

AN ANALYSIS AND REGIONAL COMPARISON OF SALARIES
AND WORKING CONDITIONS OF VOCATIONAL
AGRICULTURE TEACHERS IN
THE UNITED STATES

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CHAPTER I

INTRODUCTION

National trends indicate that with the increased specialization in vocational agriculture subjects and the increased number of multiple teacher departments more vocational agriculture teachers will be needed in the future. This fact, coupled with a lower number of potential Agricultural Education graduates and an increasing percentage of teachers leaving the profession, points out a need for more and better recruitment information and procedures. Woodin (31) and later Craig (5) pointed this out in studies on teacher shortages conducted at the University of Tennessee, 1965-76. Craig's study reveals that a total of 78 vocational agriculture departments across the United States could not operate during the 1975-76 school year because of teacher shortages. This is up from the 71 reported in 1973.

There are many complex reasons for this national trend and many surveys and studies have been made to attempt to find solutions to this major problem. Some people tend to believe that we're just a part of an over-all national problem in education. Leland Dean (3) Director of Teacher Education at Michigan State University puts it this way:

The end of the military draft and a lot of publicity about an over supply of teachers has caused enrollments in teacher preparation programs to decline. This very well could lead again to a general shortage of teachers by about 1976 or 77 (p. 281).

However, there are many people who feel that salaries and working

conditions are, at least in part, determining factors. A study of Agricultural Education graduates during 1948-61 at Oklahoma State University showed that these were the main reasons for either remaining in or leaving the profession. A more recent survey by Wendell Fenton (8) in 1969-70 in Oklahoma arrived at the same conclusions. With this being the case and mobility of the American people an accepted phenomenon, (1) (the 1970 census shows that over half of the 40 million Americans who moved each year during the early 70's did so for reasons related to employment) it is felt that information of this nature is needed. It is because of these and other similar findings that several recent salary and working condition surveys have been conducted at Oklahoma State University by the Agricultural Education Department. This information hopefully has been beneficial to individuals in the various states, possibly helping some locate an area more suitable to their needs.

Statement of the Problem

Due to the increased need for vocational agriculture teachers across the country better information about salaries and working conditions is needed. At the present time several studies have given emphasis to compiling needed data about the various states' salaries and working conditions. However, this data is so varied and complex as to present a problem in analyzing some of the information. Therefore, it was felt that a comparison of the salaries for this year and the previous years already collected was needed to better present the information. A comparison by region was needed to give the over-all picture and to see if there is a major difference among the different

parts of the nation. This data could be extremely valuable in helping potential teachers locate work outside the state and could be of some help in recruiting both former teachers and students.

Purpose of the Study

The purpose of this study was to compile more accurate data than was possible in the past concerning salaries and working conditions for vocational agriculture teachers throughout the United States. The data was then analyzed and certain regional comparisons and comparisons with past data were made in order to present it in a usable and informative format. Every state was surveyed, including Alaska, which reported this year for the first time, listing six departments.

Limitations of the Study

The major limitation of this study was the wide variation of information received from each state. The primary reason for this variation was the different criteria which each state uses in establishing the salary scale, teaching load, fringe benefits and other working conditions of their vocational agriculture teachers. Most states have as many different salary schedules as they have school districts, with each district setting its own criteria. For this reason, most of the information will be an approximation or average. Specific comparisons of salaries between states must be made only with the greatest caution, since types and reporting accuracy of salaries are greatly variable.

Therefore, this study is not intended as a specific reference for the various state statistics, but rather as a general classification

and comparison of the information received about each state.

A comparison of this type is not unusual and conforms to methods used by the National Education Association. Glen Robinson, NEA Research Director expanded on this note of caution in the Foreword to Research Report 1973-R1, (20) when he wrote:

The 129 ranked lists of state data that constitute this report present information that may be used in understanding, explaining, interpreting, and possibly evaluating various aspects of state school systems. The range of items; however, illustrates the difficulty of making a defensible single judgment of the effort or the effectiveness of a given state in working on its educational problems. These rankings are not suitable for combining into composite rankings for the 50 state school systems (Foreword).

It is with this thought in mind that the various information in this study is reported.

Scope of the Study

Each state having a vocational agriculture program in its school system was surveyed, compared and analyzed according to the stated purposes. This included Alaska for the first time, which at the time of this study, had six vocational agriculture departments in operation.

Definition of Terms

Minimum starting salary for the B.S. degree--the lowest salary paid in 1975-76 to a beginning vocational agriculture teacher with the Bachelor of Science Degree. This salary was reported on a monthly basis in most cases. If a yearly salary was reported it was divided by 12 months.

Maximum starting salary for the B.S. degree--the highest salary paid in 1975-76 to a beginning vocational agriculture teacher with the

Master of Science Degree. The reporting method was the same as for the minimum starting salary.

Minimum starting salary for the M.S. degree--the lowest salary paid in 1975-76 to a beginning vocational agriculture teacher with the Master of Science Degree. Same reporting method as above.

Maximum starting salary for the M.S. degree--the highest salary paid in 1975-76 to a beginning vocational agriculture teacher with the Master of Science Degree. Same reporting method as above.

Regions--The regions used were those designated as Central, Eastern, Southern and Western by the National Association of the Future Farmers of America.

CHAPTER II

REVIEW OF LITERATURE

Introduction

There is a nationwide shortage of vocational agriculture teachers. A study by Craig (5) showed that a total of 78 departments across the United States did not operate in 1975-76 because of this shortage. The serious nature and national scope of this problem was brought into focus at the American Vocational Association Convention in 1975. Only two major topics were discussed by the Agricultural Education Division, one of them being the vocational agriculture teacher shortage. The need for highly qualified and trained teachers was emphasized in their introductory paragraph to the "Philosophy of Vocational Agricultural Education" passed during the 1975 convention (6). It states:

Agriculture is the basic industry. The well-being of all mankind and the economy of the United States require a productive and efficient agriculture. The ever-increasing scientific and technological nature of the total agricultural complex, the continuing expanding demand for food and fiber and the mounting pressure for renewable natural resources in our environment dictate the need for highly skilled entrepreneurs and employees specifically educated in agriculture. (p. 35).

Teachers: Feast or Famine?

The shortage of vocational agriculture teachers is a strange topic for discussion with the current surplus of teachers in general and an ever increasing number of teachers graduating from colleges and

universities. Pennsylvania Education Secretary, John Pittinger, (26) recently reported, "About half of the teachers graduating from the state's colleges and universities will not find jobs in Pennsylvania this year. About 20,000 graduates will be after a little over 12,000 teaching jobs." In an article by Stephen Sivulich (26) this prediction was made:

By the late 1970's the supply of beginning secondary school teachers may exceed the national demand by between 300 and 400 per cent. . . Thus by 1979 we could have a surplus of one quarter of a million beginning teachers (p. 52).

In order to get a better over-all picture of the teacher supply and demands situation refer to the table below (29).

GENERAL CONDITION OF TEACHER SUPPLY AND DEMAND
AS REPORTED BY STATE DEPARTMENTS OF EDUCATION
1967-1972

General condition of supply and demand	Number of states reporting as of fall					
	1967	1968	1969	1970	1971	1972
1	2	3	4	5	6	7
Substantial shortage of applicants	19	5	2	0	0	0
Some shortage of applicants	14	17	12	2	0	1
Shortage of applicants in some sub- ject areas and excess in others	11	19	32	35	24	20
Sufficient applicants to fill positions	1	1	1	7	0	2
Some excess of applicants	0	0	2	1	11	9
Substantial excess of applicants	0	0	0	4	13	15
Valid appraisal not possible with present information	5	8	1	1	2	3

This phenomenon does not negate the critical shortage in certain subject areas such as mathematics, industrial arts, special education, the sciences, and vocational education courses, including vocational agriculture. The Agricultural Education Division membership (6) sees the teacher shortage as eroding not only the quantity, but also the quality of vocational agriculture programs, as unqualified instructors are hired to staff educational programs that otherwise would go the way of the 78 programs mentioned earlier.

The teacher surplus in other areas which is typical nationwide has other ramifications directly concerning the current vocational agriculture shortage. Some situations that might occur are: (1) The many teachers hunting jobs which are not available will be tempted to look into temporary certification in order to teach vo-ag and the administrator will be tempted to hire these teachers rather than close the program, (2) The programs being implemented across the country to cut down on the number of education majors in general will by the nature of their close contact at many universities cut down on the number of Agricultural Education enrollees, and (3) The teacher surplus problem will inevitably receive more attention nationally than the shortages in a few specialty areas causing some students who would otherwise enroll in Agricultural Education to look elsewhere for a major field of study.

Studies by Wooden (31) in 1972 and 1973 and by Craig (5) in 1976 show that although the number of teachers qualified since 1965 has increased from 1,038 to 1,660 and the per cent entering vo-ag teaching has declined by only 4.2%, the teachers needed but not available by August 1 has increased to 211. This can be explained for a

number of reasons. For instance, the number of positions since 1965 has increased by 1725 or about 14%. Another contributing factor might be the high rate of turnover found in this profession. Other reasons might include the increased number of multiple teacher departments (In 1975, 47.0% of the teachers were employed in multiple teacher departments.) and the opening of new departments in several states.

One factor often noted in Craig's (5) statistics are that several states show a large number of Agricultural Education graduates entering non-teaching fields. Some of the states and the per cent entering other fields were: Mississippi - 85%; Texas - 55%; Pennsylvania - 46%; and Kentucky - 44%. Jeannie Cross, staff writer for the American Vocational Journal (6) drove home a critical point when she wrote:

Even though these potential teachers might not be needed in the states in which they were educated they are needed. As of August 1, 1975, Craig found 184 teachers needed. This was offset only slightly by the 62 newly qualified teachers still available at that date. Thus there was a net shortage of at least 122 teachers, presuming that all 62 of the still available teachers could be matched with jobs that might be many states away or in fields in which they hadn't specialized (p. 36).

Another potential problem emphasized by Craig's (5) report was that 607 temporary or emergency certificates were issued in 1975. This was an increase of 174 over the previous year and raised the percentage to 5% of the U.S. vocational agriculture teachers. In recognition of this problem the following resolution was passed by the NVATA (6) at the 1975 AVA Convention.

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

Salary as a Determining Factor

The need for information concerning salaries and working conditions is shown graphically by Vossler (30) when he listed the three major reasons for teachers leaving the profession in North Dakota as (1) limited opportunity for advancement, (2) salary, and (3) desire for a more permanent home.

Studies made in Tennessee (15), Texas (13) and North Carolina (7) all list as a major reason for leaving the profession as salary. Other reasons cited were: (1) limited chance for promotion, (2) teaching location, and (3) teaching positions not made available early enough.

Basically the same reasons were discovered for teachers leaving the profession in 1969-70 in Oklahoma by Fenton (8). The three most important reasons were, in order, (1) limited chance for promotion, (2) excessive and inconsistent hours, and (3) insufficient salary.

A study by Harrison (11) in 1970 of Agricultural Education graduates during 1948-61 with between 5 and 18 years experience reported essentially the same thing. Mattox (17), during a recent study involving 58 men who left the vocational agriculture teaching profession in Arizona, statistically determined that environmental factors, such as long hours, inadequate salary, and lack of advancement opportunities were definite reasons for tenured teachers leaving.

Other Factors as Determinants

In a recent study by Rascavage (24) it was pointed out that a nationwide survey of teacher mobility (1968) found that approximately one of every five teachers who left to teach in another school system said that higher salary was their major reason for leaving. He felt

that this was not the most compelling factor and conducted a statistical analysis of the movement of the teachers of Maryland during the last decade. He summarized his study with this statement:

Teachers in the state of Maryland, during the last decade, appeared to relate their withdrawal decisions to economic considerations. Better salary does play a part in the withdrawal decisions of teachers. The statistical analysis; however, showed that this relationship is not of a relatively strong nature, but can only be considered as one factor that may cause a teacher to withdraw--it was far from what one would consider a compelling factor (p. 188).

Teachers are not the only individuals who have other reasons for moving to or from a particular place. In an article in Business Week (9) about the mobility of company executives it is pointed out very dramatically.

Strong emotions are mixed into the dollar demands of most executives who move from small mid-western, southern, or western cities to high-cost, high compression areas such as New York City, Chicago, or Los Angeles. New York, especially, needs hard selling and it often takes what looks like a bribe to get some moves underway (p. 99).

A Kansas City recruiter, Will Beeson (9) adds:

"I get letters from executives who seem desperate to get to a small place regardless of the dollar " (p. 99).

Because of these statements it is felt that data in addition to salary information is drastically needed in order to make wise decisions about employment. Paul Synder (27) in an article entitled, "Ranking of Teachers' Salaries in Relation to Other Factors" attempted to rank many of these other factors by state. Using factors such as (1) per capita income, (2) the amount teachers' salaries exceeded the per capita income, (3) the average expenditure per pupil in daily attendance, (4) pupil-teacher ratio, (5) percentage of substandard houses, and (6) population growth, Synder arrived at a composite listing both

the top and bottom 10 states. The problem encountered here is one of a personal feeling involved in the various places one was born and raised or liked for some other esthetic reason.

An Associated Press article (23) entitled "Quality of Life is Elusive Stuff" alluded to the problem of documenting evidence about certain living conditions when it stated:

"But quality of life is elusive stuff of climate and convivialty that can elude the computers. There are drawbacks to the best of cities and virtues in the worst" (p. 7).

It is for these reasons that this study contains only such information about working conditions that can be readily documented such as classes per day and number of pupils per teacher.

Similar Studies

In 1973 Thomas (28) found that in over half the states the agriculture teacher was on the job for 12 months and that in the other states, time on the job varied from 9 to 12 months. A beginning teacher with a B.S. degree could expect to earn from \$483.33 per month in Vermont to \$833.33 in Rhode Island, while a teacher with a M.S. degree could earn from \$508.00 in Vermont to \$1,027.27 in Arizona. He also found that increases for years of experience varied greatly from state to state. While 26 states did not give increases, 22 states did. These increases varied from \$76 to \$500 for a B.S. and from \$90 to \$500 for a M.S. Working conditions--expenses, hours per day, fringe benefits, and FFA activities--varied from one state to another.

In 1974 Hill (12) reported that a teacher with a B.S. degree would earn from \$500.41 to \$1,061.83, while a teacher with a M.S.

degree would earn from \$541.50 to \$1,250.00 per month. The greatest change came in the increase in pay for each year's experience, an increase to 47 states paying some sort of increase. This varied from \$24 to \$900 for a B.S. degree and from \$24 to \$1,080 for a M.S. degree. As found in the study by Thomas (28) other conditions varied from state to state.

Another salary survey by King (14) in 1975 concluded essentially the same thing. Average salaries varied from \$691.66 to \$1,072.54 per month for a beginning teacher with a B.S. and from \$708.33 to \$1,158.33 per month for a beginning teacher with a M.S. degree. This was up considerably on the low end from the low of \$500.41 for the B.S. and the \$541.50 for the M.S. reported by Hill (12). The number of states paying increases was down from the 47 in 1974 to 36. The main change from the 1975 data was an increase in travel allowance in 17 states.

Other Considerations

Martin B. McMillion (18) Editor, Agricultural Education Magazine asks in a recent editorial concerning the teacher shortage, "Is More Recruitment the Answer?" In answering his own question he states:

It is not a realistic expectation that one teacher can operate programs in production agriculture, cooperative education, young farmer education, adult farmer education, FFA and work for a Master's degree all in one school term; yet the new teacher goes to the job feeling that all these are expected (p. 171).

He goes on to suggest that we make the job of teaching agriculture more attractive in order to attract and retain teachers and ease the teacher shortage.

In Indiana (25) the thrust seems to be toward better dissemination of information to all segments of Agricultural Education about the impending teacher shortage and the need for high quality teachers of vocational agriculture.

Another area where more teachers are being found in increasing numbers is the number of girls enrolling in Agricultural Education. In a survey conducted by Brown (4) at Texas A & M University, it was found that a majority of the vocational directors responding would definitely consider hiring a female teacher of vocational agriculture.

Vernon D. Luft, (16) Supervisor of Agricultural Education, Montana, offers this proposal.

National efforts to help alleviate the teacher shortage in some states might include encouraging agricultural education graduates to cross state lines to seek teaching positions. Some states provide an adequate supply of teachers to meet their needs. In this case, any surplus of qualified people should be encouraged to obtain a position in a neighboring state (p. 285).

In order to make this effort successful, more and better information must be made available to those teacher educators and state supervisors who are in a position to know when jobs are available across state lines.

Summary

Recent studies point out that although there is a surplus of teachers in general, vocational agriculture teachers are in demand across the United States with over 200 teachers needed but not available for the beginning of the 1975-76 school year. Craig's (5) study indicates that an adequate supply of teachers are graduated each year, but many do not choose to enter the vocational agriculture teaching

field. Compounding this problem, many experienced teachers fail to renew their contracts each year in favor of other positions in business, industry and farming. The reasons given for the decision to leave or never enter the teaching field center around salaries with it listed as one of the top three by every study on this subject conducted recently.

Other factors such as hiring and working conditions have been found to contribute significantly to this shortage of vo-ag teachers. Among the solutions proposed to this long recognized problem by leaders in the field of Agricultural Education are:

- (1) improve the working conditions,
- (2) better dissemination of information about the opportunities in various states,
- (3) more women as vo-ag teachers, particularly in certain specialty areas, and
- (4) encourage graduates to cross state lines to find employment.

The results of the many surveys completed in the area of teacher shortage and implementation of the solutions offered suggest that information of the type presented in this study is needed on a yearly basis.

CHAPTER III

METHODOLOGY

Procedure of the Investigation

Initially two main areas were selected which should be examined by every prospective teacher before making a decision about employment; either concerning a decision not to teach because there are no jobs available in his home state, or the decision to seek employment in another state. These main areas were chosen to be (1) salaries, and (2) working conditions.

Secondly, it was necessary to determine specific factors in these two areas that could be used in the comparison study in order to accomplish the stated purposes. These factors were identified as (1) minimum and maximum starting salaries for both the B.S. and the M.S. degree, (2) percentage of increases in each of the salaries surveyed over a four year period, (3) comparison of each state's salaries by region, (4) fringe benefits, (5) information about teaching load and school time for supervisory visits, and other information thought useful such as (6) minimum teacher qualifications and certification requirements, and (7) various state statistics, such as the number of departments and vocational agriculture students as compared to FFA members.

It has been discovered through the past salary surveys that accurate information of the kind desired is very difficult to obtain.

Two obstacles are encountered at this point. First, if the population (beginning vocational agriculture teachers) concerned could be surveyed directly the information would be much more accurate; therefore, more meaningful. Regretfully, the addresses of this group of teachers would be extremely difficult, if not impossible (due to the recent privacy act and the geographical location) to obtain and use in time for the information to be helpful to next year's graduates. The other obstacle then was to get useful information from each state department about their beginning teachers. This is more difficult than might be imagined at first thought, due to the varied information which is available from each state. Most states have only estimates of these salaries available.

After much thought and deliberation the conclusion was reached that the state departments were still the most reliable source available to us and that possibly an improved survey packet could be developed that would obtain the most meaningful data possible.

The survey packet developed was established around a questionnaire adapted from one used by King (19). This questionnaire was revised in order to receive more complete information about the various salaries. Then the salary tables from surveys made by Thomas (28), Hill (12), and King were added to the packet with directions to each respondent to review and change any information which might be unclear or incorrect from past years. The objective here was to allow each state department representative to compare his state's information to others, correct the data already gathered, and then provide the new information more accurately than was possible in the past. Along with the questionnaire and salary tables a cover letter was

included (see Appendix A) which tried to explain the previous problems encountered and solicit their continued support for this study.

This packet was then evaluated by the Agricultural Education Department at Oklahoma State University and various members of the State Staff. After the necessary revisions and corrections were made the complete packet, including the questionnaire, was mailed to the department or agency in each state which directs the vocational agriculture program. Of the initial mailing all but 11 states responded. Those states which made no return were ~~sent another~~ mailing. This mailing was sent to the teacher training institution in the appropriate state. This second mailing resulted in a total return of 47 states. In order to have the 100% return which was considered necessary for this study, the author called the remaining state departments and conducted a personal telephone interview with the appropriate supervisor to obtain the needed data.

The results of these questionnaires were then compiled and certain comparisons were made using information from the surveys previously conducted at Oklahoma State University. A regional comparison of the salary information was also made using the regions designated as Central, Eastern, Southern and Western by the National Association of the Future Farmers of America. These regions were chosen merely for convenience and have no particular significance as far as this study is concerned. The states in each region are as follows:

CENTRAL: Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.

EASTERN: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Vermont, Virginia, and West Virginia.

SOUTHERN: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee.

WESTERN: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

Most of the calculations made in this study were self-explanatory ones such as the mean, range and various percentages. Some of the ones which may tend to be misunderstood are explained below:

(1) State salaries were asked for as monthly amounts. Those given as an annual salary were divided by 12 months to arrive at a monthly figure for comparison.

(2) In the discussion for Table I, year-round departments were defined as those departments having at least one teacher on a 12 month contract. This figure was calculated using the number of departments given in Table XVIII which were compiled from question VII.a., Salary and Working Condition Survey (Appendix B). The percentage of agriculture teachers employed on a 12 month basis was given in the same survey, question II.b., although not listed in any table as specific data. These two figures were then multiplied together to give the number of departments operated year-round.

(3) The per cent salary increase from 1971-76 was calculated using two monthly salary figures, the one for 1971-72 school year (whenever possible) and the one from the 1975-76 school year. The 1971-72 salary was subtracted from the 1975-76 salary and this result divided by the earlier salary and multiplied by 100 to give the per cent increase.

(4) The per cent vocational agriculture students that are FFA members was calculated using the figures from the 1975 FFA Manual.

This figure was divided by the number of vo-ag students for each state (from the survey, question VII.b.) and then multiplied by 100 to give the percentage.

Research Questions

In order to design research questions that would achieve the purpose of this study the author carefully read and analyzed the studies on salaries and working conditions by Harrison (11), Hill (12) and King (14). This approach yielded certain information about unclear questions which were asked in those earlier reports and consequently the unclear information presented on conclusions drawn by them. These questions were then formulated to provide all the information thought necessary or feasible for a study of this type. The questionnaires and survey packet were then developed in order to adequately answer the following research questions:

1. What areas should be examined by every prospective teacher before making a decision concerning employment?
2. What factors are involved in these areas for each state?
3. What is the minimum and maximum starting salaries for both the B.S. and M.S. degrees?
4. What is the percentage of pay increases in each state the last four years for each of the salaries surveyed?
5. How do the salaries of the various regions of the country compare to each other and to the national average?
6. What is the maximum number of students each state will allow for each teacher? Class periods per day?
7. What if any fringe benefits are paid? Travel Expenses?

8. What are the requirements for teacher qualification and recertification?
9. Is school time allowed for supervisory visits?
10. What are the various state statistics about departments and students?

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The information in this chapter is the result of a survey on salaries, fringe benefits and working conditions of vocational agriculture teachers across the United States. The data for salaries was then compared on a national and regional basis to provide information for prospective teachers and their advisors about the various states.

Salaries and Months on the Job

Table I indicates a wide variation among the states for the number of months of employment per year. Sixteen states hired their teachers on a 12 month basis with only three states hiring all their teacher for 9 months. However, fourteen other states have at least 75% of their teachers on for 12 months. A point should be made concerning these percentages, however. Although less than half the states hire at least 75% of the teachers on a 12 month contract, over 75% of the departments (6378 departments) are operated year round. (At least one teacher in the department on for the full year.) This was calculated using the number of departments given in Table XVIII State Statistics, and the percentage of agriculture teachers employed as listed in the questionnaire. (See question II, Appendix B: Salary and Working Condition Survey.)

The summary which follows lists the percentages of vo-ag teachers employed for the different time periods:

16 states have 100% of Vo-Ag Teachers employed 12 months.

4 states have 95% of Vo-Ag Teachers employed 12 months.

3 states have 90% of Vo-Ag Teachers employed 12 months.

2 states have 80% of Vo-Ag Teachers employed 12 months.

5 states have 75% of Vo-Ag Teachers employed 12 months.

5 states have 80% or more on an 11 month contract.

1 state has 100% of Vo-Ag Teachers employed 10 months.

3 states have 100% of Vo-Ag Teachers employed 9 months.

11 states have contracts varying from 9-12 months.

With all 50 states reporting for the first time, the salaries ranged from \$693 per month in Washington State (minimum for B.S.) to \$1200 per month in Alaska*. It should be noted that the \$693 salary from Washington was a non-reimbursed position. The average salary for 22 beginning teachers there was \$870 per month.

The beginning teacher with a Master's degree was started at a low of \$700 per month in New Hampshire to a high in Arizona of \$1100. (Alaska did not report a minimum salary for the M.S.)

Idaho's maximum starting salary for the B.S. was at the bottom of the list at \$750. Alaska again led in this category by starting their highest paid beginning teacher at \$1700 per month.

The range for the M.S. started somewhat higher with Maine reporting a starting salary of \$811 per month. The highest paid beginning

*NEA Research Report 1973-R2 (27) states that dollar amounts listed for Alaska should be reduced by 30 per cent to make the purchasing power of Alaska figures generally comparable to figures reported for other areas of the United States.

TABLE I
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS 1975-76

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

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

teacher started at \$1292 in Rhode Island. (Alaska did not report a salary in this category.)

The salaries used were either submitted as a monthly salary by each state or if submitted on a yearly basis, divided by 12 months. It should also be pointed out that 58% of the states reported an estimated salary.

Summary of Beginning Salaries

Table II presents an overview of the salary conditions for the fifty states. The average minimum starting salary for the B.S. degree was \$799 per month with the most frequent range reported being \$750-\$799 (13 states) and \$800-\$849 (12 states). Two states reported no minimum starting salary and four were paying less than \$700 per month in some cases. In this category only one state reported in the over \$1000 bracket; however, seven states were in this bracket for the minimum starting salary for the M.S. degree. The largest number of states reported in the \$800-\$849 and \$900-\$999 ranges with 10 each. The average minimum starting salary for the M.S. was \$876 with six states reporting no minimum.

The maximum starting salaries were an average of \$131 more than the minimum for the B.S. and \$140 for the M.S. The number of states reporting a maximum starting salary decreased to 42 for the B.S. and 36 for the M.S. The range most frequently reported for the B.S. was \$900-\$999 (17 states) and \$1000-\$1199 for the M.S. with 20 states.

There were two states with at least one teacher starting at above the \$1200 per month figure for both the B.S. and the M.S. This compares with only three states reporting a maximum starting salary below \$800 for the B.S. and none below the \$800 mark with a Master's degree.

TABLE II
SUMMARY OF BEGINNING SALARIES OF VOCATIONAL
AGRICULTURE TEACHERS

Minimum Salaries Per Month					
<u>B.S.</u>			<u>M.S.</u>		
Salary/Month	No. States	Percent	Salary/Month	No. States	Percent
\$1000 & over	1	2	\$1000 & over	7	14
900 - 999	2	4	900 - 999	10	20
850 - 899	8	16	850 - 899	8	16
800 - 849	12	24	800 - 849	10	20
750 - 799	13	26	750 - 799	7	14
700 - 749	8	16	700 - 749	2	4
Less 700	4	8	Less 700	0	0
No Minimum	2	4	No Minimum	6	12
Total			Total		
	50	100		50	100
N ^a = 48 Mean = 799 Median = 791 Range = 693-1200			N = 44 Mean = 876.48 Median = 868.00 Range = 742-1100		

Maximum Salaries Per Month					
<u>B.S.</u>			<u>M.S.</u>		
Salary/Month	No. States	Percent	Salary/Month	No. States	Percent
\$1200 & over	2	4	\$1200 & over	2	4
1000 - 1199	9	18	1000 - 1199	20	40
900 - 999	17	34	900 - 999	8	16
800 - 899	5	10	800 - 899	6	12
Less 800	3	6	Less 800	0	0
No Maximum	8	16	No Maximum	14	28
Total			Total		
	50	100		50	100
N = 42 Mean = 942.93 Median = 930.00 Range = 750-1700			N = 36 Mean = 1016.64 Median = 1005 Range = 811-1242		

a. N= Total States - States reporting no minimum or maximum.

Salaries by Region

Tables III-VI depict and compare the same monthly salaries as previously presented in Table I, but on a region by region basis, ending with a comparison of each region's average to the national average in Table VII.

Reported in Table III are the average salaries for the Central region of \$808 (minimum B.S.), \$902 (minimum (M.S.)), \$955 (maximum B.S.), and \$997 (maximum M.S.). These averages were higher in all categories than the national figures except for the maximum starting salary for the M.S. which was only \$19 less.

Table IV lists the average minimum starting salary in the Eastern region for the B.S. as \$13 above the national average with the minimum for the M.S. \$41 below the national average. This trend continued for the maximum salary category with the B.S. degree receiving an average of \$38 less than the national average and \$11 less for the M.S.

The comparison in Table V of the Southern region reveals that the averages are lower than the national average in all categories. The minimum starting salary for the B.S. was \$792 compared to \$799 nationally. The minimum for the M.S. compares at \$859 to \$876 with the maximum starting salary for the B.S. an average of \$42 less than the national figure. The loss for the teacher with an M.S. degree is considerably more with \$211 less per month.

Listed in Table VI is the Western region of the United States with a consistently higher average salary in all categories. The minimum for the B.S. was \$827 which is \$28 per month more than the national average. The minimum for the M.S. compared at \$908 regionally to the

TABLE III
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS
CENTRAL REGION

STATES	MONTHS ON JOB	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
		B.S.	M.S.	B.S.	M.S.
Illinois	varies	none	none	none	none
Indiana	12 ^c	817 ^h	850 ^h	none	none
Iowa	12	875 ^a	950 ^a	950 ^a	1020 ^a
Kansas	11	767 ^{ag}	875 ^{ag}	875 ^{ag}	917 ^{ag}
Kentucky	12	730 ^a	788 ^a	none	none
Minnesota	11 ^d	950	1050	1000	1150
Michigan	12 ^d	950	none	1200	none
Missouri	12	none	none	none	none
Nebraska	varies ^f	700 ^b	none	833 ^b	none
North Dakota	12 ^c	783 ^{ag}	1000 ^{ah}	908 ^{ag}	1000 ^{ag}
South Dakota	11	850 ^a	950 ^a	950 ^a	1050 ^a
Wisconsin	12	800 ^a	900 ^a	920 ^a	1000 ^a
Average		808 ⁱ	902 ^j	955 ^j	997 ^k

a estimated salary

b estimated salary, no state min.
or max.

c 95%

d 75%

e varies 9-12 months

f varies 11-12 months

g yearly salary divided by 12 mos.

h no change since 74-75 report

i average of 9 states reporting

j average of 7 states reporting

k average of 5 states reporting

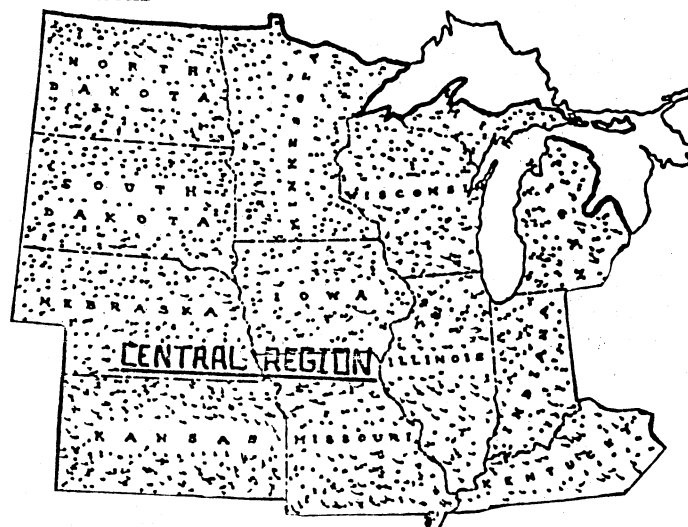


TABLE IV
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS
EASTERN REGION

STATES	MONTHS ON JOB	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
		B.S.	M.S.	B.S.	M.S.
Connecticut	12	833 ^b	875 ^b	1000 ^b	1083 ^b
Delaware	12	772	875	none	none
Maine	9	778 ^{bg}	811 ^{bg}	778 ^{bg}	811 ^{bg}
Maryland	12 ^d	717 ^{bg}	800 ^{bg}	917 ^{bg}	1000 ^{bg}
Massachusetts	12 ^e	742 ^b	759 ^b	900 ^b	925 ^b
New Hampshire	12 ^c	650 ^{bg}	700 ^{bg}	917 ^{bg}	none
New Jersey	varies ^f	760 ^b	785 ^b	none	none
New York	varies ^f	780 ^b	820 ^b	840 ^b	880 ^b
North Carolina	12 ^e	839	917	839	917
Ohio	12 ^e	849 ^b	1060 ^b	1020 ^b	1130 ^b
Pennsylvania	varies ^f	792 ^b	958 ^b	none	none
Rhode Island	9	700 ^b	783 ^b	none	1292 ^b
Vermont	varies ^f	700 ⁿ	800	820	940
Virginia	12 ^c	790 ^b	830 ^b	900 ^b	950 ^b
West Virginia	12	696	756	1015	1124
Average		812	835	904 ^h	1005 ^h

- a maximum reimbursable salary schedule
b estimated salary
c 95%
d 90%
e 75%
f varies 10-12 months
g yearly salary divided by 12
h average of 11 states reporting

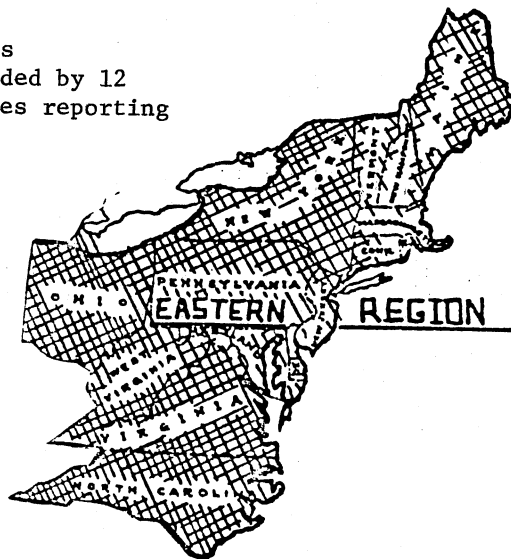


TABLE V
 SALARIES OF BEGINNING VOCATIONAL
 AGRICULTURE TEACHERS
 SOUTHERN REGION

STATES	MONTHS ON JOB	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
		B.S.	M.S.	B.S.	M.S.
Alabama	12 ^c	867 ^a	1009 ^a	867 ^a	1009 ^a
Arkansas	12	787 ^f	839 ^f	875 ^f	983 ^f
Florida	varies ^e	790 ^b	850 ^b	916 ^b	1000 ^b
Georgia	12	785	885	832	936
Louisiana	12	803	827	1000	1100
Mississippi	12	800	878	800	878
South Carolina	12 ^d	759 ^b	794 ^b	948 ^b	992 ^b
Tennessee	12	743 ^f	793 ^f	959 ^f	1065 ^f
Average		792	859	900	995

- a maximum reimbursable salary schedule
 b estimated salary
 c 90%
 d 75%
 e varies 10-12 months
 f yearly salary divided by 12 months

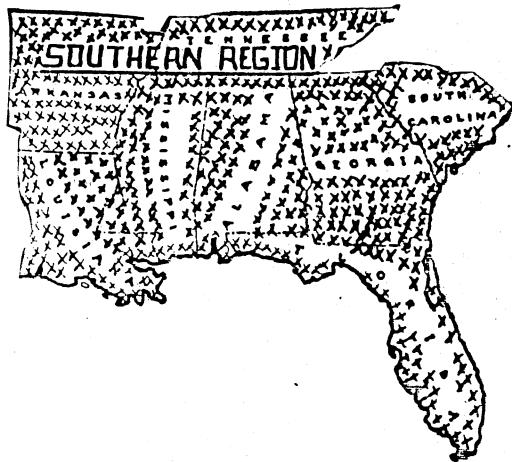
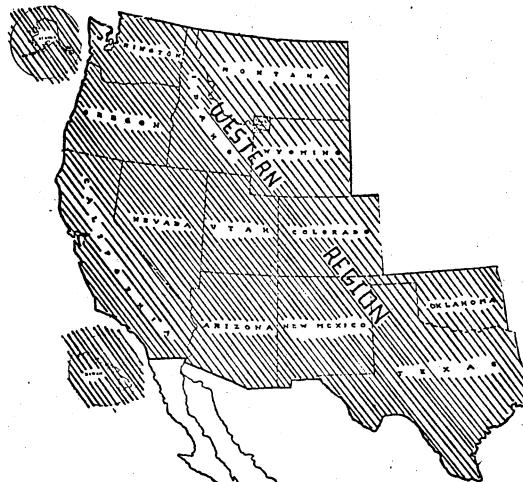


TABLE VI
SALARIES OF BEGINNING VOCATIONAL
AGRICULTURE TEACHERS
WESTERN REGION

STATES	MONTHS ON JOB	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
		B.S.	M.S.	B.S.	M.S.
Alaska	9	1200 ^a	none	1700 ^a	none
Arizona	varies ^g	850 ^a	1100 ^a	940 ^a	1190 ^a
California	12 ^e	658 ^{bi}	742 ^{bi}	1067 ^{bi}	1190 ^{bi}
Colorado	12 ^d	846 ^a	917 ^a	958	none
Hawaii	10	776 ^j	842 ^j	776 ^j	842 ^j
Idaho	12	700 ^a	800 ^a	750 ^a	875 ^a
Montana	varies ⁱ	857 ^a	917 ^a	968 ^a	1020 ^a
Nevada	11 ^e	860 ^a	1000 ^a	1000 ^a	1100 ^a
New Mexico	varies ^k	840 ^a	950 ^a	970 ^a	1060 ^a
Oklahoma	12	865	905	970	1000
Oregon	12 ^e	850 ^a	900 ^a	1000 ^a	1200 ^a
Texas	12	800 ^l	860 ^l	800 ^l	860 ^l
Utah	12	810 ^a	1040 ^a	875 ^a	none
Washington	varies ^f	693	none	1042	none
Wyoming	11 ^e	807 ^a	825 ^a	958 ^a	1050 ^a
Average		827	908	985	1035

- a estimated salary
b each district has their own salary schedule
c 95%
d 90%
e 80%
f varies 9-12 months
g varies 10-12 months
h varies 11-12 months
i varies 10-11 months
j yearly salary divided by 12 months
k average of 13 states reporting
l average of 11 states reporting
m \$800 average without including Alaska
n \$934 average without including Alaska

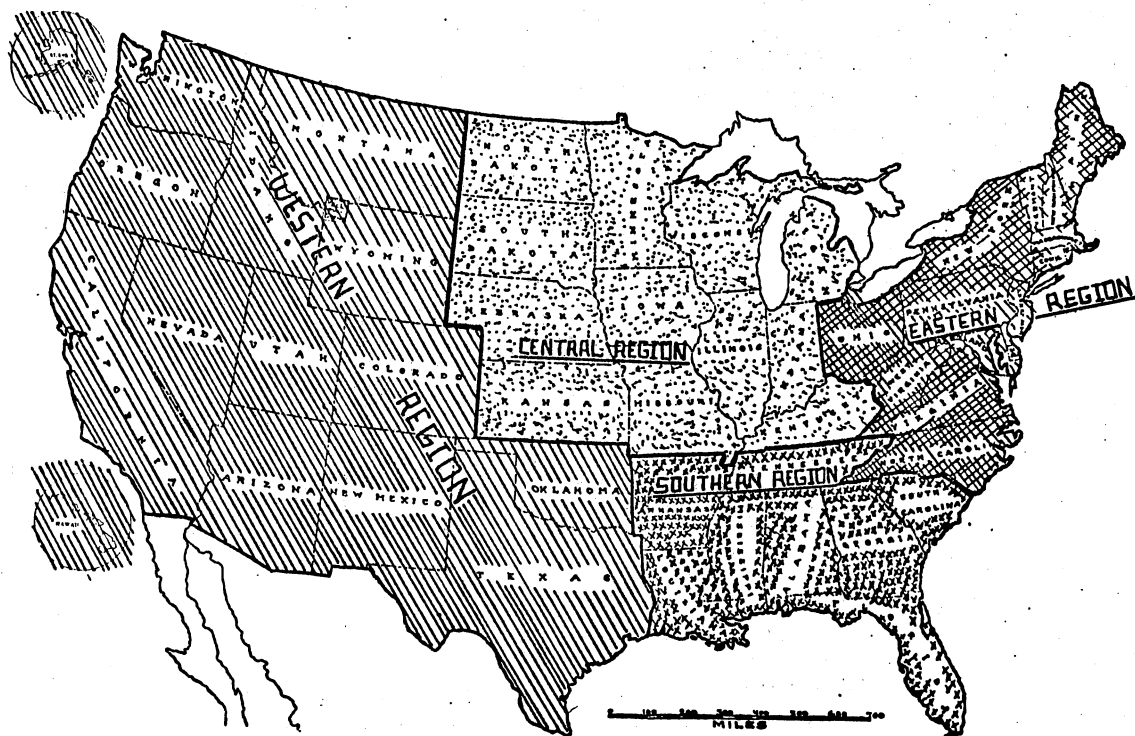


national average of \$876. The figure in the maximum B.S. category was \$985 to \$942 and for the M.S. \$1035 to \$1016. Since this region included Alaska, these averages were calculated a second time excluding Alaska's figures. The comparisons were then at or slightly below the national average. This was not the case for the maximum categories as Alaska did not report salaries here, and the averages were still slightly above the national averages.

Table VII contains the salary averages of all regions as compared to the national average. The minimum salary for the B.S. ranged from \$792 in the Southern region to \$821 in the Western region. The Eastern region had the low average of \$835 for the minimum salary for the M.S. with a high of \$908 in the Western region. The Western region lead the maximum categories as well with \$983 for the B.S. and \$1035 for the M.S.

TABLE VII
SALARY AVERAGES - ALL REGIONS

REGION	MINIMUM SALARY/MONTH		MAXIMUM SALARY/MONTH	
	B.S.	M.S.	B.S.	M.S.
Central	808	902	955	997
Eastern	812	835	904	1005
Southern	792	859	900	995
Western	827	908	985	1035
National	799	876	942	1016



Comparison of Salaries 1971-76

The minimum starting salaries for the B.S. degree reported in Table VIII show an increase of an average of 14.5% since 1971. Vermont reported the greatest increase, an amount of \$217 per month over the 1971-72 salary of \$83 per month. The greatest number of states (14) fell in the 10-20% increase category with 11 states reporting less than 5%, no increase or an error in reporting which prevented calculation. Another 11 states increased by 5-10% and 14 states had over 20% raise.

Twenty-five states were omitted from Table IX-Comparison of Maximum Starting Salaries-B.S. because they either reported no maximum or an error was apparent. Of the 25 states compared 7 increased by 5% or less, 6 by 5-10%, 7 from 10-20%, 4 from 20-30% and one by 31% since 1974.

A better comparison was possible in Table X with 38 states listing anywhere from no increase the last four years to over 57% reported by Vermont going from \$508 per month in 1971-72 to \$800 per month in 1975-76. The largest number of states (7) increased their salaries from 10-15%. Nine states have increased this salary category by greater than 30%.

Table XI is a comparison of 40% of the states for the reporting years of 1974-75 and 1975-76 as was Table IX. Six of the twenty states made less than a 5% increase for that year with four others in the 5-10% bracket. Rhode Island went from a maximum starting salary for the M.S. of \$960 per month to \$1292 per month in one year, a substantial increase of 34.6%.

TABLE VIII
COMPARISON OF MINIMUM STARTING SALARIES - B.S.

State	1971-72	1973-74	1974-75	1975-76	% Increase 1971-76
Alabama	727	867	867	867	19
Alaska	---	---	---	1200	---
Arizona	800	750 ^a	800	850	6.3
Arkansas	625 ^a	708 ^a	708	787	25.9
California	666 ^a	648 ^b	650	658	---
Colorado	736 ^a	729 ^a	792	846 ^a	14.3
Connecticut	720 ^a	700 ^b	798	833 ^a	15.7
Delaware	564 ^a	715	715	772	36.7
Florida	650	700	708	790 ^a	21.5
Georgia	723	752	783	785	8.6
Hawaii	598	630	857	776	29.8
Idaho	667	724	750	700	5.0
Illinois	967 ^b	870 ^a	655	1072 ^b	10.9
Indiana	---	750	817	817	8.9 ^c
Iowa	765 ^a	850 ^a	867	875 ^a	14.4
Kansas	718 ^a	667 ^a	691	767	6.8
Kentucky	685 ^a	671	746	730 ^a	6.5
Louisiana	667	667	767	803	20.5
Maine	542 ^a	550 ^a	744	778	7.7
Maryland	750 ^a	775 ^a	667	717 ^a	7.5 ^d
Massachusetts	---	958 ^b	750	742 ^a	0.0 ^e
Michigan	---	950 ^a	850 ^f	950	0.0
Minnesota	800 ^a	825 ^a	857	950	18.6
Mississippi	638	687	730	800	25.5
Missouri	758 ^a	788 ^a	737	---	---
Montana	708 ^a	750 ^a	778	857 ^a	21.0
Nebraska	742 ^{ab}	700 ^{ab}	683	700 ^{af}	---
Nevada	770 ^a	850 ^b	859	860 ^a	11.8
New Hampshire	600 ^a	700 ^a	667	650 ^a	8.3
New Jersey	650 ^a	860	850	760 ^a	16.9
New Mexico	667 ^a	762 ^b	757	840 ^a	25.9
New York	720 ^a	780 ^a	783	780 ^a	8.3
North Carolina	743 ^a	780	831	839	12.9
North Dakota	708 ^a	733 ^a	733	783 ^a	10.6
Ohio	717	800	800	840	17.2
Oklahoma	725	725	795	865	19.3
Oregon	763 ^a	825 ^a	833	850 ^a	11.5
Pennsylvania	700 ^a	750 ^a	683	792 ^a	13.1
Rhode Island	792 ^a	835 ^b	887	700 ^a	0.0 ^e
South Carolina	750 ^a	674	728	759 ^a	1.2
South Dakota	745 ^a	750 ^a	683	850	14.0
Tennessee	550 ^a	822	708	742	35.0
Texas	600 ^a	600	660	800	33.3
Utah	667 ^a	750 ^a	700 ^a	810 ^a	21.1
Vermont	483	650 ^a	700	700	44.9
Virginia	590	620	750	790 ^a	33.9
Washington	750 ^a	810 ^b	804 ^f	870 ^b	7.4 ^c
West Virginia	---	500	645 ^f	695	39.0 ^c
Wisconsin	777 ^a	800 ^a	767 ^f	800 ^a	3.8
Wyoming	917 ^b	866 ^b	786	807 ^a	2.7 ^d

a Estimated

b Average

c Calculated 73-74 to 75-76

d Calculated 74-75 to 75-76

e Obvious error in reporting

f Lowest paid

g No minimum set

TABLE IX
COMPARISON OF MAXIMUM STARTING SALARIES - B.S.

State*	1974-75	1975-76	% Increase
Alabama	867	867	0.0
Arizona	936	940 ^a	0.4
Arkansas	875	875	0.0
California	917	1067	16.4
Georgia	817	822	1.8
Louisiana	800	1000	25.0
Maryland	750	917 ^a	22.3
Michigan	917	1200	30.9
Minnesota	942	1000	6.2
Mississippi	775	800	3.2
Montana	867	968 ^a	11.6
New Hampshire	719	917 ^a	27.5
New York	833	840 ^a	0.8
North Carolina	831	839	0.9
North Dakota	833	908 ^a	9.0
Ohio	833	1020 ^a	22.4
Oklahoma	845	970	14.8
Oregon	908	1000 ^a	10.1
South Carolina	910	948 ^a	4.2
South Dakota	792	950 ^a	19.9
Tennessee	875	959	9.6
Utah	797	875 ^a	9.8
Vermont	700	820	17.1
Virginia	833	900 ^a	8.0
West Virginia	854	1015	18.9
Wisconsin	875	920 ^a	5.1

* States omitted either reported no minimum or an obvious error was apparent.

a Estimated salary.

TABLE X
COMPARISON OF MINIMUM STARTING SALARIES - M.S.

States*	1971-72	1973-74	1974-75	1975-76	% Increase 1971-76
Alabama	---	1009	1009	1009	0.0
Arizona	1027	875 ^a	1046	1100 ^a	7.0
Arkansas	650 ^a	---	750	839	29.0
Colorado	755 ^a	---	---	917 ^a	21.4
Connecticut	745 ^a	750 ^b	---	875 ^a	17.4
Delaware	640 ^a	810	810	875	36.7
Florida	733 ^a	785	767	850 ^a	16.0
Georgia	813	845	922	885	8.9
Hawaii	649	684	931	842	29.9
Idaho	717 ^a	947 ^b	---	800 ^a	11.6
Iowa	783 ^a	865 ^a	917	950 ^a	21.3
Kansas	773 ^a	708 ^a	773	875 ^a	13.2
Kentucky	737 ^a	726	---	788 ^a	6.9
Louisiana	689	689	800	827	20.0
Maine	583 ^a	600 ^a	789	811 ^a	39.1
Maryland	833 ^a	980 ^a	750	800 ^a	6.7 ^c
Minnesota	850 ^a	1250 ^a	965	1050	23.5
Mississippi	676	756	801	878	29.9
Montana	833 ^a	850 ^a	844	917 ^a	10.1
Nevada	919 ^a	---	---	1000 ^a	8.8
New Jersey	708 ^a	890	880	785 ^a	10.9
New Mexico	750 ^a	---	---	950 ^a	27.7
New York	750 ^a	820 ^a	1063	820 ^a	9.3
North Carolina	812 ^a	853	909	917	12.9
Ohio	738	850	779	1060 ^a	43.6
Oklahoma	---	758	828	905	19.3 ^d
Oregon	775 ^a	850 ^a	875	900 ^a	16.1
Pennsylvania	---	800 ^a	733	958 ^a	19.8 ^d
South Carolina	830 ^a	781	761	794 ^a	4.3 ^c
South Dakota	782 ^a	900	---	950 ^a	21.5
Tennessee	592	880	758	793	34.0
Texas	660 ^a	660	685	860	30.3
Utah	692 ^a	840 ^a	732	1040 ^a	50.3
Vermont	508	675 ^a	878	800	57.5
Virginia	632	661	790	830 ^a	31.3
West Virginia	---	547	706	756	38.2
Wisconsin	811 ^a	900 ^a	---	900 ^a	11.0
Wyoming	91917 ^b	900 ^b	818	825 ^a	1.0 ^c

* States omitted either reported no minimum or an obvious error in reporting was apparent.

a Estimated

b Average

c Calculated comparing 1974-75 to 1975-76

d Calculated comparing 1973-74 to 1975-76

TABLE XI
COMPARISON OF MAXIMUM STARTING SALARIES - M.S.

State*	1974-75	1975-76	% Increase
Alabama	1009	1009	0.0
Arizona	1136	1190 ^a	4.8
Arkansas	916	983	7.3
Georgia	922	936	1.5
Maryland	833	1000 ^a	20.0
Minnesota	1042	1150	10.4
Mississippi	850	878	3.3
Montana	933	1020 ^a	9.3
North Carolina	867	917	5.8
Ohio	1000	1130 ^a	13.0
Oklahoma	879	1000	13.8
Oregon	950	1200	26.3
Rhode Island	960	1292	34.6
South Carolina	951	992 ^a	4.3
South Dakota	817	1050 ^a	28.5
Tennessee	815	1065	21.7
Vermont	805	940	16.8
Virginia	875	950	8.9
West Virginia	956	1124	17.6
Wisconsin	1008	1000 ^a	0.0

* States omitted either reported no maximum or an error in reporting was apparent.

a Estimated

Yearly Salary Increases

Table XII shows that yearly salary increases were paid in 32 states ranging from 6-8 years in Virginia to indefinitely in Alaska and North Dakota. Fourteen states reported paying increments which were determined at the local level. The remaining four states gave no information concerning yearly increases.

The amount of increase paid per year varied widely from \$200-\$1000 with no information for 5 states and 18 states determined at the local level.

Forty-one states expected an across the board salary increase next year ranging from \$27 per month to \$83 per month with 9 of the 41 expecting increases, but no estimate was available.

Fringe Benefits, Other Earnings, Travel Expenses

Table XIII is a detailed listing of fringe benefits. Sixteen states provided both partial life and health benefits with another 7 providing health insurance. One state provided life insurance only with the remaining states either reporting that these benefits were not paid or that they varied from district to district.

Most states allowed time for vacation varying from 10-30 days.

When considering sources of outside earnings coaching was allowed in 64% of the states, farming in over 90%, but other sources were either not recommended or allowed in 40 of the 50 states.

Travel expenses were compiled for the various states in Table XIV. Some form of travel reimbursement was paid in 43 states varying from 50% of the actual expenses up to \$1000 per year. Twelve of the states

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

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

a Increase expected, no estimate

b Approved by legislature

c Usually 200-300/year

d Average or estimated figure

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

f Local school determines

g Usually 100-200/year

h In negotiations

i Minimum amount

j Most systems unionized,
negotiated at local level

TABLE XIII
FRINGE BENEFITS OF VOCATIONAL AGRICULTURE TEACHERS
1975-76

State	Insurance	Vacation	Coaching?	Farming?	Other Outside Earnings?
Alabama	partial life, health	see a	no	yes	not recommended
Alaska	partial life, health	see a	yes	yes	yes
Arizona	health	20 days	yes	yes	---
Arkansas	varies ^a	12 min. ^a	no	yes	not recommended
California	life, health	see a	yes	yes	yes
Colorado	partial life, ½ health	2 wks.	yes	yes	not recommended
Connecticut	varies	20-22 days	yes	yes	not recommended
Delaware	life, health	see a	yes	yes	yes
Florida	varies	10 days	no	yes	not recommended
Georgia	varies ^a	15 days	no	no	not recommended
Hawaii	partial life, health	see a	yes	yes	yes
Idaho	varies ^a	2 wks.	yes	yes	not recommended
Illinois	---	varies	yes	yes	not recommended
Indiana	---	see a	yes	yes	not recommended
Iowa	---	2 wks.	no	yes	not recommended
Kansas	---	see a	no	no	not recommended
Kentucky	life, health	10 days	no	yes	not recommended
Louisiana	---	18 days	no	yes	not recommended
Maine	health	see a	yes	yes	not recommended
Maryland	½ life, health	14 days	yes	yes	yes
Massachusetts	partial life, health	22 days	yes	yes	not recommended
Michigan	varies ^a	varies ^a	yes	yes	not recommended
Minnesota	life	10 days	yes	yes	yes
Mississippi	---	12 days	no	no	no
Missouri	---	---	no	yes	not recommended
Montana	varies ^a	varies ^a	yes	yes	not recommended
Nebraska	---	---	yes	yes	not recommended
Nevada	varies ^a	varies ^a	yes	yes	not recommended
New Hampshire	life, health ^a	20 days	yes	yes	yes
New Jersey	health	varies	yes	yes	not recommended
New Mexico	½ health	2 wks.	yes	yes	not recommended
New York	varies ^a	varies ^a	yes	yes	yes
North Carolina	life, health, sick lve	varies ^a	no	yes	not recommended
North Dakota	health	2-4 wks ^a	yes	yes	not recommended
Ohio	partial life, health	varies ^a	no	yes	not recommended
Oklahoma	---	varies ^a	no	yes	not recommended
Oregon	health	varies ^a	yes	yes	not recommended
Pennsylvania	life, health	varies	yes	yes	yes
Rhode Island	varies	varies	varies	varies	varies
South Carolina	varies ^a	varies ^a	not rec	not rec	not recommended
South Dakota	---	varies ^a	no	yes	not recommended
Tennessee	varies ^a	20 days	no	yes	not recommended
Texas	varies ^a	varies ^a	no	yes	no
Utah	varies ^a	2 wks.	no	yes	not recommended
Vermont	partial life, health	varies	yes	yes	not recommended
Virginia	---	2 wks.	yes	yes	not recommended
Washington	health ^a	varies ^a	yes	yes	not recommended
West Virginia	---	10 days ^b	yes	yes	not recommended
Wisconsin	partial life, health	varies ^a	yes	yes	not recommended
Wyoming	partial life, health	30 days	yes	yes	not recommended

a None specified, local districts determine

b Working days

TABLE XIV
TRAVEL EXPENSES OF VOCATIONAL AGRICULTURE
TEACHERS 1975-76

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

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

reported that the local district determined the scale, none was specified at the state level. Some form of per diem was paid in 88% of the states. A vehicle was furnished in about half of the states although many of these stated that it was not statewide and varied widely in procedure and cost.

Teaching Load Information

Twenty-one states reported in Table XV that their teachers were not limited to the number of hours taught per day. Of the remaining 29, 12 reported a maximum of 5 hours. The others ranged from 4.5 hours to 7 class periods.

The maximum number of students taught ranged from 60 in Ohio and New Hampshire to 168 (28 per hour for 6 hours) in Alaska. A large majority of the states (78%) had no limit set on the maximum number of students taught by each teacher.

Eighty two per cent of the states allow the vo-ag teacher to teach classes other than agriculture. For the most part; however, the states restrict this teaching to closely related classes such as other vocational courses, science and biology.

The majority of the states (58%) allow school time for supervised visits. Another 22% have none specified state wide, but allowed the local administration to make the determination. Colorado plans to implement a one-period requirement by 1977.

Although not included in the table, information was received concerning adult classes. Only 6 states, Alaska, Arkansas, Georgia, Minnesota, Oklahoma and Texas require that adult classes be taught; however, it is recommended in most states and some form of

TABLE XV
TEACHING LOADS OF VOCATIONAL AGRICULTURE
TEACHERS 1975-76

State	Max. Hrs. Taught	Max. Students Taught	Non-Ag Taught	School Time for Supv. Visits
Alabama	6	28/hr.	no	yes
Alaska	none	none	yes ^a	yes
Arizona	5	none	yes ^f	yes
Arkansas	6	none ^b	yes ^b	no
California	none	none	yes ^a	yes
Colorado	none ^j	20/hr.	yes ^a	yes ^{bm}
Connecticut	none	none	yes	varies ^b
Delaware	6	none	yes ^{cf}	no
Florida	none	none	yes ^{cn}	no
Georgia	5	100	no	varies
Hawaii	7	130	yes ^a	no
Idaho	5	none	yes ^b	varies
Illinois	none	none	yes ^a	varies
Indiana	6	70	yes ^{dg}	varies
Iowa	none	none	yes ^a	yes
Kansas	5	69	yes ^{cfb}	no
Kentucky	5	none	yes	yes
Louisiana	6	none	yes ^{dg}	yes
Maine	none	none	yes ^b	yes
Maryland	6	140	yes ^{eg}	yes
Massachusetts	5.5	20/hr	yes ^{ef}	yes
Michigan	none	none	yes ^f	yes
Minnesota	6	none	yes ^{cf}	yes
Mississippi	5	none ^h	yes ^{dh}	yes
Missouri	6	none	no	yes
Montana	28 hr/wk	none	yes ^b	no
Nebraska	none	none	yes ^{aj}	yes ^b
Nevada	none	none	yes ^a	yes
New Hampshire	5	60	no	yes ^b
New Jersey	6	none	yes ^a	no
New Mexico	6	none	yes ^{ga}	yes
New York	none	none	yes ^g	yes ^b
North Carolina	none	none	yes ^k	yes
North Dakota	6	none	yes ^{jb}	yes
Ohio	4.5	60	no	yes
Oklahoma	5	66	no	yes
Oregon	none	none	yes ^b	yes
Pennsylvania	none	none	yes ^l	yes
Rhode Island	varies	none	yes	varies
South Carolina	none	none	yes	no
South Dakota	none	none	yes ^b	yes
Tennessee	5	none	no	no
Texas	5-6	20/class	no ^{df}	yes
Utah	5	none	yes	yes
Vermont	none	none	yes ^{jm}	yes ^b
Virginia	5	none	yes	yes
Washington	none	none	yes ^b	yes
West Virginia	5	none	yes ^b	no
Wisconsin	none	none	yes ^a	yes
Wyoming	none	none	no	yes

a Depends on qualifications

b None specified, determined at local level

c One class

d Two classes

e Three classes

f Closely related

g Science or biology

h Occupational orientation

i Change anticipated - maximum load, 60 students

j Must have one free period

k Vocational education

l Not recommended

m Very few

n One period by 1977

o Average number 4.2

reimbursement is paid to the teacher for this additional work in 43 of the 50 states.

The minimum teacher qualifications reported in Table XVI showed that 100% of the states require at least a B.S. degree in Agriculture with all but 8 states requiring either the B.S. degree in Agricultural Education or additional hours past the B.S. degree in Agriculture.

Emergency certification is allowed in 38 states with 30 of these states having stipulations ranging from "permission from the State Supervisor" to "meeting the skill requirement" with several requiring certification within a certain time frame.

Table XVII shows that 68% of the states require additional courses for certificate renewal, ranging from a low of 5 hours within three years in Wyoming to 30 hours or the M.S. degree within 5 years in New York. Connecticut also requires 30 hours of work but allows 10 years for completion.

Table XVIII lists the number of vocational agriculture departments in each state, showing a low of 6 in Alaska (reporting for the first time) and a high of 899 in Texas. It is interesting to note that the ten states having the largest number of departments account for over 45% of the total number of departments. (Texas, Alabama, Illinois, Florida, Oklahoma, California, Ohio, North Carolina, Minnesota and Wisconsin.)

Only two states, Oklahoma and North Dakota have 100% of their vo-ag students as FFA members (21); although another 15 states had at least an 80% membership.

Very few states limited the number of days that the teachers could attend FFA activities. The states limiting the number of days

TABLE XVI
 MINIMUM QUALIFICATIONS FOR TEACHING VOCATIONAL AGRICULTURE

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

a Teacher certification required

b Depends on school district

c With professional qualifications

d With student teaching and 18 hours Ag Ed

e With education requirements

f With provisional certificate, practice teaching and experience

TABLE XVII
CERTIFICATE RENEWAL

State	Additional College Courses Required?	How Many Sem. Hrs.?	Time Period?	Does Work ^g Shop Count?
Alabama	no	--	--	no
Alaska	yes	6	5 yrs	yes
Arizona	yes	5	5	yes ^a
Arkansas	no	--	--	--
California	no	--	--	yes
Colorado	yes	9 ^b	5 yrs	yes ^c
Connecticut	yes	30	10 yrs	yes ^e
Delaware	no	--	--	yes
Georgia	yes	10	2 yrs	no
Florida	yes	6	5 yrs(BS) 10 yrs (MS)	yes ^e
Hawaii	no	--	--	yes ^f
Idaho	varies	--	--	yes
Illinois	--	--	--	--
Indiana	--	--	--	--
Iowa	yes	6	10 yrs	yes
Kansas	yes	8	8 yrs	yes
Kentucky	yes	30	10 yrs	no
Louisiana	yes	--	3 yrs	no
Maine	yes	6	5 hrs	yes
Massachusetts	no	--	--	yes
Michigan	yes	18	6 yrs	yes ^a
Minnesota	yes	9(6 1st 2yr)	5 yrs	yes
Mississippi	yes	6	5 yrs	yes ^e
Missouri	yes	8	--	--
Montana	yes	6 ^b	5	yes ^e
Nebraska	yes	12	10	no ^e
Nevada	yes	6	5	yes ^e
New Hampshire	yes	--	--	yes
New Jersey	--	--	--	--
New Mexico	yes	8	4	yes
New York	yes	30 ^d	5	no ^e
North Carolina	yes	9	5	yes
North Dakota	no	--	--	--
Ohio	yes	14 ^g	4	yes ^e
Oklahoma	yes	3	5	yes ^a
Oregon	yes	24 ^b	6	yes
Pennsylvania	--	--	--	--
Rhode Island	--	--	--	--
South Carolina	yes	6	5	--
South Dakota	yes	6	5	yes
Tennessee	yes	--	10	yes
Texas	no ^h	--	--	--
Utah	yes	9	5	yes
Vermont	yes	6	5	yes
Virginia	yes	6	5	no
Washington	yes	5	5	yes
West Virginia	yes	6	3 ⁱ	yes ^e
Wisconsin	no	--	--	yes
Wyoming	yes	5	3	yes

a If for college credit

b Quarter hours

c Counts for up to 6 quarter hours

d Or M.S.

e Limited

f Towards classification

g For provisional certificate holder

h In-service only

i After 3 years issued 5 yr. cert., then 6 hrs every 5 yrs. thereafter

TABLE XVIII
STATE STATISTICS

State	No. Dept.	No. Students	FFA Members	% Mem. of Students
Alabama	451	35,936	27,500	76.5
Alaska	6	125	---	---
Arizona	54	5,200	3,310	63.7
Arkansas	242	19,500	14,801	75.9
California	350	50,000	21,000	42.0
Colorado	78	4,000	3,687	92.0
Connecticut	16	1,852	1,574	85.0
Delaware	17	3,600	950	26.4
Florida	370	25,000	13,000	52.0
Georgia	220	39,000	19,000	48.7
Hawaii	24	2,125	696	32.8
Idaho	71	5,190	4,226	81.4
Illinois	407	19,000*	16,965	89.3
Indiana	226	21,620	10,580	48.9
Iowa	245	16,000	14,000	87.5
Kansas	156	9,130	7,000	76.7
Kentucky	165	17,000	15,800	92.9
Louisiana	247	20,180	14,178	70.3
Maine	20	1,479	394	26.6
Maryland	64	6,500	3,246	49.9
Massachusetts	16	1,438	900	62.6
Michigan	181	14,500	9,594	66.2
Minnesota	282	41,000 ^a	16,134	39.4
Mississippi	200	24,627	14,101	57.3
Missouri	231	16,077	15,539	95.4
Montana	68	3,277	2,168	66.2
Nebraska	137	8,800	6,369	72.4
Nevada	17	800	525	65.6
New Hampshire	13	1,633	682	41.8
New Jersey	36	2,972	1,180	39.7
New Mexico	75	5,490	3,845	70.0
New York	220	15,500	6,000	38.7
North Carolina	309	38,024	21,136	55.6
North Dakota	91	7,000	7,000	100.0
Ohio	329	22,800	21,076	92.4
Oklahoma	358	17,859	17,859	100.0
Oregon	107	8,000	4,600	57.5
Pennsylvania	220	16,000	9,800	61.3
Rhode Island	9	1,200	300	25.0
South Carolina	170	12,139	6,921	57.0
South Dakota	68	4,000	3,500	87.5
Tennessee	261	21,000	17,000	81.0
Texas	899	65,260 ^b	62,000	95.0
Utah	47	4,150	3,912	94.3
Vermont	25	1,581	1,069	67.6
Virginia	205	21,104	17,588	83.3
Washington	157	16,446	7,473	45.4
West Virginia	72	4,885	4,190	85.8
Wisconsin	267	25,977	21,242	77.0
Wyoming	39	2,100 ^b	2,000 ^b	95.2

a Includes adults and veterans
b Estimated
* FFA members - FFA manual 1975

were: (1) Hawaii-1 day, (2) Maine-11 days, and (3) Maryland-20 days. This limitation was imposed at the district level in 4 other states.

Twelve states provided financial support for the FFA chapter with a variation by district in three others.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In summary, the major findings of this study are presented for the reader to study and evaluate, keeping in mind the cautions offered earlier in the study as to specific comparisons or ranking by state of the various items.

Also included in this chapter are various conclusions deduced by the author and a list of general recommendations.

Salaries and Months on the Job

There was a wide variation among states as to the number of months a vocational agriculture teacher was hired each year. This ranged from three states with 9 month contracts to 16 with 12 month contracts; however, over 75% of the departments are operated year-round with at least one teacher on for 12 months.

All fifty states reported, with Alaska reporting for the first time. The salaries ranged from \$693 per month for the B.S. degree at Washington State to \$1200 at Alaska. (Minimum starting salary.) The far end of the scale was \$811 for the maximum starting salary for the M.S. at Maine to over \$1200 per month in Rhode Island. (Alaska did not report a salary in this category.)

Summary of Beginning Salaries

The average minimum starting salary for the B.S. degree was \$799 per month. This figure jumped to \$876 for the minimum salary for the M.S. degree with 6 states reporting that no minimum was set.

The maximum starting salaries were \$930 and \$1016 per month for the B.S. and M.S. degree, respectively.

Salaries by Region

Regional comparisons were made to the national average of \$799 per month minimum-B.S.; \$876-maximum-B.S.; \$942-minimum-M.S.; and \$1016-maximum-M.S. The Central Region was higher than the national average in all categories except the maximum starting salary for the M.S., which was \$19 per month less. The Eastern Region fared a little worst, being below the national average in all categories except the minimum starting salary for the B.S. degree.

In the Southern Region all categories were lower than the national average with the maximum starting salary-M.S. considerably lower by \$211 less per month. The Western Region of the United States was consistently higher in all areas. Since this region contains Alaska a second calculation was made excluding our 49th state. The comparisons were then at or slightly below the national average.

Comparison of Salaries, 1971-76

These comparisons made possible the computations of the per cent increases since 1971. The average increase for the minimum starting salary for the B.S. degree was 14.5%. This included Vermont's reported

increase of \$217 per month over the 1971-72 salary of \$483. Most of the other categories were difficult to compare as one-half of the states were of necessity omitted from the table on maximum starting salaries for the B.S. degree, 12 from the minimum-M.S., and 30 from the maximum-M.S.

Yearly Salary Increases

Yearly increases were paid in 32 states ranging from 6-8 years to indefinitely. The increases varied greatly from \$200-\$1000 each year. Across the board salary increases were expected for the 1976-77 school year ranging from \$27 to \$83 per month.

Fringe Benefits and Travel Expenses

Most of the 50 states allowed time for a vacation varying from 10-30 days. The states were not as lenient with the other benefits; however, as only 24 states provided some type of paid insurance plan. Forty-three states reported that some form of travel expenses were reimbursed with about half the states reporting that a vehicle was provided for school use.

Teaching Load Information

Twenty-nine states limited the number of class periods taught per day ranging from 4.5 hours to 7 class periods. Most of the states (78%) did not limit the maximum number of students taught.

Teaching classes other than vocational agriculture was usually limited to closely related courses such as science and biology.

Fifty-eight per cent of the states allow school time for

supervisory visits with Colorado planning to implement a one-period requirement in the near future.

At least a B.S. degree in Agriculture is required in all states in order to teach vocational agriculture. Emergency certification is allowed in 38 states with certain restrictions.

State Statistics

Texas leads the United States with the largest number of departments and students. California has 50,000 students enrolled in vocational agriculture, but only about 42% FFA membership. This compares with the smaller states of Oklahoma and North Dakota with 100% of their vocational agriculture students as FFA members.

Profile of the Average Vo-Ag Instructor

Using summary information from the tables in Chapter IV, the following profile of the average vo-ag teacher in the United States was constructed. After graduation with a B.S. degree in Agricultural Education the average vo-ag teacher will sign a 12 month contract for \$799 per month with yearly increases of \$232 for about 12 years. He will be expected to work all but 2 weeks per year (vacation) teaching an unlimited number of students per day and sometime teaching courses such as science and biology. Part of his school day will be free for making supervised visits. He will be reimbursed for travel expenses, although in many cases the reimbursement will not cover the total expenses. During his spare time he will be required to take additional course work for certificate renewal and allowed to farm or coach if he needs additional income.

Conclusions

Information of the type sought by this report is very difficult to compile and even more difficult to arrange in such a way as to make any valid conclusions about the worth of one state's programs over another. As can be seen in Table VIII: Salary Averages-All Regions, the range was only \$792-\$827 or \$35 per month for the minimum starting salary for the B.S. degree.

All sorts of methods have been devised to make these figures mean certain things in order to say that state X is number one and state Y is number 50. However, each person must take the information available to him and make those decisions for himself. As one who has lived in several of the states for different time periods, this author can honestly say that the place is only as good as the individual makes it, and the individual can make it a good place almost anywhere he wants. This data will only provide the information necessary to show certain things about the states that a teacher may or may not like. A case in point being the information presented in Table XIV about whether or not a vehicle was provided. In some cases this would not be important to an individual--he may prefer to drive his own vehicle and receive a mileage rate.

There are some valid conclusions that can be made from the data presented, being careful to observe the precautions mentioned earlier in this paper. These conclusions were made after serious study of the objective material received from the fifty states, review of other studies, directly and indirectly related, persual of the conclusions and recommendations of leaders in the field of Agricultural Education and past experiences of the author.

(1) The states with the largest percentage of departments in the U.S. hire most of their teachers on a 12 month basis. This would tend to indicate strong support for the vocational agriculture program nation wide. It also seems to indicate that the states with the stronger programs operate on a 12 month basis state wide.

(2) In most of the surveys studied by the author concerning never entering or leaving the vo-ag teaching profession, insufficient salary was always listed as one of the top three reasons. The Southern region is consistently lower than the national average in all salary categories. This could account, at least in part, for the lower percentage (according to Craig (5) 51% compared to 70% Central, 77% Pacific and 53% North Atlantic Region) of Agricultural Education graduates that actually enter the vocational agriculture teaching profession from this region.

(3) Another observation concerning salaries should be made at this point. The range of regional minimum beginning salaries was only separated by \$35.00 per month. This indicates that obtaining jobs in other states should not be influenced greatly by the minimum beginning salaries.

(4) Salary increases were fairly consistent across the country with only 11 states reporting less than a 5% increase during the past 5 years. The average increases for beginning teachers with a B.S. degree was 14.5% or about 3% per year over the same 5 year period. This could be another indication of a problem of national scope as this 3% increase annually compares very poorly with the double digit inflation in many other areas of our economy.

(5) The salary comparisons indicate that some of the states with

the lowest reported salaries in 1971-72 made the largest gains. Examples are: (a) Vermont-\$483 to \$700 per month (b) Virginia-\$590 to \$790 per month (c) Tennessee-\$550 to \$742 per month and (d) Texas-\$600 to \$800 per month. This indicates a trend toward better salaries throughout the United States.

(6) Farming is a highly approved source of outside earnings (as might be expected) for the vocational agriculture teacher, but other forms of outside earnings were either discouraged or not allowed by most states. In order for this implication to remain a valid one, adequate salaries and better working conditions must be provided by these states. Otherwise more teachers may find it necessary to use outside earnings to supplement their regular income.

(7) Fringe benefits and travel expenses varied so widely that it is next to impossible to obtain this type of information at the state level. However, there is a strong implication that the general information gathered by this survey can be used by the prospective teacher to determine if more specific information is desired about particular areas or towns in a state.

(8) The teaching load information in Table XV may give us an insight into some of the problems with teachers leaving or never entering the teaching profession. For instance, of the 26 states still needing teachers by August 1, 1975, 22 had no limit on class size or maximum number of students that could be taught by each teacher. Fourteen of these same states had no maximum number of hours or classes that could be taught per day. It is generally felt by vocational educators that students usually do better when class size is limited, particularly in lab or shop courses of this nature. This feeling

carries the implication that without this limitation the individualized instruction needed for skill development in the student is severely curtailed. It is also generally felt that at-home supervision by the teacher is beneficial to the vocational agriculture program. Again the implication is strong that without a limitation on the number of classes taught per day this becomes more difficult to accomplish.

(9) Most states require a teacher of vocational agriculture to have either a B.S. degree in Agricultural Education or in Agriculture with additional education courses. However, 38 states allow temporary certification with 607 of these certificates issued in 1975. This may well be interpreted as an indication that a lowering of standards across the country will tend to decrease the over-all effectiveness of vocational agriculture unless strict limitations are imposed.

(10) The per cent of vocational agriculture students that are FFA members is decreasing each year. This seems to correlate with the increasing emphasis on adding specialized programs outside of production agriculture. (570 were added in 1975-76.) Many more students are now taking these specialized courses for only a year or two and may not become a part of the total vocational agriculture program. With the FFA interspersed throughout the whole learning experience of vocational agriculture, it would seem unwise to teach without including it. Personal observations seem to suggest that many of the emergency or temporary certificates are being used in filling positions for these special programs. If this is the case, the two problems together (teachers without the B.S. in Agricultural Education and the possible low percentage of vo-ag students as FFA

members) would seem to encourage a trend towards de-emphasis of the FFA program and thus very seriously affect our total program.

Recommendations

A critical teacher shortage in vocational agriculture in some areas of the United States has provided a basis for this study and an incentive to make several recommendations concerning further studies of this type and the vocational agriculture program in general.

Further Studies

In order to provide information of the type needed by prospective teachers and their advisors across the country the following recommendations are made.

(1) In order to keep an up-to-date data bank available to those who need the information, a similar study of this type should be conducted and published at least every two years.

(2) In addition to the information provided by this survey, the author feels that information such as average salaries of all vocational agriculture teachers, highest salaries paid in the state and number of multiple teacher departments should be included as a part of the study.

(3) The information necessary to complete this study should be collected by each state and made available to the agency conducting the salary and working condition survey.

(4) Each state should make the information available concerning their teaching vacancies to all states through the teacher training centers and the state departments.

(5) Each state's teacher training center(s) should do its part to help relieve the teacher shortage by listing position openings and salary and working conditions of all states.

General Recommendations

The following recommendations are based upon the previous conclusions arrived at by the author after consideration of the information both directly and indirectly concerned with salary and working conditions of vocational agriculture teachers in the United States.

(1) Since most states with the stronger programs in vocational agriculture hire their teachers on a 12 month contract and operate a year-round program, it is recommended that all states consider this practice in order to improve their over-all program.

(2) Due to the continued high percentage of Agricultural Education graduates (especially in the Southern region) who never teach and the large number of experienced teachers who leave the profession each year, it is recommended that each state continue to improve its salaries and working conditions so that vocational agriculture teaching will become an even more desirable occupation.

(3) Because of the relatively low spread in beginning monthly salaries from region to region, it is felt that teacher training centers and state departments should work together even closer to encourage prospective teachers to cross state lines to find employment. In keeping with this concept perhaps the prospective teacher should look critically at the many other aspects of the job and area before making the final decision about teaching.

(4) In order to improve the teaching situation, each state should

give very serious consideration as to possibly limiting the total number of students that each teacher is allowed as well as the maximum number of hours or classes taught by the teacher each day.

(5) There were 607 temporary or emergency teaching certificates issued for vocational agriculture teachers in 1975-76. Because of this large number, which increased the total number of temporary certificates to about 5% of the total of all vocational agriculture teachers, two recommendations are made: (a) all states should consider raising the requirement for teaching vo-ag to a minimum of the B.S. degree in Agricultural Education, and (b) when temporary certification is made it should be strictly limited as to time, with course work required for a degree in Agricultural Education.

(6) It is strongly recommended that an aggressive campaign be carried out for the recruitment of FFA members among vocational agriculture students, especially in the newly added specialized programs.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

Dear Sir:

As a leader in the field of Agricultural Education and Vocational Agriculture, I am sure you are acutely aware of the continued shortage of agriculture teachers which exists in some states.

Enclosed you will find the fourth in a series of annual surveys on the salaries and working conditions of agriculture teachers in the United States. I would like to take this opportunity to thank you for the information you have provided over the past three years. I have also included a copy of each year's summary in a few of the areas surveyed. Please review these for your state and make any corrections necessary as the data will be used in an analysis of salaries and working conditions over the past four years.

It is my hope that this information can be used by teachers, as they decide on an area of employment and by teacher educators and state supervisors as they search for and advise prospective teachers.

If you would please take a few moments of your valuable time to fill out the enclosed questionnaire and return it and the corrected summary sheet in the self-addressed, stamped envelope, it will be most valuable as we must have a 100 percent return. If possible, I would like to have a brief report available at the AVA Convention this fall; therefore, your prompt response would be greatly appreciated. If you cannot supply this information, please send us the name of the person in your state who can supply it.

Thank you for your attention to this matter.

Sincerely,

Tobie R. Titsworth
Graduate Student

Robert Terry
Professor and Head

APPENDIX B

INSTRUMENT

SALARY AND WORKING CONDITION SURVEY

Directions: First, please review the summary sheets of past surveys which are provided to allow you to check the accuracy of previous information. Then please answer the questions below concerning the 1975-76 school year information. Please make any comments or remarks in the space between questions if you feel this could help us understand the situation in your state.

- I. What is your state? _____
- II. How many months are the vo-ag teachers employed?
 9 _____ 10 _____ 11 _____ 12 _____ Varies (specify) _____
- If the months employed vary, what percentage work the different months?
 9 _____ 10 _____ 11 _____ 12 _____
- III. Due to the difficulty we have had in past studies getting accurate salary information, please answer the questions listed below as they may apply to your state. If you have a statewide salary scale, we would like for you to send a copy of it also.
- A. What is the minimum monthly starting salary paid beginning (no experience) agriculture teachers in your state? (1975-76 school year)
 B.S. \$ _____ M.S. \$ _____ Are these estimated figures? Yes _____ No _____
- B. What is the maximum monthly starting salary paid any beginning (no experience) agriculture teacher in your state? (1975-76 school year)
 B.S. \$ _____ M.S. \$ _____ Are these estimated figures? Yes _____ No _____
- C. If you have a yearly increase or increment, how much is paid for each year's experience? B.S. \$ _____ M.S. \$ _____
 For how many years are yearly increases or increments given? _____
- D. Are you expecting any changes in salaries for vo-ag teachers next year? (1976-77 school year) If yes, please explain.
 Yes _____ No _____ Amount of increase expected \$ _____
- IV. Please review the questions listed below with the summary sheets. Please supply any changes which have occurred since this information was last reported. Mark N/C if no change has occurred.
- A. What is the maximum number of hours an instructor can teach per day?
 4 _____ 5 _____ 6 _____ 7 _____ No maximum _____
- B. Can the instructor teach other classes besides agriculture? Yes _____ No _____
- C. If so, what can the instructor teach besides agriculture? _____
- D. How many classes besides agriculture or agri-business can the instructor teach? _____
- E. What is the maximum number of all-day students one vo-ag or agri-business instructor can have? _____ No limit set _____
- F. Is the agriculture instructor required to have adult classes? Yes _____ No _____
- G. Does the instructor receive reimbursement for adult classes? Yes _____ No _____
 If so, how much \$ _____
- H. Is some school time allowed for supervised visits of all-day students? Yes _____ No _____
- I. Are you anticipating any changes in the required workload for an agriculture instructor in the next year? (1976-77 school year) Yes _____ No _____
 If so, please explain.

V. Expenses

- A. Does your state reimburse travel expenses? Yes _____ No _____
 If so, how much? \$ _____
 Is this a statewide scale? Yes _____ No _____
- B. Is a 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 maximum amount? \$ _____

VI. Fringe Benefits

- A. Please check the benefits listed below that ag teachers in your state receive.
- | | | |
|-------------------------|---------|-------|
| Life insurance----- | Partial | _____ |
| | Full | _____ |
| Health insurance----- | | _____ |
| Vacation leave----- | | _____ |
| Number of days----- | | _____ |
| Varies with school----- | | _____ |
- B. Can ag teacher earn money from other types of work? Yes _____ No _____
 Coaching? Yes _____ No _____ Farming? Yes _____ No _____
- C. Is out-of-school employment allowed for ag teacher? Yes _____ No _____ Not recommended _____
- D. Are any other benefits given? Yes _____ No _____
 If yes, please explain.

VII. State Statistics

- A. Number of vo-ag departments _____
- B. Total number of vo-ag students. (Including all-day vo-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 vo-ag teacher) _____
- C. Number of FFA members _____

VIII. 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? Yes _____ No _____

IX. Teacher Qualifications

- A. What are the minimum requirements for teaching a general vo-ag program in your state?
 Associate Degree in Agriculture _____ B.S. Degree in Ag. Educ. _____
 B.S. in Agriculture _____ 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? _____

X. Certification Renewal

- A. Are additional college courses required for certificate renewal? Yes _____ No _____
- B. If so, how many? _____ hours? Over what period of time? _____ years
- C. Do workshops in the field count toward certificate renewal? Yes _____ No _____
 Other (explain) _____

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

APPENDIX C

ENCLOSURES

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.	266.67 ^e	266.67 ^f
Maine	Varies	541.66 ^b	583.33 ^b	11--M.S.	400.00 ^g	400.00 ^h
Maryland	12	750.00 ^b	833.33 ^b	10-12	5%	5%
Massachusetts	Varies	--	--	15	450.00	450.00
Michigan	12	--	--	--	--	--
Minnesota	12	800.00 ^b	850.00 ^b	13-14	200-300	200-300
Mississippi	12	637.50 ^a	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 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	750.00 ^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 ^b	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	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	800.00 ^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 ^f
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
 MINIMUM STARTING SALARY FOR VOCATIONAL
 AGRICULTURE TEACHERS, 1974-75

State	B.S. Per Month	M.S. Per Month	State Scale	Lowest Paid	Estimated Minimum
Alabama	\$867.00	\$1,009.00	Yes	Yes	Yes
Arizona	800.00	1,045.95	--	Yes	--
Arkansas	708.33	750.00	--	--	Yes
California ^a	650.00	--	--	--	Yes
Colorado	781.81	--	--	--	--
Connecticut	798.00	--	--	Yes	--
Delaware	714.60	809.80	Yes	--	--
Florida	708.33	766.66	--	--	Yes
Georgia	818.18	922.03	Yes	--	--
Hawaii	858.79	930.96	Yes	Yes	--
Idaho	750.00	--	--	Yes	--
Illinois	654.54	--	--	--	--
Indiana	816.66	850.00	--	--	Yes
Iowa	866.66	916.66	--	--	Yes
Kansas	690.91	772.72	--	Yes	--
Kentucky	745.91	--	--	Yes	--
Louisiana	766.66	800.00	Yes	--	--
Maine	744.44	788.88	--	--	--
Maryland	666.66	750.00	--	--	Yes
Massachusetts	750.00	800.00	--	Yes	--
Michigan	850.00	--	--	--	Yes
Minnesota	875.00	965.00	--	--	Yes
Mississippi	730.16	800.83	Yes	--	--
Missouri	736.50	--	--	--	--
Montana	777.77	844.44	--	--	Yes
Nebraska ^b	745.45	1,098.72	--	Yes	--
Nevada	940.00	--	--	Yes	--
New Hampshire	666.66	700.00	--	--	Yes
New Jersey	850.00	880.00	--	--	Yes
New Mexico	756.52	--	--	--	--
New York	783.33	1,063.33	--	Yes	--
North Carolina	830.66	908.66	Yes	--	--
North Dakota	733.33	--	--	Yes	--
Ohio	711.08	778.66	Yes	--	--
Oklahoma	795.00	828.33	Yes	--	--
Oregon	833.33	875.00	--	--	Yes
Pennsylvania	683.33	733.33	Yes	--	--
Rhode Island	888.88	944.44	--	Yes	--
South Carolina	727.77	761.11	--	--	Yes
South Dakota	683.33	--	--	Yes	--
Tennessee	708.33	758.33	Yes	--	Yes
Texas	660.00	685.00	Yes	--	--
Utah	700.00	731.55	--	Yes	--
Vermont	763.33	878.18	--	Yes	--
Virginia	750.00	791.66	--	Yes	--
Washington	804.36	--	--	Yes	--
West Virginia	645.50	706.30	Yes	--	--
Wisconsin	766.66	--	--	Yes	--
Wyoming	786.33	818.18	--	Yes	--

^a Requires 5 years of college education

^b Lowest paid teacher with B.S. - Average for M.S.

TABLE III
 MAXIMUM STARTING SALARY FOR VOCATIONAL
 AGRICULTURE TEACHERS, 1974-75

State	B.S. Per Month	M.S. Per Month	State Scale	Highest Paid	Estimated Maximum
Alabama	\$ 867.00	\$1,009.00	Yes	--	--
Arizona	936.36	1,136.36	--	Yes	--
Arkansas	875.00	916.66	--	--	Yes
California	916.66	--	--	--	Yes
Colorado	--	--	--	--	--
Connecticut	--	--	--	--	--
Delaware	714.50	809.66	Yes	--	--
Florida	1,041.66	--	--	--	Yes
Georgia	817.32	922.02	Yes	--	--
Hawaii	858.79	930.96	--	Yes	--
Idaho	916.66	958.33	--	Yes	--
Illinois	--	--	--	--	--
Indiana	No Max.	No Max.	--	--	--
Iowa	No Max.	No Max.	--	--	--
Kansas	909.09	1,000.00	--	Yes	--
Kentucky	737.58	--	--	--	--
Louisiana	800.00	--	--	--	--
Maine	866.66	911.11	--	--	Yes
Maryland	750.00	833.33	--	--	Yes
Massachusetts	907.33	957.33	--	Yes	--
Michigan	916.66	--	--	--	Yes
Minnesota	941.66	1,041.66	--	--	Yes
Mississippi	775.00	850.00	--	--	Yes
Missouri	916.66	--	--	--	--
Montana	866.66	933.33	--	--	Yes
Nebraska	909.09	1,545.45	--	--	Yes
Nevada	1,130.00	--	--	Yes	--
New Hampshire	718.75	858.33	--	--	Yes
New Jersey	1,000.00	--	--	--	--
New Mexico	Unknown	Unknown	--	--	--
New York	833.33	1,250.00	--	Yes	--
North Carolina	830.66	867.00	Yes	--	--
North Dakota	833.33	None Started	--	--	--
Ohio	833.33	1,000.00	--	--	--
Oklahoma	845.41	878.79	--	--	Yes
Oregon	908.33	950.00	--	--	Yes
Pennsylvania	700.00	None	--	--	--
Rhode Island	900.00	960.00	--	Yes	--
South Carolina	909.72	951.29	--	--	Yes
South Dakota	791.66	816.66	--	Yes	--
Tennessee	875.00	875.00	--	--	Yes
Texas	No Max.	No Max.	--	--	--
Utah	796.66	841.66	--	Yes	--
Vermont	700.00	805.00	--	Yes	--
Virginia	833.33	875.00	--	Yes	--
Washington	1,171.09	--	--	Yes	--
West Virginia	853.83	956.30	--	Yes	--
Wisconsin	875.00	1,008.33	--	Yes	--
Wyoming	990.00	--	--	Yes	--

TABLE IV
 AVERAGE STARTING SALARY FOR VOCATIONAL
 AGRICULTURE TEACHERS, 1974-75

State	B.S. Per Month	M.S. Per Month	Calculated Average	Estimated Average
Alabama	\$ 867.00	\$1,009.00	Yes	--
Arizona	892.72	1,090.90	Yes	--
Arkansas	800.00	816.66	--	Yes
California	750.00	--	--	Yes
Colorado	772.72	--	--	--
Connecticut	810.41	--	Yes	--
Delaware	750.00	850.00	--	Yes
Florida	783.33	850.00	--	Yes
Georgia	818.18	922.02	Yes	--
Hawaii	--	--	--	--
Idaho	--	--	--	--
Illinois ^a	1,072.54	--	--	--
Indiana	858.33	900.00	--	Yes
Iowa	875.00	916.66	--	Yes
Kansas	792.72	845.45	Yes	--
Kentucky	--	--	--	--
Louisiana	766.66	--	Yes	--
Maine	761.11	805.55	Yes	--
Maryland	708.33	791.66	--	Yes
Massachusetts	833.33	875.00	--	Yes
Michigan	891.66	--	--	Yes
Minnesota	925.00	1,026.66	--	Yes
Mississippi	750.00	800.00	--	Yes
Missouri	810.66	--	--	--
Montana	822.22	888.88	--	Yes
Nebraska	817.54	1,098.72	Yes	--
Nevada	1,038.60	--	Yes	--
New Hampshire	691.66	708.33	--	Yes
New Jersey	900.00	--	--	Yes
New Mexico	Unknown	Unknown	--	--
New York	808.33	1,158.33	--	Yes
North Carolina	830.66	908.66	Yes	--
North Dakota	769.83	None Started	Yes	--
Ohio	775.00	--	--	Yes
Oklahoma	791.66	832.50	--	Yes
Oregon	858.33	891.66	--	Yes
Pennsylvania	687.50	--	Yes	--
Rhode Island	944.44	1,000.00	--	Yes
South Carolina	817.08	851.00	--	Yes
South Dakota	747.75	783.33	--	Yes
Tennessee	750.00	800.00	--	Yes
Texas	--	--	--	--
Utah	750.00	800.00	--	Yes
Vermont	700.00	733.33	--	Yes
Virginia	791.00	833.00	--	Yes
Washington	943.50	--	Yes	--
West Virginia	--	--	--	--
Wisconsin	791.66	833.33	--	Yes
Wyoming	872.73	--	--	Yes

^a Average salary for entire state, not just beginning teachers

TABLE IX
CHANGES SINCE 1973-74 STUDY

State	Teaching Load	Certification	Certificate Renewal	Travel or Per Diem	Fringe Benefits
Arizona	--	Yes ^a	Yes ^a	Yes ^a	--
California	Increased	New Law ^a	--	Increased ^a	--
Florida	--	--	--	Yes ^a	--
Georgia	--	--	--	Yes ^a	--
Indiana	--	--	--	--	Collective Bargaining
Iowa	--	Special Certification ^b	--	--	--
Kentucky	--	--	--	12¢ per mile \$13 meals \$20 room	--
Louisiana	--	--	--	Increased travel ^a	--
Minnesota	--	--	--	15¢ per mile	Increased Insurance Coverage
New Hampshire	--	Local School Handles	Local School Handles	--	--
North Carolina	--	--	--	--	State pays all Med. Insurance
North Dakota	--	--	--	15¢ per mile \$10 meal \$11 room	--
Ohio	--	--	--	12¢ per mile	--
Oklahoma	--	--	--	Yes ^d	--
South Dakota	--	--	--	14¢ per mile	--
Utah	--	--	--	Travel and Per diem Increased	Insurance Coverage Increased
Vermont	--	--	--	15¢ per mile	--
Virginia	--	--	--	12¢ per mile	--
Washington	Increased	Yes ^c	Yes ^a	--	Increased
West Virginia	--	--	--	11¢ per mile ^e	--
Wisconsin	--	Temporary Certificate	--	Increased ^a	Increased ^a

^aDid not explain

^eSome counties pay over 11¢ per mile

^bMust have planned 3-year program

^cRequires 2 years' work experience in past 6 years

^dPays \$30 per day for 5-day summer conference
Pays \$50 for mid-winter conference
Pays \$10 each for 10 professional meetings

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 Mx.	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.

^bVaries.

^cMust have one free period.

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

^eCounty may add to this.

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%	Varies
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 ^b	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	-----	-----	-----	-----
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.

VITA

Tobie Richard Titsworth

Candidate for the Degree of

Doctor of Education

Dissertation: AN ANALYSIS AND REGIONAL COMPARISON OF SALARIES AND WORKING CONDITIONS OF VOCATIONAL AGRICULTURE TEACHERS IN THE UNITED STATES

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Henryetta, Oklahoma, May 13, 1945, the son of Mr. and Mrs. T. R. Titsworth.

Education: Attended Francis Williard and Hoffman grade schools in Okmulgee County, Oklahoma, and Lake Station grade school in Sand Springs, Oklahoma; graduated from Beggs High School in May, 1963; received the Bachelor of Science degree in May, 1967, and the Master of Science degree in July, 1973, from Oklahoma State University, with a major in Agricultural Education; completed requirements for the degree of Doctor of Education at Oklahoma State University in July, 1976.

Professional Experience: Aircraft Maintenance Officer, USAF, September, 1967, to June, 1971; Vocational Agriculture Teacher, Miami, Oklahoma, August, 1971 to July, 1974; Graduate Research Assistant, Oklahoma State University, Stillwater, Oklahoma, August, 1974, to July, 1975; Mechanized Agriculture Instructor, Texas A&M University, September, 1975, to present.

Organizations: Member of Reserve Officers' Association, National Vocational Agriculture Teachers' Association, Phi Delta Kappa, Alpha Zeta, and Alpha Tau Alpha.