirements, certificate renewal, and number of departments and students obtained from the survey of the states.

Salaries and Related Information

As indicated in Table I, it was found that 17 states were on a 12-month salary basis. There were seven states on an 11-month basis, two states on a 10-month basis, and one state on a strictly 9-month basis. Twenty-two states reported that the months required on the job varied.

The months required on the job were varied from state to state and sometimes within a state. Also, the salaries varied in the type that were reported. Basically there were four types of salaries reported, with these being minimum, starting, estimated, and average salaries. The reader should be aware of this variation when considering the salaries of each state.

The salaries for a B. S. degree ranged from a low of \$500.21 in West Virginia for a 12-month contract to a high of \$1,061.83 in California, where contract time varies from 10 to 12 months.

A teacher with a M. S. degree could expect a salary ranging from a low of \$547.50 in West Virginia to a high of \$1,250.00 in Minnesota.

TABLE I
SALARIES OF VOCATIONAL AGRICULTURE TEACHERS, 1973-74

State	Months Required on Job	Salary per Month		Years Salary Increments Paid	Increase per Year	
		B.S.	M.S.		B.S.	M.S.
Alabama	12	\$ 867.00 ^a	\$1,009.00 ^a	10	\$100	\$100
Arizona	11 ^f	730.00 ^b	875.00 ^b	Varies	Varies	Varies
Arkansas	12	708.33 ^{bc}		Varies	Varies	Varies
California	10-12 ^d	1,061.83 ^e		10-15 ^f	Varies	Varies
Colorado	11	729.16 ^c		Varies	Varies	Varies
Connecticut	12	700.00 ^{eg}	750.00 ^{eg}	--	--	--
Delaware	11 ^f	714.60	809.80	10	285	285
Florida	12 ^f	700.00 ^a	785.00 ^a	10	100	100
Georgia	11-12	752.00 ^a	845.00 ^a	14	200 ^e	200 ^e
Hawaii	10	630.00 ^{ah}	684.00 ^{ah}	9 ⁱ	54	54
Idaho	12	723.83 ^{eq}	947.25 ^{pe}	8-12	(Varies, Starts at about 5%)	
Illinois	9-12 ^j	870.00 ^b	915.00 ^b	Varies	300	300
Indiana	11-12	750.00 ^g	916.66 ^g	6-10	700	
Iowa	12	850.00 ^b	865.00 ^b	Varies	Varies	Varies
Kansas	11	666.66 ^b	708.33 ^b	10-12	250	
Kentucky	12	671.00 ^a	726.00 ^a	Varies	7% ^k	7% ^k
Louisiana	12	666.67 ^a	688.89 ^a	12	200	200
Maine	9	550.00 ^b	600.00 ^b	Varies	5%	5%
Maryland	Varies	930.00 ^b	980.00 ^b	15	\$400-450	\$550-600
Massachusetts	11	958.00 ^e	--	Varies	418	--
Michigan	Varies	950.00 ^b	1,025.00 ^b	Varies	Varies	Varies
Minnesota	12	825.00 ^b	1,250.00 ^b	15	\$250-400	\$350-450
Mississippi	12	688.88 ^a	755.55 ^a	9	7%	7%
Missouri	12 ^f	787.50 ^b	845.83 ^b	20	\$100-200	\$100-200
Montana	11 ^f	750.00 ^b	850.00 ^b	Varies	Varies	Varies
Nebraska	11-12	700.00 ^{bc}	1,000.00 ^{bc}	Varies	Varies	Varies
Nevada	Varies	926.69 ^e		Varies	\$250-300	\$250-300
New Hampshire	10	700.00 ^b	740.00 ^b	8-12	\$150-200	\$150-200
New Jersey	10-12 ^l	860.00 ^a	890.00 ^a	12	300	300
New Mexico	11-12	762.30 ^e		Varies	\$500-800 ^c	\$500-800 ^c
New York	10-12 ^l	780.00 ^b	820.00 ^b	12-18	\$200-400	\$300-400
North Carolina	12	780.00 ^a	853.00 ^a	13-BS, 14-MS	24	24
North Dakota	11	800.00 ^b		Varies	Varies	Varies
Ohio	12	800.30 ^a	850.00 ^a	12	200	250
Oklahoma	12	725.00 ^a	758.33 ^a	15	100	100
Oregon	9½-12	825.00 ^b	850.00 ^b	10-14	400	450
Pennsylvania	12 ^f	750.00 ^b	800.00 ^b	12-15	\$500-800	\$500-800 ^r
Rhode Island	10-12 ^m	835.00 ^e	885.00 ^e	10-12	250	300
South Carolina	10-12	673.50 ^{an}	771.50 ^{an}	15	177.66 ^e	203.33 ^e
South Dakota	11	750.00	900.00	5	450	600
Tennessee	12	822.50 ^a	880.00 ^a	15	90	100
Texas	12	600.00 ^a	660.00 ^a	10	600	600
Utah	11	750.00 ^b	840.00 ^b	10-12	900	1,080
Vermont	11-12	650.00 ^{bc}	675.00 ^{bc}	10-12	\$200-300	\$200-300
Virginia	12	620.00 ^{an}	661.66 ^{an}	12	180	180
Washington	9½-12 ^o	810.00 ^e	845.00 ^e	10-14	200 ^e	225 ^e
West Virginia	12	500.41 ^a	547.50 ^a	13-BS, 16-MS	136	136
Wisconsin	12	800.00 ^b	900.00 ^b	--	--	--
Wyoming	11	866.00 ^{ec}	900.00 ^{ec}	10	300	375

^aMinimum starting salary (state base)

^j63.1% on 11 months or longer; 36.9% on something less than 11 months

^bEstimated

^kSubject to governor's budget and legislature approval every two years

^cDetermined by local school

^lVaries, most on 12 months

^d79%, 12 month; 17%, 10 month

^m50% on 12 months; 25% on 11 months; 25% on 10 months

^eState average

ⁿFor beginning teachers

^fVaries

^o5% for 9½ months; 10% for 10 months; 70% for 11 months; 12% for 12 months

^gSalaries determined by country

^pWith previous experience

^hPaid for twelve months

^qNo previous experience

ⁱFor first nine years then three longevity slips of three years each

^rAdds \$300 one permanent increase

Table II is a summary of the salary information for a B. S. degree and shows that the most frequently appearing salary is \$750.00 to \$799.00 with 11 states reporting. Next is \$700.00 to \$749.00 with nine states and \$800.00 to \$849.00 with eight states indicating this amount. The other two salary ranges of significance were \$650.00 to \$699.00 and \$850.00 to \$899.00 with six and five states reporting, respectively.

Salaries of vocational agriculture teachers with a M. S. degree as reported in Table II showed that four states paid \$1,000 or over. The most frequently reported range was \$850.00 to \$899.00 with nine states reporting. Seven states indicated a range of \$800.00 to \$849.00; six states reported salaries of \$900.00 to \$949.00; and the ranges of \$750.00 to \$799.00 and \$650.00 to \$699.00 were reported with five states each.

The number of years for which salary increments were paid ranged from a high of 20 years in Missouri to a low of 5 years in South Dakota. Forty-seven states indicated that they paid salary increments (Table I), with the most frequent figure being for ten years, which five states reported. Four states each reported 15, 12, and a range of from 8 to 12 years. It should be noted that 14 states indicated that they pay increments, but the number of years varied in their states and no set figures were available (Table III).

The amount paid for increments varied greatly for both B. S. and M. S. degrees. For a B. S. degree amounts ranged from a low of \$24.00 in North Carolina to a high of \$900.00 in Utah. The amount and states were the same for a M. S. degree, except that the high was \$1,080.00 (Table I).

TABLE II

SUMMARY OF SALARIES OF VOCATIONAL AGRICULTURE TEACHERS

B. S.			M. S.		
Salary Per Month	Number of States	Percent	Salary Per Month	Number of States	Percent
\$1,000 and over	1	2.0	\$1,000 and over	4	8.1
\$900-\$999	4	8.1	\$950-\$999	1	2.0
\$850-\$899	5	10.2	\$900-\$949	6	12.0
\$800-\$849	8	16.3	\$850-\$899	9	20.4
\$750-\$799	11	22.4	\$800-\$849	7	14.2
\$700-\$749	9	20.4	\$750-\$799	5	10.2
\$650-\$699	6	12.0	\$700-\$749	3	6.1
\$600-\$649	3	6.1	\$650-\$699	5	10.2
\$550-\$599	1	2.0	\$600-\$649	2	4.0
\$500-\$549	1	2.0	\$550-\$599	1	2.0
			No information	6	
Total	49		Total	49	

TABLE III
YEARS OF SALARY INCREMENTS PAID

B.S.			M.S.		
Years	Number of States	Percent	Years	Number of States	Percent
20	1	2.0	20	1	2.0
15	4	8.1	16	1	2.0
14	2	4.0	15	4	8.1
13	2	4.0	14	3	6.1
12	4	8.1	13	0	0.0
11	0	0.0	12	4	8.1
10	5	10.2	11	0	0.0
9	2	4.0	10	5	10.2
5	1	2.0	9	2	4.0
6-10	1	2.0	5	1	2.0
8-12	2	4.0	6-10	1	2.0
10-12	4	8.1	8-12	2	4.0
10-14	2	4.0	10-12	4	8.1
10-15	1	2.0	10-14	2	4.0
12-15	1	2.0	10-15	1	2.0
12-18	1	2.0	12-15	1	2.0
Varies	14*	28.5	12-18	1	2.0
None	2		Varies	14*	28.5
			None	2	
Total	49		Total	49	

*Arizona, Arkansas, Colorado, Iowa, Massachusetts, Michigan, Montana, Nebraska, and North Dakota indicated that some of their districts did pay experience increases, but the number of years varied greatly and was a local decision of the school or district.

Table IV indicated that of the 47 states that paid increments for a B. S. degree 12 of these had payments in the \$200.00 to \$299.00 range. Eight states reported payments in the \$100.00 to \$199.00 range. For a M. S. degree one state paid over \$1,000.00. Of the other 45 states reporting increment payments, ten fell in the \$200.00 to \$299.00 range and eight states paid from \$100.00 to \$199.00. Again it should be noted that ten states indicated some increment payments, but variation eliminated a set figure.

Thirty-four states reported that they paid supplements to the base or average salaries of their state (Table V). Twelve states reported paying \$1,000.00 or more, with Tennessee being the highest with \$5,861.00 and Georgia and Mississippi being next with highs of \$2,000.00. The low figure quoted for the 34 states ranged from \$20.00 in New York to \$500.00 in Tennessee.

The information already quoted was for the 1973-74 school year. In addition to this, several states reported changes in salary for the coming year. Fourteen states indicated a definite rise in salaries. Four states indicated some sort of cost of living increase, and seven states have raises which are subject to approval or legislation.

Teaching Load

The maximum number of hours an agriculture teacher could teach varied from four in Oklahoma to seven hours in Wyoming. Thirteen states reported that their agriculture teachers could teach a maximum of five hours, while eight states reported a maximum of six hours. Missouri allows their agriculture teachers to teach five or six hours a day, and Ohio requires 22½ clock hours per week. Twenty-two states indicated

TABLE IV
AMOUNT OF SALARY INCREASE FOR EACH YEAR'S EXPERIENCE

B.S.			M.S.		
Amount	Number of States	Percent	Amount	Number of States	Percent
\$ 1 - \$ 99	3	6.1	\$ 1 - \$ 99	2	4.0
100 - 199	8	16.3	100 - 199	8	16.3
200 - 299	12 ^{ab}	24.2	200 - 299	10	20.4
300 - 399	3	6.1	300 - 399	6 ^c	12.2
400 - 499	5	10.2	400 - 499	1	2.0
500 - 599	2	4.0	500 - 599	2	4.0
600 - 699	1	2.0	600 - 699	4	8.1
500 - 800	2	4.0	500 - 800	2	4.0
700	1	2.0	\$1,000 and over	1	2.0
900	1	2.0	Varies	10 ^d	20.4
Varies	10 ^d	20.4	None	2	4.0
None	1	4.0	No Information	1	2.0
Total	49		Total	49	

^aMinnesota varies from \$250-\$400. ^bNew York varies from \$200-\$400. ^cMinnesota varies from \$340-\$450.

^dArizona, Arkansas, California, Colorado, Iowa, Massachusetts, Michigan, Montana, Nebraska, and North Dakota indicated that some schools did pay experience increases, but the amount varied greatly and the decision was left to the local district or school.

TABLE V
 SUPPLEMENTS TO BASE OR AVERAGE SALARIES PAID TO
 VOCATIONAL AGRICULTURE TEACHERS,
 1973-74

State	Supplements Paid?	Amounts	
		High	Low
Alabama	Varies	\$ --	\$ --
Arizona	Yes	700	300
Arkansas	Yes	--	--
California	Yes	--	--
Colorado	Yes ^a	500	100
Connecticut	--	--	--
Delaware	Yes	1,000	200
Florida	Yes	1,600	300
Georgia	Yes	2,000	100
Hawaii	No		
Idaho	Yes	500	100
Illinois	Yes	500	150
Indiana	Yes	Varies	Varies
Iowa	No		
Kansas	No		
Kentucky	Yes	2,211	27
Louisiana	Yes	--	--
Maine	Yes	--	--
Maryland	Yes	400	100
Massachusetts	Varies		
Michigan	Yes	Varies	Varies
Minnesota	Yes	600	200
Mississippi	Yes	2,000	400
Missouri	No		
Montana	--	--	--
Nebraska	Yes	Varies	Varies
Nevada	--	--	--
New Hampshire	Yes	--	--
New Jersey	Yes	--	--
New Mexico	No		
New York	Yes	60	20
North Carolina	Some	100/mo.	25/mo.
North Dakota	--	--	--
Ohio	Yes	Varies	Varies
Oklahoma	Yes	1,500	Pickup Allowance
Oregon	--	--	--
Pennsylvania	Yes	--	--
Rhode Island	--	--	--

TABLE V-- (CONTINUED)

State	Supplements Paid?	Amounts	
		High	Low
South Carolina	Yes	\$1,500	\$ 200
South Dakota	Yes	500	200
Tennessee	Yes	5,861	500
Texas	Yes	Up to \$1,000 bonus	
Utah	No		
Vermont	Yes	75	40
Virginia	Yes	--	--
Washington	Yes	1,750	--
West Virginia	Yes	1,750 ^b	300 ^b
Wisconsin	Yes	--	--
Wyoming	Yes	--	--

^aFor FFA work.

^bB.S.

that there was no maximum, while two states varied in maximum number of hours to teach. (See Table VI.)

The maximum number of students an agriculture teacher could have ranged from 25 per class in Arkansas to 130 in Hawaii, as shown in Table VII. Twenty-nine states reported there was no limit to the number of students. Four states returned no information.

There were eight 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. The number of non-agriculture classes which could be taught varied from one to two in Indiana, Iowa, Montana, and Wyoming to one to four in Hawaii. Eleven states had a maximum number of non-agriculture classes specified, while 30 states had no limit.

The courses the agriculture teacher could teach included science, biology, math, occupational education, industrial arts, and driver education as well as anything he was qualified to teach and, in one instance, whatever he was needed to teach.

The number of states that required adult education was seven. One state varied on this question. Forty-one states reported that they did not require adult education, although many of them recommended it.

Of the 45 states having adult education classes, 41 indicated that the agriculture teacher received reimbursement. Four states did not pay any reimbursement for adult classes. The rates of reimbursement ranged from \$3.00 per hour in Oklahoma to \$25.00 per class session in Kentucky. Ten states reported that reimbursement rates varied, and seven states gave no information. (See Table VI.)

TABLE VI

TEACHING LOADS OF VOCATIONAL AGRICULTURE TEACHERS, 1973-74

State	Maximum Hours Taught	Can Teach Non-Ag Classes	Adult Classes			Time Allowed for Supervised Visits
			Required	Reimbursement	Amount	
Alabama	6	No	Yes	No	---	Yes
Arizona	5	Yes	No	Yes	\$10/hr.	Yes
Arkansas	6	Yes	Yes	Yes	\$6.25/hr. after first 20 hours	Yes
California	No Max.	Yes	No	Yes	Varies	Yes
Colorado	No Max.	Yes	No	Yes	Varies	Varies
Connecticut	No Max.	No	Varies	No	---	Varies
Delaware	No Max.	Yes	No	No	---	Varies
Florida	No Max.	Yes	No	Yes	Varies	Yes
Georgia	5	No	Yes	Yes	Varies	Yes
Hawaii	6	Yes	No	Yes	\$6/hr.	No
Idaho	5	Yes	No	Yes	\$6/hr.	Yes
Illinois	No Max.	Yes	No	Yes	Varies	Varies
Indiana	6	Yes	No	Yes	---	Yes
Iowa	No Max.	Yes	Yes	No	---	Yes
Kansas	5	Yes	No	Yes	\$225	No
Kentucky	5	Yes	No	Yes	\$25/class session	Yes
Louisiana	6	Yes	No	Yes	\$8/hr.	Yes
Maine	No Max.	Yes	No	Yes	---	Yes
Maryland	No Max.	Yes	No	Yes	---	Yes
Massachusetts	No Max.	Yes	No	Yes	---	No
Michigan	No Max.	Yes	No	Yes	Varies ^a	Yes ^b
Minnesota	6	Yes	Yes	Yes	---	---
Mississippi	5	No	No	Yes	\$6/hr.	Yes
Missouri	5 or 6	Yes	No	Yes	3/4 of \$7/hr. of class	Varies
Montana	No Max.	Yes	No	Yes	Varies	No
Nebraska	No Max. ^c	Yes	No	Yes	Varies	Yes ^b
New Hampshire	5 ^c	Yes	No	Yes	\$8-\$12/hr.	Yes
New Jersey	6	Yes	No	Yes	\$5.30/hr.	No
New Mexico	5	Yes	No	No	---	Yes
New York	Varies	Yes	No	Yes	Varies	Varies
North Carolina	No Max.	Yes	No	No	---	Yes
North Dakota	No Max.	Yes	No	Yes	\$10/hr. max.	Varies
Ohio	22½ clock hrs/wk	No	No	Yes	\$8/hr.	Varies
Oklahoma	4	No	Yes	Yes	\$3/hr.	Yes
Oregon	No Max.	Yes	No	Yes	---	Yes
Pennsylvania	No Max.	Yes	No	Yes	---	Varies
Rhode Island	Varies	Yes	No	Yes	\$7.50/hr.	Varies
South Carolina	No Max.	Yes	No	---	---	No
South Dakota	5	Yes	No	Yes	50% of cost	Yes
Tennessee	5	No	No	Yes	\$5.55/hr.	Yes
Texas	5	No	Yes	No	---	Yes
Utah	6	Yes	No	Yes	\$5-\$6/hr.	Varies
Vermont	No Max. ^c	Yes	No	Yes	\$7/hr.	Varies
Virginia	5	Yes	No	Yes	See note ^d	Yes
Washington	No Max.	Yes	No	Yes	\$6-\$9/hr.	No
West Virginia	5	Yes	No	Yes	\$4/hr. ^e	No
Wisconsin	No Max.	Yes	No	Yes	Varies	Yes
Wyoming	7	Yes	No	Yes	\$200 for 100 hrs. of class	Yes

^a\$4/hr. and up to flat rate up to \$700.

^d15%, 10%, or 5% supplement depending on scope of program.

^bVaries.

^eCounty may add to this.

^cMust have one free period.

TABLE VII
MAXIMUM NUMBER OF STUDENTS ALLOWED FOR
AGRICULTURE TEACHER

State	Number of Students
Alabama	28/class
Arkansas	25/class
Georgia	100
Hawaii	130
Indiana	70
Kansas	60-70
Kentucky	60-65 average
Nebraska	60 recommended
New Hampshire	60
North Dakota	75 recommended
Ohio	60
Oklahoma	66
Texas	47
Vermont	15/class recommended
Wisconsin	90 recommended
Wyoming	40

Twenty-eight states reported that time was allowed for the agriculture teacher to make supervised visits. Eight states allowed no time, twelve states varied on time allowed, and one state gave no information.

Travel Expenses

Travel reimbursement was paid by 34 states; 13 states paid no travel expenses; and two states reported that reimbursement for travel expenses in their states varied. Of the 13 states which paid no travel reimbursement, three furnished a vehicle and paid the operating expenses of that vehicle, while five states reported that in many cases a vehicle and operating expenses were furnished. Travel reimbursement ranged from a low of 8¢ a mile to 15¢ a mile, and one state allowed \$1,100.00 and more if justified.

Per diem was paid in 37 states. Of these, three states paid per diem only for state-called conferences, and one state paid per diem for FFA conventions. Ten states paid no per diem, and two states gave no information. The amount of per diem paid varied from \$5.00 per day in Massachusetts up to \$25.00 per day in Nevada. Some states paid actual cost. Twelve states varied in amounts paid, and one state left the amount to be paid to a local decision. (See Table VIII.)

Fringe Benefits

Health insurance for agriculture teachers was paid in eight states. Full life and health was paid in one state, and seven states indicated some type of insurance benefits. Twenty-one states indicated that insurance benefits varied in their states, and twelve states returned no information. (See Table IX.)

TABLE VIII
TRAVEL EXPENSES OF VOCATIONAL AGRICULTURE
TEACHERS, 1973-74

State	Travel Reimbursement?	Statewide Scale	Per Diem Allowed
Alabama	Yes	\$500	Actual expense up to \$20/day
Arizona	No ^a	--	\$20/day
Arkansas	Yes	10¢/mile	\$15 + tax/day max.
California	No ^a	--	Varies
Colorado	Yes	50% of cost	Varies
Connecticut	Yes	N.I.	Varies
Delaware	Yes	12¢/mile	Varies
Florida	No	--	---
Georgia	Yes	\$75/month	\$75/month
Hawaii	Yes	--	Yes
Idaho	No	--	No
Illinois	No	--	---
Indiana	Yes	10¢/mile	No
Iowa	Yes	10¢/mile	State-called conferences
Kansas	No ^b	--	\$18/day
Kentucky	Yes	10¢/mile	\$7.50 for meals and \$14 for lodging ^c
Louisiana	Yes	\$600 maximum	No
Maine	Yes	10¢/mile	Varies
Maryland	Yes	Varies	Varies
Massachusetts	Yes	10¢/mile	\$5/day
Michigan	Yes	Up to 10¢/mile	Varies
Minnesota	Yes	Up to 15¢/mile	Varies
Mississippi	Yes	Varies	Yes
Missouri	Yes	12¢/mile up to \$300/yr.	FFA conventions
Montana	No	Scale set by local district	Scale set by local district
Nebraska	Yes ^b	--	Some schools pay some food & lodging
Nevada	No ^d	8-12¢/mile for school car, all expenses paid for private car	\$25/day
New Hampshire	Yes ^b	--	\$7 for meals, lodging varies
New Jersey	Yes	10¢/mile	No
New Mexico	No ^b	--	No
New York	No ^b	--	State conferences approved by district
North Carolina	Yes	Varies	No
North Dakota	Yes	12¢/mile	\$18/day
Ohio	Yes	75% up to 10¢/mile	No
Oklahoma	No ^a	--	Varies
Oregon	No ^b	--	Varies
Pennsylvania	Yes	80% up to 12¢/mile	Local decision
Rhode Island	Varies	Varies	Varies
South Carolina	Varies	Varies	Varies
South Dakota	Yes	50%	No
Tennessee	Yes	Varies	No
Texas	Yes	\$1,100 plus if justified	\$18/day
Utah	No ^b	--	Actual cost
Vermont	Yes	75%	Actual cost
Virginia	Yes	Varies	Statewide conference and workshops
Washington	Yes ^{be}	8-12¢/mile	\$15-20/day
West Virginia	Yes	11¢/mile	\$9/day for meals
Wisconsin	Yes ^b	38% of total ^c	No
Wyoming	Yes	Varies	\$17/day

^aVehicle and expenses furnished.

^cFor state-called meetings.

^bVehicle and expenses furnished in some instances.

^dPaid by county.

^eBy district.

TABLE IX
FRINGE BENEFITS OF VOCATIONAL AGRICULTURE
TEACHERS, 1973-74

State	Insurance	Days of Vacation	Coaching?	Farming?	Outside Earnings
Alabama	Health	10-15	--	Yes ^a	No
Arizona	Varies	20	No	No	No
Arkansas	Varies	--	No	Yes	Not recommended
California	Varies	Varies	Yes	Yes	Not recommended
Colorado	Varies	Varies	--	Yes	Not recommended
Connecticut	Varies, must have good coverage	20-22	Yes	Yes	Not recommended
Delaware	---	Varies	Yes	Yes	Yes
Florida	Varies	12	--	Yes	Yes
Georgia	Varies	15	No	No	No
Hawaii	Partial life; Health	Varies	Yes	Yes	Not recommended
Idaho	Partial life; Health	10	No	Yes	Not recommended
Illinois	---	Varies	--	Yes	Not recommended
Indiana	Health	10-15	--	Yes	Not recommended
Iowa	Varies	14	No	No ^b	No
Kansas	Varies	--	N.R.	N.R.	Not recommended
Kentucky	Varies	10	No	Yes ^a	No ^c
Louisiana	---	15	No	Yes	No
Maine	Varies	Varies	Yes	Yes	Not recommended
Maryland ^d	Varies	Varies	Yes	Yes	Yes
Massachusetts	Varies	30	---	---	Not recommended
Michigan	Varies	Varies	Yes	Yes	Yes
Minnesota	Partial life; Health	14	Yes	Yes	Not recommended
Mississippi	---	15	No	No	No
Missouri	---	14	--	Yes	Not recommended
Montana	Varies	Varies	Yes	Yes	Not recommended
Nebraska	---	30	Yes	Yes	Not recommended
Nevada	---	Varies	Yes	Yes	Not recommended
New Hampshire ^e	Varies	20	Yes	Yes	Not recommended
New Jersey	Health	Varies	Yes	Yes	Not recommended
New Mexico	---	14	Yes ^a	Yes ^a	Yes ^a
New York	---	--	Yes	Yes	Yes
North Carolina ^f	Partial health	Varies	No	Yes	Not recommended
North Dakota	Varies	Varies	Yes	Yes	Yes
Ohio	Varies	Varies	Yes	Yes	Yes
Oklahoma	Teacher Mutual Plan	14	No	Yes	No
Oregon	Some health	Varies	Yes	Yes	Yes
Pennsylvania	Life and health	Varies	Yes	Yes	Yes
Rhode Island	Varies	Varies	Varies	Varies	Varies
South Carolina	Determined by local school district	-----	-----	-----	Not recommended
South Dakota ^g	Partial life	Varies	--	Yes	Yes
Tennessee	Group policy	10	--	--	Not recommended
Texas	---	--	No	Yes	No
Utah	Health	Varies	No	Yes	Not recommended
Vermont	Varies	Varies	Yes	Yes	Not recommended
Virginia	---	10-14	No	No	Not recommended
Washington	Partial health	Varies ^h	Yes	Yes	Yes
West Virginia	---	10	Yes	Yes	Yes
Wisconsin	Varies	Varies	Varies	Varies	Varies
Wyoming	Partial life; Health	30	Yes	Yes	Not recommended

^aIf it does not interfere.

^bCould own or manage a farm.

^c2 3/4 months extended employment may be approved.

^dSome counties offer sabbatical and study leaves.

^eHouse supplied in certain areas.

^fIncome protection plan.

^gState retirement plan.

^hSick leave 10 days/year; accrue up to 180 days.

Twenty-three states reported that vacation time allowed for an agriculture teacher varied in their states. Much of this variation is due to different lengths of contracts as to the number of months an agriculture teacher is required on the job. Five states allowed 14 days vacation time, four states allowed 10 days, and two groups of three states each allowed 15 and 30 days, respectively. Two states allowed 10-15 days, two states allowed 20 days, one state allowed 20-22 days, one state allowed 12 days, and another state allowed 10-14 days. No information was received for three states. (See Table IX.)

Coaching as a means of supplemental income was approved by 23 states. Thirteen states did not allow agriculture teachers to coach; three states varied on the coaching question; two states gave no information; and coaching in one state was not recommended.

As would be expected, farming by agriculture teachers met with more favor than did coaching. Thirty-eight states allowed their agriculture teachers to farm; five states allowed no farming; three states varied on the question; one state did not recommend farming; and there was no information for two states.

Each state was questioned as to whether outside earnings were allowed for agriculture teachers. Most of the states (25) indicated that outside earnings were not recommended. Thirteen states reported that an agriculture teacher could earn money from outside sources; in nine states outside earnings were not allowed; and two states answered that it varied. (See Table IX.)

State Statistics

The number of vocational agriculture departments and the number of

students varied greatly. A lot of this variation is due to geographical size and state populations. The number of departments varied from 2 in Maine to 885 in Texas. Texas was also the leader in number of students with 54,780. Nevada had the least amount of students with 850. One other state besides Nevada had less than a thousand students, while five states had over 30,000 students. The largest number of FFA members went to Texas with 52,306, and the least number of FFA members were in Maine, which had 192. Seven states had less than a thousand FFA members. (See Table X.)

FFA Activities

The number of days for FFA activities had no set limit in 20 states. Two states allowed 15 days, while one state allowed ten; one state, three; and another state, two days for FFA activities. Two states varied on the question, and no information was received for 21 states.

The question as to whether the school financially supported the FFA received a yes answer from seven states; 20 states answered no; and seven states indicated that the FFA was self-supporting. Nine states varied, and six states gave no information.

Certificate Renewal

Thirty-two states reported that additional college credits were required for certificate renewal. Fifteen states indicated that no additional credits were required. Of these, Hawaii stated the extra credits went toward a higher pay classification, and Texas indicated that special training in some areas might be required. There was no information from two states.

TABLE X
STATE STATISTICS

State	Number of Vo-Ag Departments	Number of Students*	Number of FFA Members
Alabama	435	36,500	36,200
Arizona	44	3,600	3,200
Arkansas	232	17,500	14,500
California	330	43,000	20,000
Colorado	72	3,787	3,324
Connecticut	16	1,680	1,100+
Delaware	13	1,300	700
Florida	300	25,000	13,000
Georgia	223	28,242	20,000
Hawaii	25	2,039	730
Idaho	69	---	---
Illinois	409	19,000+	16,280
Indiana	54	5,905	2,400
Iowa	231	15,000+	12,375
Kansas	155	8,700	6,500
Kentucky	166	16,093	14,848
Louisiana	239	14,000	12,000
Maine	2	920	192
Maryland	44	6,000+	2,900
Massachusetts	15	1,300	700
Michigan	181	13,064	9,057
Minnesota	270	41,000 ^a	15,000
Mississippi	206	14,381	13,000
Missouri	230	14,200	13,800
Montana	60	3,000	2,079
Nebraska	134	7,952	6,146
Nevada	16	850	530
New Hampshire	14	1,500	450
New Jersey	36	2,972	1,180
New Mexico	74	6,015	3,700
New York	230	18,557	5,000
North Carolina	350	38,307	21,570
North Dakota	86	6,000	5,000
Ohio	329	21,430	20,240
Oklahoma	354	18,930	17,536
Oregon	100	7,200	4,500
Pennsylvania	220	16,000	9,800
Rhode Island	9	1,200	300
South Carolina	174	12,113	7,000
South Dakota	63	4,000	3,400
Tennessee	221	12,000+	17,000+

TABLE X-- (CONTINUED)

State	Number of Vo-Ag Departments	Number of Students*	Number of FFA Members
Texas	885	54,780	52,306
Utah	47	4,020	3,900
Vermont	25	1,350	800
Virginia	201	24,176	16,900
Washington	144	15,000	6,400
West Virginia	75	4,620	3,638
Wisconsin	260	24,000	18,500
Wyoming	38	---	2,200

*Including all-day Vo-Ag, cooperative educational, specialized ag-mechanics students, and any other classification of students who are enrolled in an ag-related course and under the direct supervision of a vocational agriculture teacher.

^aIncludes adults and veterans.

The amount of additional college credit and the time allowed for completion varied greatly from state to state. The range was from one credit in five years in Washington to 45 credits in 6 years in Oregon. There were five states with requirements of 30 hours or more. The most common requirement was six college credits completed in five years. Ten states reported this as their requirement. (See Table IX.)

Nineteen of the 32 states reporting that additional college credits were required for certificate renewal reported that workshops counted toward their requirements. Seven states gave no credit for workshops. Oklahoma allowed one of three hours of workshops to count toward renewal. Workshops in Iowa, Maryland, and New York could be counted for certificate renewal if they were approved by the proper agency. Michigan agriculture teachers could obtain credit from workshops only if they were enrolled for credit. (See Table XI.)

Qualifications for Teaching Vocational Agriculture

A B. S. degree in Agricultural Education was needed to teach vocational agriculture in 32 states. Nine states reported that a B. S. degree in agriculture met the requirements for teaching, while four states reported that the requirement for teaching in their states could be met by either a B. S. degree in Agricultural Education or agriculture. One state varied, and two states gave no information. Hawaii reported that a B. S. degree and a valid teaching certificate were needed to teach vocational agriculture in their state.

Seventeen states reported that they did utilize someone with an emergency teaching certificate in 1973-74. Ten states indicated that

TABLE XI
 CERTIFICATE RENEWAL (COLLEGE COURSES)

State	Additional College Courses Required?	Number of Hours Required	Number of Years Allowed	Do Workshops Count?
Alabama	No	---	---	---
Arizona	Yes	6	5	Yes
Arkansas	No	---	---	---
California	No	---	---	---
Colorado	Yes	9	5	Yes
Connecticut	Yes	---	---	No
Delaware	No	---	---	---
Florida	Yes	---	---	Yes
Georgia	No			
Hawaii	No ^a			
Idaho	No			
Illinois	No			
Indiana	Yes	30	10	Yes
Iowa	Yes	Varies	---	Yes ^b
Kansas	Yes	8	5	Yes
Kentucky	Yes	30	10	No
Louisiana	No			
Maine	Yes	6	3	Yes
Maryland	Yes	30	9	Yes ^c
Massachusetts	No			
Michigan	Yes	18	5	Yes ^d
Minnesota	Yes	6	2 ^e	
Mississippi	Yes	6	5	Yes
Missouri	Yes	Varies	6	No
Montana	Yes	6	5	Yes
Nebraska	No			
Nevada	Yes	6	5	Yes
New Hampshire	No			
New Jersey	Yes	6	1	Yes
New Mexico	Yes	8	5	Yes
New York	Yes	30 or Masters	5	Yes ^f
North Carolina	No	6	5	Yes
North Dakota	---	---	---	---
Ohio	Yes	6	24	No
Oklahoma	Yes	3	5	1 hr. of 3
Oregon	Yes	45	6	Yes
Pennsylvania	Yes	24	6	Yes
Rhode Island	Yes	36	5	Yes
South Carolina	Yes	6	5	No
South Dakota	Yes	6	5	Yes

TABLE XI-- (CONTINUED)

State	Additional College Courses Required?	Number of Hours Required	Number of Years Allowed	Do Workshops Count?
Tennessee	No			
Texas	No ^g			
Utah	Yes	9	5	No
Vermont	Yes	6	5	Varies
Virginia	Yes	6	5	No
Washington	Yes	1	5	Yes
West Virginia	Yes	6	5	Yes
Wisconsin	--	--	--	--
Wyoming	Yes	5	1	Yes

^aAdditional credits earn work toward different pay classifications.

^bCertain ones set up by Iowa State University.

^cIf approved by state.

^dOnly if enrolled for credit.

^eFirst renewal; then nine hours every five years.

^fIf approved for credit.

^gRequires special training in some areas.

they did not issue or utilize anyone with an emergency certificate. Twenty-one states indicated that in certain instances or at times when qualified teachers were not available they have issued and utilized teachers with emergency teaching certificates. One state gave no information.

Requirements for temporary teaching certificates varied from a B. S. degree to approval by the state and from experience in industry to plans to complete the necessary college course requirements for a degree. (See Table XII.)

TABLE XII

TEACHER QUALIFICATIONS FOR TEACHING
VOCATIONAL AGRICULTURE

State	Minimum Requirement	Emergency Certificate?	Requirements
Alabama	B.S., Ag. Ed.	No	---
Arizona	B.S., Ag. Ed.	Certain instances	Specialized programs
Arkansas	B.S., Ag. Ed.	Certain instances	---
California	Varies	Yes	Varies
Colorado	V.S., Ag. Ed. ^a	Certain instances	See note ^b
Connecticut	B.S., Ag. Ed.	Certain instances	College Graduate
Delaware	B.S., Ag. ^c	Yes	B.S. degree
Florida	B.S., Ag. or Ag. Ed.	Certain instances	---
Georgia	B.S., Ag. Ed.	No	
Hawaii	B.S. plus Tchg. Cert.	Certain instances	---
Idaho	B.S., Ag. Ed.	No	
Illinois	B.S., Ag. Ed.	Certain instances	Meet skills requirement
Indiana	B.S., Ag. Ed.	Yes	B.S. in Ag.
Iowa	B.S., Ag. Ed.	Yes	See note ^d
Kansas	B.S., Ag.	Yes	2 years experience in area of specialty
Kentucky	B.S., Ag. Ed.	No	
Louisiana	B.S., Ag. Ed. or Ag.	Yes	Plans to complete Ag. Ed. degree
Maine	B.S., Ag.	Certain instances	Temporary certificate
Maryland	B.S., Ag. Ed. or Ag.	Yes	B.S. in Ag field
Massachusetts	B.S., Ag.	Certain instances	Ag. experience background with associate degree
Michigan	B.S., Ag. Ed.	Yes	2 yrs. occupational experience in related area
Minnesota	B.S., Ag. Ed.	Yes	5 yrs. to complete degree
Mississippi	B.S., Ag. Ed.	---	---
Missouri	B.S., Ag. ^e	Certain instances	Experience in industry
Montana	B.S., Ag. Ed.	No	
Nebraska	B.S., Ag. Ed.	No	
Nevada	B.S., Ag. Ed.	Yes	All requirements met except student tchg.
New Hampshire	B.S., Ag. Ed.	Certain instances	Exp. in specialty area
New Jersey	B.S., Ag.	Yes	
New Mexico	B.S., Ag. Ed.	Certain instances	Varies
New York	B.S., Ag. Ed.	No qualified teacher available	
North Carolina	B.S., Ag. ^f or Ag. Ed.	Certain instances	B.S. in Biology or science; issued for one year only
North Dakota	B.S., Ag. Ed.	Certain instances	
Ohio	---	Yes	
Oklahoma	B.S., Ag. Ed.	No	
Oregon	B.S., Ag. Ed.	No	
Pennsylvania	B.S., Ag. Ed.	Certain instances	B.S. in Ag with plan for 24 education credits in 5 yrs.
Rhode Island	B.S., Ag. ^g	Certain instances	
South Carolina	B.S., Ag. Ed.	Yes	Approved by State Board of Education
South Dakota	B.S., Ag.	Yes	Degree in Gen. Ag.
Tennessee	B.S., Ag. Ed.	Certain instances	Limited deficiencies
Texas	B.S., Ag. Ed.	No	
Utah	---	Seldom	---
Vermont	B.S., Ag. Ed.	Yes	B.S. and some Associate degrees in Ag.
Virginia	B.S., Ag. Ed. ^h	Yes, when no qualified teachers available	
Washington	B.S., Ag. Ed.	Yes	B.S. in Ag. with 2 yrs. exp. in occupation
West Virginia	B.S., Ag. Ed.	No	
Wisconsin	B.S., Ag. Ed.	Certain instances--no qualified teachers available	
Wyoming	B.S., Ag.	Certain instances	Attend workshops and finish B.S. degree in 2 years

Footnotes for Table XII

- ^aSome special instructors with Associate degree plus three years experience.
- ^bEvaluated on their experience and educational background.
- ^cWith necessary courses for certification.
- ^dMust be near completion and show plans for completion of degree.
- ^eFrom land-grant college.
- ^fProvisional certificate; must take 12 hours of professional Ag. Ed. courses.
- ^gWith education requirements.
- ^hSome with degrees in Agriculture with necessary professional courses for certification.

CHAPTER IV

SUMMARY OF FINDINGS

The following is a summary of the major findings of this survey. The reader should remember that there was a wide variance on many of the items surveyed, which does not allow comparisons or groupings on those items. Because of this situation, each state should be considered on its own merits where some of the more variable topics are concerned.

Also included within this chapter are some conclusions drawn by the author and a list of recommendations as to the continuance and use of this study.

The Months the Agriculture Teacher Is on the Job

The months the agriculture teacher was required on the job varied in 44 percent of the states reporting. Thirty-four percent of the states were on a 12-month basis, and 14 percent reported they were on an 11-month basis.

Salary Scale

It should be noted that a variety of salaries were reported, including minimum, starting, average, and estimated. All salaries are reported on a monthly basis so that some general comparison can be made between states.

A teacher with a B. S. degree could expect a range of salaries of from \$500.41 to a high of \$1,061.83. Twenty-two percent of the states reporting had a salary range of \$750.00 to \$799.00, while 20 percent reported salaries in the \$700.00 to \$749.00 range. A teacher possessing a M. S. degree had a salary range of \$541.50 to \$1,250.00. Twenty percent of the states indicated a salary within the \$850.00 to \$899.00 range, with four states paying \$1,000.00 or more for a M. S. degree.

Forty-seven of the 49 states surveyed reported that they paid some sort of yearly salary increments. Fourteen states indicated that the number of years for which increments were paid varied in their states, while five states reported that yearly increments would be paid for ten years. The amount of yearly increment payments varied for a B. S. degree from a low of \$24.00 to a high of \$900.00, and 12 states paid increments in the range of \$200.00 to \$299.00. The range for a M. S. degree was from a low of \$24.00 to a high of \$1,080.00. Ten states reported increment payments in the \$200.00 to \$299.00 range. Ten states reported that the amount paid for yearly increments varied for both a B. S. and M. S. degree.

Thirty-four states reported paying supplements to their state's salaries. Supplement payments ranged from a low of \$20.00 to a high of \$5,861.00.

Fourteen states reported that they are expecting a definite raise for the 1974-75 school year, while seven states indicated possible raises.

Teaching Load

The maximum number of hours that an agriculture teacher could teach varied from four to seven. (Note: Information surveyed did not

indicate whether each state was on a six- or seven-hour school day.) Forty-four percent of the states reported that there was no maximum number of hours an agriculture teacher could teach. Twenty-six percent of the states indicated their teachers could teach five hours a day, and 16 percent reported that six was the maximum number of class hours.

The maximum number of students an agriculture teacher could have varied from 25 per class to 130. Twenty-nine states reported no limit on number of students.

Forty-one states reported that agriculture teachers could teach other subjects besides agriculture. The eight other states reported that agriculture teachers were not allowed to teach other subjects.

Adult education was required in seven states. Forty-one states reported that adult education was not required but was recommended in their states.

Rates of reimbursement for adult education varied from \$3.00 per hour to \$25.00 per class session. Ten states reported that rates of reimbursement varied.

Time was allowed for supervised visits in 57 percent of the states reporting. Sixteen percent allowed no time for supervised visits.

Travel Expenses

Travel reimbursement of some sort was paid in 69 percent of the states, while 26 percent paid no travel reimbursement. Over half of the states that paid no reimbursement furnished a vehicle and paid the operating expenses of that vehicle. Reimbursement for travel ranged from 8¢ to 15¢ a mile. One state allowed up to \$1,100.00 and more if justified.

Per diem was paid to agriculture teachers in 75 percent of the states. Twenty percent of the states reported that they paid no per diem. Amounts of per diem paid varied from a low of \$5.00 per day to a high of \$25.00 per day, and some states paid actual cost.

Fringe Benefits

Some type of insurance for vocational agriculture teachers was paid in 16 states. Twenty-one states reported that insurance benefits for their states varied.

Forty-six percent of the states reported that vacation time varied for agriculture teachers. Five states allowed 14 days, and four states allowed 10 days of vacation time. Three states allowed 15 days, and three states allowed 30 days vacation for agriculture teachers.

Coaching by agriculture teachers was allowed by 46 percent of the states, while farming was allowed in 77 percent of the states surveyed.

Outside earnings for agriculture teachers were not recommended in 51 percent of the states. Twenty-six percent of the states reported that an agriculture teacher could earn money from outside sources, while 18 percent indicated that outside earnings were not allowed. There was no information for two states. This information could be insignificant in some states because of the definition of outside earnings in some areas.

State Statistics

There was a wide variation in the number of vocational agriculture departments, number of students, and number of FFA members. The number of departments varied from a low of 2 to a high of 885. The number of

students varied from 850 to 54,780, and the number of FFA members ranged from 192 to 52,306.

FFA Activities

There was no limit on number of days allowed for FFA activities in 40 percent of the states, and 42 percent returned no information. Two states reported that 15 days were allowed for FFA activities.

Of the states reporting, 16 percent indicated that the FFA was financially supported by the school, while 21 percent indicated varied support and 16 percent reported that the FFA was self-supporting in their states. Forty-six percent of the states reported that the FFA was not financially supported in their states.

Certificate Renewal

Additional college credit hours were required for certificate renewal in 32 states. Fifteen states reported that no additional hours were required. The number of hours and the length of time to complete them varied from one credit hour in five years to 45 credit hours in six years. Five states required 30 hours or more, with the most common requirement being six hours in five years, which was required in ten states.

Of the states requiring additional credits, 59 percent allowed workshops to count toward certificate renewal. Twenty-one states would not allow workshops to count, and a few states indicated that workshops would count if approved by the proper agency.

Qualifications for Teaching Vocational Agriculture

A teacher had to have a B. S. in Agricultural Education to teach vocational agriculture in 65 percent of the states surveyed. Eighteen percent reported that a B. S. degree in agriculture would meet their requirements, while 4 percent indicated that a B. S. in either Agricultural Education or agriculture was sufficient for teaching vocational agriculture.

Thirty-four percent of the states issued, or utilized teachers with, emergency teaching certificates. Forty-two percent said that they would use someone with an emergency teaching certificate in certain instances, and 20 percent did not use anyone with an emergency certificate.

Requirements on emergency teaching certificates varied greatly from state to state.

Conclusions

The results of this study indicated that there was a great variation in the salaries and working conditions of vocational agriculture teachers from state to state and many times there was a wide variance within one state.

The months the agriculture teacher was required on the job varied in 44 percent of the states reporting, while 54 percent of the states were on either a 12- or 11-month basis.

There were four basic types of salaries reported. These were minimum, starting, average, and estimated. All salaries were reported on a monthly basis. Salaries of agriculture teachers varied in many

states, with some states reporting that agriculture teachers "bargained" with the local school on salary scales. Agriculture teachers with a B. S. degree could expect to earn from \$500 to \$1,000 per month, with the majority of states being in the \$700 to \$850 range. Teachers with a M. S. degree fell into a range of \$500 to \$1,250, with the majority being in the \$800 to \$900 bracket.

One of the few items that the states agreed on was the payment of yearly salary increments. Almost 96 percent of the states surveyed reported that they paid yearly increments of some type. The amount of increment payments varied from \$24 to over \$1,000 for a M. S. degree. The number of years that yearly increments were paid varied in 14 states, with ten years being the most common figure with five states.

Sixty-nine percent of the states reported that they paid some sort of supplements to the salaries of agriculture teachers. This figure could be questionable because of the apparent misunderstanding of the term "supplement" by many states.

Over half of the states reported that they have already had a raise in salaries or have a raise planned which was subject for approval for the 1974-75 school year.

There was a wide variation in the teaching load of vocational agriculture teachers. Twenty-two states reported no maximum number of hours that an agriculture teacher could teach. Only 16 states reported a maximum number of students than an agriculture teacher could have. The only item of teaching load in which a majority of states were in agreement was whether an agriculture teacher could teach other classes, with 41 states reporting that their teachers could teach other classes. Only seven states required adult education classes, although many states

which did not require adult education recommended that adult education classes be held. Reimbursement for adult classes varied widely.

Travel reimbursement and per diem was paid by about 70 percent of the states. There was a wide variation in the amount paid.

Fringe benefits varied widely from state to state and at times varied within a state.

The number of days for FFA activities had no set limit in 20 states, and 20 states reported that the FFA was not financially supported by the school.

Additional college hours for certificate renewal were required in 65 percent of the states reporting. Ten states indicated that six hours in five years was their requirement. Twenty-five states indicated that some credit for workshops was approved.

To teach vocational agriculture a teacher was required to have a B. S. degree in Agricultural Education in 32 states.

Recommendations

Because of the migration of agriculture teachers out of the teaching field and because of the shortage of agriculture teachers which now exists in some areas, the author would like to make the following recommendations:

1. That a similar study be conducted and published each year to keep data up to date and pertinent.
2. That the number of agriculture teachers needed for each state be reported and compared to salary information in those states.
3. That a comparison be made between agriculture and other teacher salaries in each state.

4. That when responding each state be as specific as possible so as to give a prospective teacher some idea of that state's situation on any given item of concern.
5. That each state's teacher training institution do its utmost in helping to relieve the shortage of agriculture teachers by listing position openings and salaries and working conditions of all states.

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APPENDIX

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Agricultural Education
(405) 372-5211, Ext. 444

74074

Dear Sir:

As an individual who is involved in agricultural education, I am sure you are aware of the shortage of agriculture teachers which now exists in some states.

I am currently doing a study of salaries and working conditions of agriculture teachers in the United States. This study is necessary for completion of my Master's degree report at Oklahoma State University.

I would like to thank you for the information that you provided last year. Last year's report was not published due to lack of comparable information, but projected plans are that upon completion of this study, the results will be published in the Agricultural Education Magazine.

It is my hope that this information can be utilized by teachers, especially new teachers, in determining an area of employment. Maybe through this information some states will receive new teachers who otherwise would have been unaware of that state's possibilities.

If you would please take time to fill out the enclosed questionnaire and return it in the self-addressed, stamped envelope, I would be most thankful. Due to the time factor, your prompt response would be greatly appreciated.

Again, thank you for your attention to this matter.

Sincerely,

Gary Hill
Graduate Assistant

mer

Enclosure

SALARY AND WORKING CONDITION SURVEY

Directions: A space has been provided at the right of the page to make your responses. Also, I invite you to use the space between questions to make any additional comments or explanations which you feel necessary to qualify or explain any of your answers.

I. What is your state? _____

II. SALARY

If you have a salary scale, please send it if possible and begin your responses with II-F. If not, please answer the following questions concerning salaries for vocational agriculture teachers in your state.

A. What is the starting salary per month? Bachelor's Degree _____
Master's Degree _____

B. How was this figure determined? (Check one)

Minimum Starting Salary (State Base) _____

Estimated Starting Salary (State-Wide) _____

Other (Explain) _____

C. Do local schools or districts give supplements?

Yes _____ No _____

If so, estimate high and low amounts. High _____ Low _____

D. What is the amount of increase for each year's experience, if you have increases?

Bachelor's Degree _____

Master's Degree _____

E. For how many years will this increase continue? _____

F. Are you anticipating any changes in salaries for vocational agriculture teachers this year? (1974-75) Yes _____ No _____
(If yes, please explain.)

III. TEACHING LOAD

A. How many months is the agriculture teacher on the job?
(If varies, please explain.)

9 _____

10 _____

11 _____

12 _____

Varies Within State _____

- B. What is the maximum number of hours an instructor can teach per day?
- 4 _____
5 _____
6 _____
7 _____
No Maximum _____
- C. Can the instructor teach other classes besides agriculture?
Yes _____ No _____
- D. If so, what can the instructor teach besides agriculture?
- E. How many classes besides agriculture or agri-business can the instructor teach? _____
- F. What is the maximum number of all-day students one vocational agriculture or agri-business instructor can have?
No Limit Set _____
- G. Is the agriculture instructor required to have adult classes?
Yes _____ No _____
- H. Does the instructor receive reimbursement for adult classes?
Yes _____ No _____
If so, how much? _____
- I. Is some school time allowed for supervised visits of all-day students?
Yes _____ No _____
- J. Are you anticipating any changes in the required workload for an agriculture instructor in the next year? (1974-75)
Yes _____ No _____
(If yes, please explain.)

IV. EXPENSES

- A. Does your state reimburse travel expenses?
Yes _____ No _____
If so, how much?
Is this a statewide scale? Yes _____ No _____
- B. Is vehicle furnished in lieu of travel? Yes _____ No _____
Are operating expenses of this vehicle paid?
Yes _____ No _____
- C. Is per diem (food, lodging) paid? Yes _____ No _____
What is the maximum amount? _____

V. FRINGE BENEFITS

Please check the benefits listed below that agriculture teachers in your state receive.

Life insurance Partial _____
 Full _____

Health insurance _____

Vacation leave _____
 Number of Days _____
 Varies with School _____

Can an agriculture teacher earn money from other types of work?
 Yes _____ No _____

Coaching? Yes _____ No _____
 Farming? Yes _____ No _____

Is out-of-school employment allowed for agriculture teachers?
 Yes _____ No _____
 Not Recommended _____

Are any other benefits given? Yes _____ No _____
 (If yes, please explain.)

VI. STATE STATISTICS

A. Number of vocational agriculture departments. _____

B. Number of students. (Including all-day Vc-Ag, cooperative educational, specialized ag-mechanics students, and any other classification of students in your state who is enrolled in an ag-related course and under the supervision of a vocational agriculture teacher.) _____

C. Number of FFA members. _____

VII. FFA ACTIVITIES

A. If a maximum number of days are allowed per year for FFA activities, please indicate how many. (Fairs, shows, contests) _____

B. Is the FFA financially supported by the school? _____

VIII. TEACHER QUALIFICATIONS

- A. What are the minimum requirements for teaching a general vocational agriculture program in your state?
- Associate Degree in Agriculture _____
- B. S. in Agriculture _____
- B. S. in Agricultural Education _____
- Other (Explain) _____
- B. Does your state issue, or utilize anyone with, an emergency teaching certificate? Yes _____ No _____
- Certain Instances _____
- If so, what are the requirements?

IX. CERTIFICATION RENEWAL

- A. Are additional college courses required for certificate renewal? Yes _____ No _____
- B. If so, how many? _____ hrs.
- Over what period of time? _____ yrs.
- C. Do workshops in the field count toward certificate renewal? Yes _____ No _____
- Other (Explain) _____
- X. Please list any other duties, benefits, requirements, etc. which you believe would be of interest to teachers considering your state as an employment area.

VITA

Gary DeWayne Hill

Candidate for the Degree of

Master of Science

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

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Monroe, Oklahoma, August 14, 1946, the son
of Clark and Pauline Hill.

Education: Began school and continued through the ninth grade at
Monroe; transferred to Howe High School for my last three
years; graduated from high school in May, 1964; attended
Eastern Oklahoma A & M College at Wilburton from September,
1964, to May, 1966; transferred to Oklahoma State University
in September, 1966, and completed requirements for the
Bachelor of Science degree in Agricultural Education in May,
1969; returned to Oklahoma State University in January, 1973,
to complete the requirements for teacher certification;
completed requirements for the Master of Science degree in
July, 1974.

Professional Experience: Graduate teaching assistant in Mechanized
Agriculture, Agriculture Engineering Department, Oklahoma
State University, Stillwater, Oklahoma, September, 1973, to
June, 1974.

Professional Organizations: Member of Collegiate FFA, student
member of Oklahoma Vocational Agriculture Teachers' Association
and National Vocational Agriculture Teachers' Association.