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PROBLEM AREAS OF BEGINNING TEACHERS OF VOCATIONAL
AGRICULTURE IN SOUTH DAKOTA,

by

Wendell J. DeBoer

LB2385
D352

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PROBLEM AREAS OF BEGINNING TEACHERS
OF VOCATIONAL AGRICULTURE IN SOUTH DAKOTA

SECTION I

INTRODUCTION

A beginning teacher in vocational agriculture is confronted by many problems when he begins his teaching career. Some of these problems are temporary and are mastered by the individual in a short time. Some are not immediate, but appear as the teacher gains more experience. These, also, may be mastered in a short period of time. Still other problems arise that become ever-present ones and, in spite of all the initiative and experience the teacher can muster, they will still confront him.

The writer, like all vocational agriculture teachers, is concerned with these problems. He has completed four years of teaching vocational agriculture, three years in an established department and one year in setting up a new department. The first department contained twenty-eight students; the second had forty-one.

In this study the writer is attempting to determine the problems of the beginning teacher of vocational agriculture. He believes that this research has not been previously conducted in South Dakota.

This study includes forty-one vocational agriculture instructors teaching in South Dakota for the 1953-54 school year. Three of these teachers had their beginning experience in other states and their answers were given on that basis. These instructors taught in Iowa,

Minnesota, and Wyoming respectively. However, they received their teacher training at South Dakota State College. Only one teacher contacted did not have his training at the above institution.

Some problems are products of an individual or local situation. However, the writer is more interested in those major problems that confront a large number of beginning teachers, with the hope that something can be done during the teacher training period to alleviate some of them.

SECTION II

PURPOSE

Every year men enter the field of teaching vocational agriculture in South Dakota high schools. Most of them go into established departments and a few begin new departments. All these beginning teachers have completed approximately the same preparatory undergraduate training. What are the problems that confront these beginning teachers? Is there any difference between the problems of a teacher starting in an established department and one in a new department? What can be done in teacher training to help solve these problems? These are all important questions to vocational agriculture in South Dakota.

The primary purpose of this study is to determine the major problems of the beginning teacher in vocational agriculture and, with this information, attempt to overcome some of these difficulties through the teacher training department at South Dakota State College. To carry out this purpose a check-list questionnaire was set up. The main problem areas and the specific area under each were framed to fit South Dakota vocational agriculture departments. The items were selected on the basis of the writer's experiences, his familiarity with the vocational agriculture program in South Dakota, and contacts with other vocational agriculture teachers. Reference was also made to a similar study conducted by Scott and Phipps in Illinois.¹

The secondary purpose of this study is to determine any great difference in the problems of a beginning teacher going into an established department and one starting a new department. The writer

1. M. J. Scott and L. J. Phipps, "Assistance Needed by First-Year Teachers," Ag. Ed. Mag., December 1951, pp. 140-141.

also wishes to discover if there is any great difference in the problems of teachers with three months' experience compared to teachers who have completed one to three years of teaching.

SECTION III

PROCEDURE

In order to determine the major problems of the beginning teacher in agriculture, teachers with a maximum of three years' experience were contacted. The sampling number would have been too small to arrive at any justifiable conclusions if only the actual beginners were used.

Information was obtained by sending out two check-list type questionnaires (Appendices A and B). One questionnaire (Appendix A) was prepared for problems in established departments under six major problem areas: Classroom Teaching, Farm Mechanics, Future Farmers of America, Supervised Farming, Community Relationships, and School Relationships. Under each of the major problem areas, specific problems were listed. The number varied and a total of eighty items was listed.

The other questionnaire (Appendix B) was set up for teachers starting new departments. It included the same major problem areas and contained a total of eighty-three specific problems to be checked. In both questionnaires, the teacher had the choice of checking an item as either a definite problem, a partial problem, or no problem. At the end of each of the main areas, space was given for other problems if the teacher felt some item which he considered a problem was not included.

In addition to dividing the teachers starting new departments from those in established departments, groupings were also based on length of experience. Instructors with three months' experience were called new teachers and those with one, two, and three years of teaching were called experienced teachers. This resulted in four final

categories: experienced teachers in established departments; new teachers in established departments; experienced teachers in new departments; and new teachers in new departments.

Questionnaires were handed out at the Vocational Agriculture Teacher's Conference at Sturgis, South Dakota, in August, 1953, to the twenty-nine instructors who had completed one, two, and three years of teaching. In December, 1953, the remaining twelve teachers, who had just completed three months of teaching, received their questionnaires by mail.

A follow-up letter was sent to those who didn't respond. Later, another letter and a copy of the questionnaire were sent. Some personal contacts were made, and 100 per cent return was ultimately achieved. As the questionnaires were returned, the problem items were tallied under the four categories into which the teachers had been divided.

To determine which problems were the most frequent, the largest grouping (nineteen experienced teachers in established departments) was treated statistically, but the writer felt the other groups were too small and allowed for too much sampling error by this method, so these were treated by empirical means. New and experienced teachers who established new departments were combined into one group since there were only three new teachers who established new departments. This sampling was considered too small to give an accurate picture of the situation, even by empirical means.

SECTION IV

REVIEW OF LITERATURE

In this study the problems of beginning teachers in vocational agriculture are being presented with the hope that future training of prospective teachers can take these difficulties into consideration and provide a remedy for some of them. In order to determine these problems one must investigate the actual teaching situation.

Phipps of the University of Illinois conducted a study involving twenty-six beginning vocational agriculture teachers in Illinois in 1947-48, as part of a more inclusive study, to indicate the types of training needed for prospective teachers. He found that more than 75 per cent of the beginning twenty-six teachers reported their preservice training was inadequate in the following activities:

1. Instructing farm mechanics
2. Directing and supervising farming programs
3. Advising the Future Farmers of America
4. Conducting parliamentary procedure contests²

Phipps concluded that "all necessary training can probably not be given before a person becomes engaged in the job of teaching."³

Concerning the problems that arose from this study, Phipps recommended three types of improvement in the teacher training program. They are:

- "1. A realistic attention in undergraduate courses to the special and unique problems which beginning teachers confront during their first year of teaching.
2. An increased opportunity for participating experiences in a greater proportion of the activities.
3. An organized and systematic program of internship and/or follow-up for beginning teachers."⁴

2. L. J. Phipps, "Problems of Beginning Teachers", Ag. Ed. Mag., August, 1949, p. 35.

3. Ibid.

4. Ibid.

A follow-up of this study was conducted by Scott and Phipps in 1950-51 involving forty-two beginning teachers of vocational agriculture in Illinois. Table I gives a summary of the number of problem areas and how they rated.

TABLE I*
SUMMARY OF PROBLEMS OF FORTY-TWO BEGINNING TEACHERS
BY PROBLEM AREAS

Problem Areas	Total Returns
Selecting, securing and Filing Educational Materials	56
FFA	55
Supervised Farming	42
Student Behavior and Guidance	41
Course Materials and Teaching Methods	32
Buildings and Facilities	32
Veterans	29
Adult-Farmer Classes	28
Advisory Councils	26
Organization of Time	25
Farm Shop	23
Administration of Vocational Agriculture Program	20
Relationships	16
Evaluation	11
Young Farmer Education	5

*Scott and Phipps, Op. Cit., p. 140.

These teachers enrolled in a course for beginning teachers, made their own problem lists, and brought them to class. The problems suggested by the beginning teachers were divided into problem areas and summarized according to their frequency.

In the conclusions of this study, Scott and Phipps determined that beginning teachers had problems which were covered in their undergraduate training courses rather thoroughly, but which had little meaning for them until they actually came in contact with them on the job. Many of the problems suggested by the beginning teachers were the same as those faced by experienced teachers. Some of the problems are the products of a local situation.

The forty-two beginning teachers recognized a wide variety of specific problems. They felt inadequate in their quest for teaching materials and filing them. The FFA area was clouded with problems. The authors of the study felt that the results clearly indicated the need for a course for first-year teachers.

Montgomery, in a study of teachers' professional problems in Alabama, included 252 teachers, 20 per cent of which were in their first year. He states in his summary:

"The rank of the ten areas of professional problems on the basis of the average number of problem items in the areas checked by as many as 20% of the teachers were: (1) Teaching all day boys, 30; (2) Advising an FFA chapter, 11; (3) Providing adequate physical facilities, 10; (4) Maintaining favorable community relationships, 6; (5) Maintaining favorable professional relationships, 6; (6) Teaching young and adult farmers, 6; (7) Discovering needs and setting goals, 4; (8) Placing and following up students, 4; (9) Evaluating the program, 4; and (10) Keeping records and making reports, 3."⁵

5. Robert W. Montgomery, "Professional Needs of Teachers of Vocational Agriculture in Alabama and Their Implications for In-Service Education", Ph. D. Thesis, 1952.

Montgomery's recommendations included "organization of an advisory committee composed of supervisors, teachers and teacher trainers who could assist in planning, promoting, and evaluation of inservice training."⁶

In the three studies reviewed here there is a difference in scope and content; yet, many similarities in the problems of beginning teachers may be noted. Advising the FFA Chapter was an outstanding problem in all three studies. Problems that are similar in two of the three studies are in the areas of farm mechanics or shop, supervised farming, teaching all day boys, and physical facilities.

A close relationship may also be seen in the recommendations made upon completion of the studies. That teacher training should be re-evaluated in the light of the results of the studies was a blanket recommendation. In addition, two of the studies recommended a follow-up or a course for first year teachers in vocational agriculture.

6. Ibid.

SECTION V

RESULTS OF THE STUDY

A. Summary of the Study of Nineteen Experienced Teachers
In Established Departments

The largest group of teachers contacted was nineteen experienced teachers in established departments. In summarizing the results of this group, statistical treatment was used. The writer tested a 50:50 hypothesis using X^2 (Chi-Square) at a 5 per cent level significance. This is considered a sound basis for conclusions by statisticians. In the use of X^2 , the sampling distribution is known and it can be used for testing hypotheses. It fits well where the departure of observed frequencies is to be tested in relation to what one would expect to obtain on the basis of a given hypothesis.

In testing the 50:50 hypothesis, the definite problem and partial problem tallies were combined to be treated statistically in relation to the no problem total. By this statistical method, if fourteen or more teachers checked an item as a definite or partial problem, it was significant. The fact that the teacher could check either definite problem or partial problem assisted in locating the most significant problems. If two items had the same number of checks in these two columns, the one with the larger number of definite problems would be the more significant of the two. The value of the three categories proved essential in reaching conclusions on the smaller groups, which had to be treated by observation due to the likelihood of the sampling error.

In the Classroom Teaching area (Table I), the following are significant problems, listed according to rank:

1. Planning time for individual instruction
2. Budgeting time

TABLE I
CLASSROOM TEACHING

Problem Area	Nineteen Experienced Teachers			Nine New Teachers		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Selecting and purchasing additional supplies and materials	0	11	8	1	5	3
2. Developing course outlines	2	13	4	0	7	2
3. Planning instructional units and preparing daily lesson plans	3	11	5	0	5	4
4. Teaching classes effectively	1	12	6	1	8	0
5. Conducting supervised study	1	6	12	0	4	5
6. Discipline or improving behavior of students	1	8	10	2	4	3
7. Organizing and determining how best to use books, bulletins, pamphlets and periodicals	4	10	5	1	7	1
8. Inventory of items in department	1	6	12	0	5	4
9. Filing materials	5	6	8	0	6	3
10. Planning time for individual instruction	6	12	1	4	3	2
11. Using student notebooks	3	9	7	1	4	4
12. Maintaining student interest	2	10	7	1	6	2
13. Coping with individual differences	4	10	5	0	6	3
14. Budgeting time	6	10	3	1	6	2
15. Planning and conducting field trips	4	8	7	0	7	2
16. Use of visual materials (films, slides, filmstrips, etc.)	2	8	9	0	2	7
17. Evaluation of student's work	1	9	9	0	3	6

3. Organizing and determining how best to use books, bulletins, pamphlets and periodicals
3. Coping with individual differences
5. Planning instructional units and preparing daily lesson plans
6. Developing course outlines

At least one or more teachers listed sixteen of the seventeen items in this area as a definite problem. Only one of the nineteen teachers considered Item 10 in Table I, planning time for individual instruction, as no problem. Six listed it as a definite problem and twelve considered it a partial problem. Six instructors considered Item 4, budgeting time, as a definite problem, and ten checked it as a partial problem.

Item 7 in Table I, organizing and determining how best to use books, bulletins, pamphlets and periodicals; and Item 13, coping with individual differences, were checked as definite problems by four, and partial problems by ten of the nineteen teachers.

Three teachers considered planning instructional units and preparing daily lesson plans (Item 3) as a definite problem to them, and eleven checked it as a partial problem. Two teachers checked Item 2, developing course outlines, as a definite problem, and thirteen considered it a partial problem.

Of the nineteen instructors contacted, one teacher had not taught farm mechanics. Consequently, only eighteen teachers answered the Farm Mechanics section in the questionnaire. The following significant problems arose in this area (Table II):

1. Securing adequate shop space
2. Developing a home farm shop
3. Planning units of course work and daily lesson plans
4. Determining content and scope of the program
5. Using appropriate teaching methods

Item 6 in Table II, securing adequate shop space, was the outstanding problem in this area. Only three of the eighteen instructors considered it no problem, and eleven called it a definite problem.

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TABLE II
FARM MECHANICS

Problem Area	Eighteen Experienced Teachers			Nine New Teachers		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Planning units of course work and daily lesson plans	5	10	3	1	4	4
2. Student behavior in shop	1	8	9	1	5	3
3. Shop safety	3	6	9	1	4	4
4. Housekeeping	3	6	9	2	7	0
5. Selecting and purchasing additional supplies and materials	4	5	9	1	4	4
6. Securing adequate shop space	11	4	3	6	2	1
7. Developing student interest	1	10	7	0	6	3
8. Determining student projects	3	9	6	1	5	3
9. Evaluation of student's work	0	10	8	0	6	3
10. Determining content and scope of farm mechanics program	4	10	4	1	6	2
11. Using appropriate teaching methods	1	13	4	1	7	1
12. Inventory of items	0	5	13	0	3	6
13. Developing a home farm shop	8	8	2	0	6	3

Eight teachers felt that Item 13, developing a home farm shop, was a definite problem, and eight more rated it as a partial problem. Only two felt that this was no problem to them. Item 1, planning units of course work and daily lesson plans, was considered a definite problem by five of the eighteen and ten more listed it as a partial problem.

Four of the eighteen teachers rated Item 10, determining content and scope of the program, as a definite problem, and ten felt it was a partial problem. Only one teacher considered Item 11, using appropriate teaching methods, as a definite problem, but thirteen of the eighteen felt it was a partial problem, which brought it to the significant level. All but two of the thirteen problem items under Farm Mechanics were checked as definite problems by one or more participants.

Serving as advisor to the local Future Farmers of America chapter produced some significant problems to the nineteen experienced teachers in established departments (Table III). The significant problems in this area are:

1. Financing chapter activities
2. Developing student leadership and responsibility
3. Training public speakers
4. Developing a program of work
5. Proper use of parliamentary procedure

The Future Farmers of America as a self-supporting organization has many possibilities for the use of funds in chapter activities. Financing these activities (Item 2 in Table III) was the most significant problem in this area. Nine of the nineteen felt this was a definite problem and seven more called it a partial problem.

Eight teachers listed Item 6, developing student leadership and responsibility, as a definite problem and eight more called it a partial problem. Item 12, training public speakers, was a definite problem to seven instructors, and a partial problem to nine.

TABLE III

FUTURE FARMERS OF AMERICA

Problem Area	Nineteen Experienced Teachers			Nine New Teachers		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Selecting time for meetings	4	7	8	4	2	3
2. Financing chapter activities	9	7	3	1	6	2
3. Developing a program of work	6	10	3	1	3	5
4. Student behavior at meetings	1	10	8	0	4	5
5. Proper use of parliamentary procedure	4	10	5	2	3	4
6. Developing student leadership and responsibility	8	8	3	1	6	2
7. Selection of officers	5	6	8	1	6	2
8. Publicity	1	11	7	1	4	4
9. Planning initiation and degree advancement	1	12	6	1	4	4
10. Selecting what FFA trips to take	1	9	9	0	3	6
11. Organizing and planning FFA trips	1	9	8	0	6	3
12. Training public speakers	7	9	2	1	2	6
13. Selecting judging team members	2	10	7	1	5	3

Six teachers felt that developing a program of work for the chapter (Item 3 in Table III) was a definite problem and ten considered it a partial problem. Item 5, proper use of parliamentary procedure, was the last significant problem in this area. Four listed it as a definite problem and ten considered it a partial problem. All the thirteen items in Table III were considered definite problems by one or more of the nineteen instructors.

It is the goal of the vocational agriculture program that each boy enrolled in the course develop a farming program of his own. It is also desirable that this farming program be expanded during the boy's four years in high school and that upon completion of high school he can go into full farming operations. Each farming program is a personal one and has to be developed as such. The problems stemming from this are taken up in the Supervised Farming area (Table IV). The significant problems for the nineteen experienced teachers in this field are:

1. Working with town boys and/or boys with inadequate facilities
2. Developing a supervised farming program
3. Maintaining satisfactory records
4. Follow-up after graduation
5. Enlisting support and cooperation of the parents
5. Promoting and using records of farming programs in instructional work

Item 10 in Table IV, working with town boys and/or boys with inadequate facilities, was the outstanding problem. Twelve of the nineteen teachers checked it as a definite problem. Only three teachers considered it no problem.

Item 1, developing supervised farming program, was considered a definite problem by seven out of the nineteen experienced teachers and nine more checked it as a partial problem. The third most significant problem in the Supervised Farming area was Item 2, maintaining satisfactory records. Six teachers felt this was a definite problem and nine checked it as a partial problem.

TABLE IV
SUPERVISED FARMING

Problem Area	Nineteen Experienced Teachers			Nine New Teachers		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Developing supervised farming program	7	9	3	0	7	2
2. Maintaining satisfactory records	6	9	4	2	5	2
3. Making home farm survey	4	8	7	0	5	4
4. Enlisting support and cooperation of parents	4	10	5	1	5	3
5. Helping student plan his program	2	7	10	0	4	5
6. Financing the student's program	2	11	6	0	5	4
7. Providing individual instruction on farm	3	8	8	0	6	3
8. Planning time for home visits	2	7	10	0	7	2
9. Evaluating individual's program	2	10	7	1	6	2
10. Working with town boys and/or boys with inadequate facilities	12	4	3	4	3	2
11. Becoming acquainted with the present supervised farming program	1	11	7	0	6	3
12. Promoting and using records of farming programs in instructional work	4	10	5	0	5	4
13. Relations with former students, particularly of previous year	3	6	10	2	2	5
14. Follow-up after graduation	4	12	3	2	4	3

The next problem in significance was follow-up after graduation (Item 14 in Table IV). Although only four teachers considered it a definite problem, twelve checked it as a partial problem and only three felt it was no problem. Items 4 and 12, enlisting support and cooperation of parents, and promoting and using records of farming programs in instructional work, rated the same in significance. Four teachers felt they were definite problems and ten considered them as partial problems.

In the Supervised Farming area, all except one of the fourteen problem items were checked as definite problems by two or more of the nineteen experienced teachers in established departments. The remaining item was listed as a definite problem by one participant.

In the area of Community Relationships (Table V), Item 1, promoting the vocational agriculture program, was the only significant problem. Only three instructors felt that this was a definite problem, but twelve considered it a partial problem.

The last area of problems is School Relationships (Table VI). The nineteen experienced teachers gave no significant problems here, and five of the fourteen items received no definite problem checks at all.

TABLE V

COMMUNITY RELATIONSHIPS

Problem Area	Nineteen Experienced Teachers			Nine New Teachers		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Promoting the vocational agriculture program	3	12	4	1	4	4
2. Becoming familiar with farming standards, types and practices in the community	3	4	12	0	4	5
3. Becoming familiar with local customs and mores	2	3	14	0	3	6
4. Becoming acquainted with the farmers	0	6	13	0	2	7
5. Relations with governmental agencies (4-H, S.C.S., Farm Credit, County Agent)	0	1	18	0	1	8
6. Cooperation with civic groups	1	3	15	0	1	8
7. Cooperation with town business men	1	4	14	0	1	8
8. Contacting prospective students	0	6	13	0	2	7
9. Housing for teachers	9	2	8	2	3	4

TABLE VI
SCHOOL RELATIONSHIPS

Problem Area	Nineteen Experienced Teachers			Nine New Teachers		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Familiarizing yourself with other duties assigned to you by superintendent and principal	3	1	14	0	2	7
2. Preparing and filing records and reports	0	9	10	2	3	4
3. Scheduling vocational agriculture classes	1	3	15	0	2	7
4. Scheduling field trips	3	7	9	0	2	7
5. Scheduling contest trips	3	7	9	0	1	8
6. Supervising extra-curricular and non-agricultural activities	4	6	9	0	3	6
7. Teaching non-agricultural classes	2	4	13	0	2	7
8. Study halls	1	6	12	0	3	6
9. Home rooms	0	2	17	0	0	9
10. Noon-hour supervision	2	2	15	0	2	7
11. Professional improvement	0	9	10	0	3	6
12. Cooperation with the administration	4	1	14	0	1	8
13. Cooperation with other teachers	0	4	15	0	1	8
14. Cooperation with the Board of Education	0	4	15	0	1	8

B. Summary of the Study of Nine New Teachers in Established Departments

To determine the significant problems of the nine new teachers in established departments, empirical means were used, since the small number of teachers in this area would have allowed for too great a sampling error. If an item was checked as a definite or partial problem by seven or more of the nine teachers, it was significant in the area. The significant problems of these new teachers in Classroom Teaching, in order of rank, are as follows (Table I):

1. Teaching classes effectively
2. Organizing and determining how best to use books, bulletins, pamphlets and periodicals
3. Planning time for individual instruction
4. Maintaining student interest
4. Budgeting time
6. Developing course outlines
6. Planning and conducting field trips

Item 4 in Table I, teaching classes effectively, was the most significant problem in this area. All nine teachers considered it a problem; yet only one of the nine checked it as a definite problem. The second most significant problem was organizing and determining how best to use books, bulletins, pamphlets and periodicals (Item 7 in Table I). Only one teacher considered it a definite problem, but seven checked it as a partial problem. Four of the nine teachers indicated that Item 10, planning time for individual instruction, was a definite problem. Three felt it was a partial problem, and two considered it no problem. Items 12 and 14, maintaining student interest, and budgeting time, were definite problems to one teacher and partial problems to six more. None of the nine teachers listed developing course outlines (Item 2) and planning and conducting field trips (Item 15) as definite problems, but seven considered them partial problems, and only two checked them as no problem.

This results in a total of seven significant problems out of seventeen items. Four of these seven items were significant problems to the nineteen experienced teachers in established departments. They were: organizing and determining how best to use books, bulletins, pamphlets, and periodicals; planning time for individual instruction; budgeting time; and developing course outlines.

In the Farm Mechanics area, the nine new teachers in established departments had the following significant problems (Table II):

1. Securing adequate shop space
2. Housekeeping
3. Using appropriate teaching methods
4. Determining content and scope of farm mechanics program

The outstanding problem in this area was Item 6 in Table II, securing adequate shop space for farm mechanics. Six of the nine teachers listed this as a definite problem and two felt it was a partial problem. Only one instructor considered it no problem to him. Two teachers checked housekeeping (Item 4) as a definite problem, and seven more felt it was a partial problem, showing that all nine of the new teachers had some difficulty with this item. One teacher considered Item 11, using appropriate teaching methods, as a definite problem, and seven of the nine listed it as a partial problem. Determining content and scope of the farm mechanics program (Item 10) is the last of the significant problems in this area. One teacher checked it as a definite problem and six more called it a partial problem.

Three of these problems were the same as those given by the nineteen experienced teachers in established departments. Securing adequate shop space was the outstanding problem of both groups. Using appropriate teaching methods, and determining content and scope of the program were also significant problems to both.

Three major problems in advising the Future Farmers of America chapter were significant to the nine new teachers who went into established departments (Table III). They are:

1. Financing chapter activities
1. Developing student leadership and responsibility
1. Selecting officers

The above three problems in this area are of equal significance. One teacher considered each a definite problem and six of the nine felt each was a partial problem. Two of the three problems were also listed by the nineteen experienced teachers in established departments. They are: financing chapter activities, and developing student leadership and responsibility.

In the area of Supervised Farming, the nine new teachers in established departments had five significant problems out of the fourteen problem items listed in the questionnaire (Table IV). They are:

1. Working with town boys and/or boys with inadequate facilities
2. Maintaining satisfactory records
3. Evaluating individual's program
4. Developing supervised farming program
4. Planning time for home visits

The top problem in this area was Item 10 in Table IV, working with town boys and/or boys with inadequate facilities. Four of the nine teachers listed it as a definite problem and three considered it a partial problem. Maintaining satisfactory records (Item 2) was a definite problem to two of the nine, and five teachers checked it as a partial problem. The third most significant problem was Item 9, evaluating the individual's program. Only one teacher indicated that this was a definite problem, but six checked it as a partial problem. Developing supervised farming program (Item 1), and planning time for home visits (Item 8) were not considered as definite problems by any of the nine teachers, but seven felt that they were partial problems.

Three of these problems were the same as those which confronted the nineteen experienced teachers in established departments. Working with town boys and/or boys with inadequate facilities was the outstanding problem of both groups. The two other problems that were significant to both groups were: maintaining satisfactory records, and developing supervised farming program.

The nine new teachers in established departments had no significant problems in Community Relationships (Table V). There were no definite problems in seven of the nine items, and three of the items were checked as no problem by eight of the nine teachers.

School relationships caused no significant problems for the nine new teachers, either (Table VI). In this area, only one of the fourteen items was checked as a definite problem, and four of the items were partial problems to only one teacher.

C. Summary of the Study of Problems of Thirteen Teachers Who Started New Vocational Agriculture Departments

In this group, there were ten experienced teachers and three new teachers. The experienced and new teacher tallies were combined, since the three new teachers made up too small a sampling to justify any conclusions as to their significant problems. The entire grouping was too small to treat statistically and so the following problems were selected by empirical means. If nine or more of the thirteen instructors checked an item as a definite or partial problem, it was significant in the area.

Seven significant problems appeared in Classroom Teaching (Table VII). They are:

1. Filing materials
2. Planning time for individual instruction
3. Organizing and determining how best to use books, bulletins, pamphlets and periodicals
3. Budgeting time
5. Developing course outlines
5. Selecting reference material
7. Coping with individual differences

Five of the thirteen teachers who started new departments indicated that Item 11 in Table VII, filing materials, was a definite problem for them. Five others listed this item as a partial problem and only three teachers considered it no problem. Planning time for individual instruction (Item 12) rated four definite problems and five partial problems, making it the second most significant problem in Classroom Teaching. Item 9, organizing and determining how best to use books, bulletins, pamphlets and periodicals; and Item 13, budgeting time, were definite problems to three of the thirteen teachers and partial problems to six more. Two definite problems and seven partial problems each were given to Item 4, developing course outlines, and item 10, selecting reference materials, by the thirteen

TABLE VII
CLASSROOM TEACHING

Problem Area	Definite Problem	Partial Problem	No Problem
1. Selecting and purchasing books	0	8	5
2. Selecting and purchasing magazines	1	3	9
3. Obtaining free material	1	2	10
4. Developing course outlines	2	7	4
5. Planning instructional units and preparing daily lesson plans	3	5	5
6. Teaching classes effectively	1	7	5
7. Conducting supervised study	0	5	8
8. Discipline or improving behavior of students	0	5	8
9. Organizing and determining how best to use books, bulletins, pamphlets and periodicals	3	6	4
10. Selecting reference materials	2	7	4
11. Filing materials	5	5	3
12. Planning time for individual instruction	4	5	4
13. Budgeting time	3	6	4
14. Using student notebooks	0	3	10
15. Maintaining student interest	0	7	6
16. Coping with individual differences	0	9	4
17. Securing adequate materials and supplies	2	6	5
18. Planning and conducting field trips	1	7	5
19. Use of visual materials (films, slides, filmstrips)	2	4	7
20. Evaluation of student's work	1	5	7

teachers. Although the last significant problem, coping with individual differences (Item 16), wasn't rated as a definite problem by any, nine teachers considered it a partial problem.

The second, third, fourth, fifth and seventh items, as listed above, were also significant problems for the nineteen experienced teachers in established departments; and the second, third, fourth, and fifth items were listed by the nine new teachers in established departments as significant.

In Farm Mechanics, the thirteen teachers who began new departments had the following significant problems (Table VIII):

1. Securing adequate shop space
2. Developing a home farm shop
3. Determining scope and content of farm mechanics program
4. Determining student projects
5. Shop safety

Securing adequate shop space (Item 2 in Table VIII) was the outstanding problem. Seven teachers indicated it as a definite problem, three teachers checked it as a partial problem, and only three listed it as no problem. Five of the thirteen teachers checked developing a home farm shop (Item 14) as a definite problem, and six listed it as a partial problem. Two teachers indicated they had no problem with this item.

Determining scope and content of farm mechanics program (Item 11) was a definite problem to two teachers and seven others listed it as a partial problem. Although determining student projects (Item 9) rated only one definite problem, nine of the thirteen teachers considered it a partial problem. Item 5, shop safety, wasn't a definite problem to any of the thirteen teachers, but nine indicated that it was a partial problem. The first three items, as listed above, were also significant to the nineteen teachers in established departments, and items 1 and 3 were important problems to the nine new teachers.

TABLE VIII
FARM MECHANICS

Problem Area	Definite Problem	Partial Problem	No Problem
1. Securing and arranging shop equipment	1	6	6
2. Securing adequate shop space	7	3	3
3. Determining what tools are needed	1	6	6
4. Selecting and purchasing supplies and materials	0	8	5
5. Shop safety	0	9	4
6. Student behavior in shop	1	4	8
7. Housekeeping	1	5	7
8. Developing student interest	0	4	9
9. Determining student projects	1	9	3
10. Evaluation of student's work	3	2	8
11. Determining scope and content of farm mechanics program	2	7	4
12. Using appropriate teaching procedures	2	5	6
13. Planning units of course work and daily lesson plans	3	5	5
14. Developing a home farm shop	5	6	2

Five prominent problems in working with the Future Farmers of America were experienced by the thirteen teachers who established new departments (Table IX). They are:

1. Training public speakers
2. Financing chapter activities
3. Developing a program of work
4. Proper use of parliamentary procedure
5. Planning initiation and degree advancement

Seven of the thirteen teachers listed training public speakers (Item 15 in Table IX) as a definite problem, making it the number one problem in this area. Five more considered it a partial problem, and only one teacher indicated that it was no problem to him. Twelve of the thirteen teachers felt that they had a problem with financing chapter activities (Item 5). It rated as the second most important problem, with four teachers checking it a definite problem and eight teachers calling it a partial problem.

Developing a program of work (Item 4) was a definite problem to three of the thirteen teachers. Eight others indicated it was a partial problem. Two teachers had definite problems with proper use of parliamentary procedure (Item 8). Nine of the thirteen listed it as a partial problem, making it a significant problem in this area. Planning initiation and degree advancement (Item 12) was a definite problem to four teachers and a partial problem to five. All of these problems but the last one were significant problems to the nineteen experienced teachers in established departments, and the second item listed above was a problem for the nine new teachers.

Supervised farming gave rise to four significant problems for the thirteen teachers who established new departments of vocational agriculture (Table X). They are:

1. Working with town boys and/or boys with inadequate facilities
2. Initiating the supervised farming program

TABLE IX
FUTURE FARMERS OF AMERICA

Problem Area	Definite Problem	Partial Problem	No Problem
1. Student interest in organizing a chapter	2	3	8
2. Drawing up a constitution	1	6	6
3. Selection of officers	1	5	7
4. Developing a program of work	3	8	2
5. Financing chapter activities	4	8	1
6. Securing FFA paraphernalia	1	7	5
7. Selecting time for meetings	4	4	5
8. Proper use of parliamentary procedure	2	9	2
9. Student behavior at meetings	0	3	10
10. Developing student leadership and responsibility	3	5	5
11. Publicity	0	7	6
12. Planning initiation and degree advancement	4	5	4
13. Selecting what FFA trips to take	2	6	5
14. Organizing and planning FFA trips	2	5	6
15. Training public speakers	7	5	1
16. Selecting judging team members	1	7	5

TABLE X
SUPERVISED FARMING

Problem Area	Definite Problem	Partial Problem	No Problem
1. Initiating the supervised farming program	4	7	2
2. Maintaining satisfactory records	3	7	3
3. Making home farm survey	2	4	7
4. Enlisting support and cooperation of parents	0	8	5
5. Helping the student plan his program	1	7	5
6. Financing the student's program	3	7	3
7. Providing individual instruction	2	4	7
8. Flanning time for home visits	2	5	6
9. Evaluating the individual's programs	0	7	6
10. Working with town boys and/or boys with inadequate facilities	10	3	0

3. Maintaining satisfactory records
3. Financing the student's program

All thirteen teachers indicated that working with town boys and/or boys with inadequate facilities (Item 10 in Table X) was a problem, and ten of the thirteen considered it a definite problem. Initiating the supervised farming program (Item 1) was a definite problem to four teachers and seven called it a partial problem, thus ranking it as the second most significant problem. Three teachers felt that Item 2, maintaining satisfactory records, and Item 6, financing the

student's program, were definite problems to them. Seven of the thirteen teachers considered these two problems as partial problems, giving them an equal place in the Supervised Farming problems tally. The first and third problems, as listed above, are the same as those experienced by the two groups of teachers in established departments. Initiating the supervised farming program is similar to developing the supervised farming program, which was a significant problem to the two other groups.

Community Relationships produced one significant problem for the thirteen teachers who started new departments (Table XI). Housing

TABLE XI
COMMUNITY RELATIONSHIPS

Problem Area	Definite Problem	Partial Problem	No Problem
1. Selling the vocational agriculture program	1	3	9
2. Becoming familiar with farming standards, types and practices in the community	0	4	9
3. Becoming familiar with local customs and mores	2	2	9
4. Becoming acquainted with farmers	0	2	11
5. Relations with governmental agencies (4-H, S.C.S., Farm Credit, County Agent)	0	3	10
6. Cooperation with civic groups	0	3	10
7. Cooperation with town business men	1	1	11
8. Contacting prospective students	0	5	8
9. Housing for teachers	7	3	3

for teachers, Item 9, was a definite problem to seven of the thirteen, and three more considered it a partial problem. Only three had no problem as far as housing was concerned.

The thirteen teachers who established new departments experienced one major problem in School Relationships (Table XII). Item 3, scheduling vocational agriculture classes, was a definite problem to five teachers and a partial problem to five others.

TABLE XII
SCHOOL RELATIONSHIPS

Problem Area	Definite Problem	Partial Problem	No Problem
1. Familiarizing yourself with other duties assigned to you by superintendent or principal	1	4	8
2. Preparing and filing records and reports	1	5	7
3. Scheduling vocational agriculture classes	5	5	3
4. Scheduling field trips	2	6	5
5. Scheduling contest trips	1	2	10
6. Supervising extra-curricular and non-agricultural activities	2	5	6
7. Teaching non-agricultural classes	3	3	7
8. Study halls	3	2	8
9. Home rooms	0	1	12
10. Noon-hour supervision	1	4	8
11. Professional improvement	1	2	10
12. Cooperation with the administration	0	3	10
13. Cooperation with other teachers	0	2	11
14. Cooperation with the Board of Education	1	1	11

D. Other Problems Experienced by Forty-One Beginning Teachers of Vocational Agriculture

Each of the forty-one teachers that answered the questionnaires had the opportunity to write in any additional problems that they had in connection with each of the six main problem areas. Many of these responses merely clarified an item that they had checked, but some brought up additional problems.

Below are listed the additional problems discussed.

1. What specific area of agricultural instruction will be most beneficial in your area?
2. What is expected of you, as an instructor, when you first enter a strange community, in the way of project visits, etc.?
3. Need for more pre-service speech training
4. Developing more interest in the FFA
5. More separation between FFA and 4-H projects
6. Too much project evaluation by profit
7. Neglect of FFA because of too many other duties
8. Basketball conflicts with FFA meetings (Nearly all members on team)
9. Filling out project record books
10. Teaching sharpening of tools in shop (plane, blade, etc.)
11. Need for more "how to do it" courses in college
12. Getting community to realize teachers are human

There was no duplication of written-in problems, so each is considered a problem of one teacher. Therefore it would be impossible to rate them according to their significance, as they are significant only to the teacher who experienced them.

E. Main Problem Areas of Beginning Teachers
in Established and New Departments

The major areas that cause problems to beginning teachers in vocational agriculture are also of importance in this study. In order to determine the significant areas, χ^2 was used in testing a 50:50 hypothesis. All the definite and partial problems were totaled and tested against the no-problem totals for each of the groups.

In the case of the nineteen experienced teachers who went into established departments, four of the six main problem areas were significant (Table XIII). They are:

1. Supervised Farming
2. Classroom Teaching
2. Farm Mechanics
4. Future Farmers of America

TABLE XIII

The Total Number of Responses and the Per Cent in Each of the
Main Problem Areas of Nineteen Experienced Teachers

Problem Area	Number of Responses			Per Cent		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Classroom Teaching	46	159	118	14	49	37
2. Farm Mechanics	44	104	86	19	44	37
3. FFA	50	118	77	20	41	39
4. Supervised Farming	56	122	88	21	46	33
5. Community Relationships	19	41	111	11	24	65
6. School Relationships	23	65	177	9	24	67

Supervised Farming rated 67 per cent of the total items as problems, making it the leading problem area. Definite problems showed the highest frequency of any of the main areas, giving a total of 21 per cent of the responses. These four areas were significant at the 1 per cent level, using X^2 .

Farm Mechanics and Classroom Teaching were the second most important problem areas for the nineteen teachers in established departments. Sixty-three per cent of the responses in these areas indicated problems. Working with the FFA showed the third highest frequency of problems. Sixty-one per cent of the responses indicated either definite or partial problems in this area.

The nine new teachers who began their teaching in established departments experienced significant problems in three of the six main problem areas (Table XIV). They are:

1. Farm Mechanics
2. Classroom Teaching
3. Supervised Farming

Farm Mechanics was the leading problem area of the nine new teachers with 13 per cent of the responses as definite problems, and 56 per cent as partial problems. Classroom teaching was the second most important problem with 65 per cent of the responses listed as problems. Definite problems accounted for 8 per cent of these responses. The nine new teachers indicated that Supervised Farming was a significant problem area. Sixty-five per cent of the responses were either definite or partial problems. All three of these main problems were significant at the 1 per cent level.

TABLE XIV

The Total Number of Responses and the Per Cent in Each of the Main Problem Areas of Nine New Teachers

Problem Area	Number of Responses			Per Cent		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Classroom Teaching	12	88	53	8	57	35
2. Farm Mechanics	15	65	37	13	55	32
3. FFA	14	54	49	12	46	42
4. Supervised Farming	12	70	44	9	56	35
5. Community Relationships	3	21	57	4	26	70
6. School Relationships	2	26	98	1	21	78

In the six main areas, the thirteen teachers who started new departments experienced three significant problems (Table XV). They are:

1. Supervised Farming
2. Future Farmers of America
3. Farm Mechanics

Supervised Farming was the leading problem area to the thirteen teachers. Sixty-six per cent of the responses indicated a problem, and 21 per cent of these responses listed a definite problem for the teachers. The second problem area concerned the FFA. Sixty-three per cent of the responses listed problems in this area. Both of these main problems were significant at the 1 per cent level. The last main problem area was Farm Mechanics. Fifty-eight per cent of the responses

indicated problems here. This problem was significant at the 5 per cent level.

TABLE XV

The Total Number of Responses and the Per Cent in Each of the Main Problem Areas of Thirteen Teachers

Problem Area	Number of Responses			Per Cent		
	Definite Problem	Partial Problem	No Problem	Definite Problem	Partial Problem	No Problem
1. Classroom Teaching	31	112	117	12	43	45
2. Farm Mechanics	27	79	76	15	43	42
3. FFA	37	93	78	18	45	37
4. Supervised Farming	27	59	44	21	45	34
5. Community Relationships	11	26	80	10	32	68
6. School Relationships	21	45	116	11	25	64

SECTION VI

SUMMARY

Forty-one instructors of vocational agriculture in South Dakota have been contacted concerning their beginning teaching problems. These teachers were grouped on the basis of experience and whether they began in established departments or started new departments. Three groupings resulted. They are: nineteen experienced teachers in established departments; nine new teachers in established departments; and thirteen teachers who started new departments (p. 6). Below is a summary of the significant problems in the six main problem areas--Classroom Teaching, Farm Mechanics, Future Farmers of America, Supervised Farming, Community Relationships, and School Relationships.

The most significant of the classroom teaching problems of the nineteen experienced teachers in established departments, according to rank, are:

1. Planning time for individual instruction
2. Budgeting time
3. Organizing and determining how best to use books, bulletins, pamphlets, and periodicals
3. Coping with individual differences
5. Planning instructional units and preparing daily lesson plans
6. Developing course outlines

In the same area of Classroom Teaching, the problems of the nine new teachers in established departments are ranked as follows:

1. Teaching classes effectively
2. Organizing and determining how best to use books, bulletins, pamphlets and periodicals
3. Planning time for individual instruction
4. Maintaining student interest
4. Budgeting time
6. Developing course outlines
7. Planning and conducting field trips

The significant problems in Classroom Teaching for the thirteen teachers who began new departments are as follows:

1. Filing materials
2. Planning time for individual instruction
3. Organizing and determining how best to use books, bulletins, pamphlets and periodicals
3. Budgeting time
5. Developing course outlines
5. Selecting reference material
7. Coping with individual differences

All three groups met the following problems in their classroom teaching work: planning time for individual instruction; budgeting time; organizing and determining how best to use books, bulletins, pamphlets and periodicals; and developing course outlines. A significant problem recognized by two of the groups (a total of thirty-two teachers represented) was coping with individual differences.

Planning instructional units and preparing daily lesson plans was a separate problem to the nineteen experienced teachers in established departments. Filing materials, and selecting reference materials are distinct problems to the thirteen teachers beginning new departments. The nine new teachers were the only ones to list maintaining interest, planning and conducting field trips, and teaching classes effectively as major problems.

In the second area, Farm Mechanics, the nineteen experienced teachers in established departments had the following significant problems:

1. Securing adequate shop space
2. Developing a home farm shop
3. Planning units of course work and daily lesson plans
4. Determining content and scope of farm mechanics program
5. Using appropriate teaching methods

The nine new teachers in established departments listed these significant problems in the field of Farm Mechanics:

1. Securing adequate shop space
2. Housekeeping
3. Using appropriate teaching methods
4. Determining content and scope of farm mechanics program

Farm Mechanics produced the following significant problems for the thirteen teachers who started new departments:

1. Securing adequate shop space
2. Developing a home farm shop
3. Determining the scope and content of the farm mechanics program
4. Determining student projects
5. Shop safety

The problem considered the most pressing by all three groups was securing adequate shop space. Other major difficulties in this area included: determining content and scope of the farm mechanics program; developing a home farm shop; using appropriate teaching methods; and planning units of course work and daily lesson plans.

Two problems are unique to those thirteen teachers setting up new departments. They are determining student's projects, and shop safety. In an established department, these areas are not problems to the beginning teacher, since the pattern for both has already been determined.

Advising the FFA brought forth the following significant problems for the nineteen experienced teachers in established departments:

1. Financing chapter activities
2. Developing student leadership and responsibility
3. Training public speakers
4. Developing a program of work
5. Proper use of parliamentary procedure

The nine new teachers in established departments had these major difficulties, all of equal significance, in dealing with the FFA:

1. Financing chapter activities
1. Developing student leadership and responsibility
1. Selecting officers

For the thirteen teachers who started new departments, the main problems in advising the Future Farmers of America were as follows:

1. Training public speakers
2. Financing chapter activities
3. Developing a program of work
4. Proper use of parliamentary procedure
5. Planning initiation and degree advancement

In this area, all three groups had trouble with financing chapter activities, making this the outstanding problem in the FFA work. The two larger groups of teachers agreed that the following were significant problems: training public speakers; developing a program of work; and proper use of parliamentary procedure. Developing student leadership and responsibility was a significant problem which the two groups of teachers in established departments had in common.

The thirteen teachers in new departments were alone in finding difficulty with planning initiation and degree advancement; and the nine new teachers in established departments had the unique problem of selecting officers.

The Supervised Farming area contained these significant problems for the nineteen experienced teachers in established departments:

1. Working with town boys and/or boys with inadequate facilities
2. Developing a supervised farming program
3. Maintaining satisfactory records
4. Follow-up after graduation
5. Enlisting support and cooperation of the parents
5. Promoting and using records of farming programs in instructional work

The nine new teachers in established departments considered the following their most significant problems in the field of Supervised Farming:

1. Working with town boys and/or boys with inadequate facilities
2. Maintaining satisfactory records
3. Evaluating the individual's program
4. Developing supervised farming program
4. Planning time for home visits

Outstanding problems in Supervised Farming for the thirteen teachers who started new departments were as follows:

1. Working with town boys and/or boys with inadequate facilities
2. Initiating the supervised farming program
3. Maintaining satisfactory records
3. Financing the student's program

Working with town boys and/or boys with inadequate facilities was the major problem for all groups of teachers. Also outstanding for the three groups were the problems of maintaining satisfactory records, and developing or initiating the supervised farming program.

The nineteen teachers in established departments had the additional problems of follow-up after graduation, enlisting the support and cooperation of the parents, and promoting and using records of farming programs in instructional work. Financing the student's program was a major additional problem to the teachers who started new departments. The nine new teachers in established departments had two problems not experienced by the others: evaluating the individual's program, and planning time for home visits.

Considering the answers of all forty-one teachers, there were no significant problems in the area of Community Relationships. However, the nineteen teachers in established departments found a major difficulty in promoting the vocational agriculture program, and the thirteen teachers who started new departments listed housing for teachers as a significant problem.

There were no significant problems in the area of School Relationships for the group as a whole. However, the thirteen teachers who started new departments had major difficulty with one item, scheduling vocational agriculture classes.

Other problems written into the questionnaire by the teachers cannot be considered significant, as none of these problems was the same.

The following summarizes the most significant of the six problem areas. The nineteen experienced teachers in established departments found the following problem areas most significant according to rank:

1. Supervised Farming
2. Classroom Teaching
2. Farm Mechanics
4. Future Farmers of America

The nine new teachers in established departments listed these areas as the most significant:

1. Farm Mechanics
2. Classroom Teaching
3. Supervised Farming

The thirteen teachers who started new departments had their major difficulties in these areas:

1. Supervised Farming
2. Future Farmers of America
3. Farm Mechanics

Supervised Farming and Farm Mechanics were significant problem areas for all groups of teachers. The groups including the nineteen teachers and thirteen teachers both listed Future Farmers of America as a significant problem area; and both groups of experienced teachers had important difficulties in the area of Classroom Teaching.

SECTION VII

CONCLUSIONS

This study shows that the prospective teacher of vocational agriculture needs more training than he is now receiving in order to handle specific problems which are likely to be encountered in the teaching profession. He especially needs emphasis on the areas of Supervised Farming, Farm Mechanics, Future Farmers of America, and Classroom Teaching. In the Supervised Farming area, added preparation is needed in working with town boys and/or boys with inadequate facilities. Maintaining satisfactory records, and initiating and developing the supervised farming program need major consideration. Other problems that should be taken up are: enlisting the support and cooperation of the parents, follow-up of students after graduation, promoting and using records of farming programs in instructional work, financing the student's program, evaluating individual's program, and planning time for home visits.

The outstanding problem in Farm Mechanics, securing adequate shop space, is probably one in which teacher preparation can do little. Specific areas that can be taken up in the teacher training program, however, and which need major consideration, are: determining content and scope of the farm mechanics program, and developing a home farm shop. Areas that need minor consideration are: using appropriate teaching methods, planning units of course work and daily lesson plans, determining student projects, shop safety, and housekeeping.

Problems in working with the Future Farmers of America that should be given priority are: financing chapter activities; training public speakers; developing a program of work; proper use of parliamentary procedure; and developing student leadership and responsibility.

The problems of planning initiation and degree advancement, and selecting officers should be given minor consideration.

More time should be given in the teacher training program to the following major problems in Classroom Teaching: planning time for individual instruction; budgeting time; organizing and determining how best to use books, bulletins, pamphlets, and periodicals; developing course outlines; and coping with individual differences. Problems that need minor consideration are: planning instructional units and preparing daily lesson plans; filing materials; selecting reference materials; maintaining interest; planning and conducting field trips; and teaching classes effectively.

Two specific items in the area of Community Relationships deserve consideration as minor problems. They are promoting the vocational agriculture program, and housing for teachers. The latter, however, is due to local situations which cannot be solved by the teacher training program. Attention should also be given, in the field of School Relationships, to the minor problem of scheduling vocational agriculture classes.

SECTION VIII

RECOMMENDATIONS

Not all of the problems presented by this survey of forty-one vocational agriculture teachers in South Dakota can be settled in undergraduate training. Some will have to be solved as they confront the beginning teacher. Other problems are due to the local situation and can only be handled as such. These are the most difficult to offer solutions for, since the situations can only be solved by the community itself. With these limiting factors in mind, the writer offers the following recommendations to help alleviate as many problems of beginning teachers as possible.

1. Re-evaluation of the present teacher training program by a committee composed of the State Supervisor, the Teacher Trainer, and a representative group of teachers of vocational agriculture in South Dakota. Such a re-evaluation should be made in the light of the significant problems of beginning teachers as brought out in this study, and aim at a better pre-service training program.

2. Further problem study by graduate students in agricultural education, resulting in guides and recommendations concerning significant problem items. Such guides should be sent out not only to beginning teachers, but to all teachers of vocational agriculture, and to superintendents and principals if applicable.

3. A summer work shop in agricultural education set up to study the problems of beginning teachers of vocational agriculture.

4. Area meetings of beginning teachers for the purpose of discussing problems and possible solutions, with the State Supervisor, if possible, and the Teacher Trainer and experienced teachers present.

5. A follow-up on this study to determine problem changes in the future. Such a study might include all teachers of vocational agriculture in South Dakota.

Problems in teaching are serious obstacles to any instructor and more so to one who is beginning the profession. The more prepared the teacher is to face these problems, the better job he will do in his field. With good preparation and an opportunity for assistance in solving problems during the beginning teaching experience, the new instructor can face his professional difficulties with confidence and understanding and solve them more readily.

SECTION IX

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SECTION X

APPENDICES

APPENDIX A

QUESTIONNAIRE TO TEACHERS IN ESTABLISHED DEPARTMENTS

HUMBOLDT CONSOLIDATED SCHOOL
HUMBOLDT, SOUTH DAKOTA

Dear Vocational Agriculture Instructor:

I have listed on the following pages in a check list, items under six problem areas that might cause difficulty to beginning teachers of vocational agriculture. For my research problem I am trying to locate the major problems of beginning teachers and, with this information, attempt to overcome some of these difficulties through the vocational agriculture teacher training department at South Dakota State College.

Please return this questionnaire to me as soon as it is convenient.

Sincerely,

Wendell J. DeBoer

Directions: On the following pages are listed possible problem areas found by those who are beginning their work in teaching vocational agriculture. If, in your beginning teaching experience you have had considerable difficulty concerning the item listed, check (✓) the blank under the heading "Definite Problem." If the item has caused you some concern, check the blank under the heading "Partial Problem." If you haven't had any difficulty concerning the item, check the blank under "No Problem." If you have had some particular problem that is not listed, please write it in the blank entitled "Other Problems" at the end of each section.

QUESTIONNAIRE TO TEACHERS IN ESTABLISHED DEPARTMENTS—

PROBLEM AREAS FOR BEGINNING TEACHERS IN VOCATIONAL AGRICULTURE

Name _____ Department _____

Number of years teaching vocational agriculture _____

Number of years in present position _____

A. Classroom Teaching	Definite Problem	Partial Problem	No Problem
<u>Example:</u> Desk for the instructor	_____	_____	_____ ✓
1. Selecting and purchasing additional supplies and materials	_____	_____	_____
2. Developing course outlines	_____	_____	_____
3. Planning instructional units and preparing daily lesson plans	_____	_____	_____
4. Teaching classes effectively	_____	_____	_____
5. Conducting supervised study	_____	_____	_____
6. Discipline or improving behavior of students	_____	_____	_____
7. Organizing and determining how best to use books, bulletins, pamphlets and periodicals	_____	_____	_____
8. Inventory of items in department	_____	_____	_____
9. Filing materials	_____	_____	_____
10. Planning time for individual instruction	_____	_____	_____
11. Using student notebooks	_____	_____	_____
12. Maintaining student interest	_____	_____	_____
13. Coping with individual differences	_____	_____	_____
14. Budgeting time	_____	_____	_____
15. Planning and conducting field trips	_____	_____	_____

QUESTIONNAIRE TO TEACHERS IN ESTABLISHED DEPARTMENTS---

	Definite Problem	Partial Problem	No Problem
16. Use of visual materials (films, slides, filmstrips)	_____	_____	_____
17. Evaluation of student's work	_____	_____	_____
18. Other problems _____	_____	_____	_____

B. Farm Mechanics

1. Planning units of course work and daily lesson plans	_____	_____	_____
2. Student behavior in shop	_____	_____	_____
3. Shop safety	_____	_____	_____
4. Housekeeping	_____	_____	_____
5. Selecting and purchasing additional supplies and materials	_____	_____	_____
6. Securing adequate shop space	_____	_____	_____
7. Developing student interest	_____	_____	_____
8. Determining student projects	_____	_____	_____
9. Evaluation of student's work	_____	_____	_____
10. Determining content and scope of farm mechanics program	_____	_____	_____
11. Using appropriate teaching methods	_____	_____	_____
12. Inventory of items	_____	_____	_____
13. Developing a home farm shop	_____	_____	_____
14. Other problems _____	_____	_____	_____

C. Future Farmers of America

1. Selecting time for meetings	_____	_____	_____
2. Financing chapter activities	_____	_____	_____

QUESTIONNAIRES TO TEACHERS IN ESTABLISHED DEPARTMENTS

	Definite Problem	Partial Problem	No Problem
3. Developing a program of work	_____	_____	_____
4. Student behavior at meetings	_____	_____	_____
5. Proper use of parliamentary procedure	_____	_____	_____
6. Developing student leadership and responsibility	_____	_____	_____
7. Selection of officers	_____	_____	_____
8. Publicity	_____	_____	_____
9. Planning initiation and degree advancement	_____	_____	_____
10. Selecting what FFA trips to take	_____	_____	_____
11. Organizing and planning FFA trips	_____	_____	_____
12. Training public speakers	_____	_____	_____
13. Selecting judging team members	_____	_____	_____
14. Other problems _____	_____	_____	_____

D. Supervised Farming

1. Developing supervised farming program	_____	_____	_____
2. Maintaining satisfactory records	_____	_____	_____
3. Making home farm survey	_____	_____	_____
4. Enlisting support and cooperation of parents	_____	_____	_____
5. Helping student plan his program	_____	_____	_____
6. Financing the student's program	_____	_____	_____

QUESTIONNAIRE TO TEACHERS IN ESTABLISHED DEPARTMENTS

	Definite Problem	Partial Problem	No Problem
7. Providing individual instruction on the farm	_____	_____	_____
8. Planning time for home visits	_____	_____	_____
9. Evaluating individual's program	_____	_____	_____
10. Working with town boys and/or boys with inadequate facilities	_____	_____	_____
11. Becoming acquainted with the present supervised farming program	_____	_____	_____
12. Promoting and using records of farming programs in instructional work	_____	_____	_____
13. Relationship with former students, particularly of previous year	_____	_____	_____
14. Follow-up after graduation	_____	_____	_____
15. Other problems _____	_____	_____	_____

E. Community Relationships

1. Promoting the vocational agriculture program	_____	_____	_____
2. Becoming familiar with farming standards, types and practices in the community	_____	_____	_____
3. Becoming familiar with local customs and mores	_____	_____	_____
4. Becoming acquainted with the farmers	_____	_____	_____
5. Relations with local governmental agencies (4-H, S. C. S., Farm Credit, County Agent)	_____	_____	_____

QUESTIONNAIRE TO TEACHERS IN ESTABLISHED DEPARTMENTS—

	Definite Problem	Partial Problem	No Problem
6. Cooperation with civic groups	_____	_____	_____
7. Cooperation with town business- men	_____	_____	_____
8. Contacting prospective students	_____	_____	_____
9. Housing for teachers	_____	_____	_____
10. Other problems _____	_____	_____	_____

F. School Relationships

1. Familiarizing yourself with other duties assigned to you by superintendent or principal	_____	_____	_____
2. Preparing and filing records and reports	_____	_____	_____
3. Scheduling vocational agri- culture classes	_____	_____	_____
4. Scheduling field trips	_____	_____	_____
5. Scheduling contest trips	_____	_____	_____
6. Supervising extra-curricular, non-agricultural activities	_____	_____	_____
7. Teaching non-agricultural classes	_____	_____	_____
8. Study halls	_____	_____	_____
9. Home rooms	_____	_____	_____
10. Noon-hour supervision	_____	_____	_____
11. Professional improvement	_____	_____	_____
12. Cooperation with the adminis- trator	_____	_____	_____
13. Cooperation with other teachers	_____	_____	_____
14. Cooperation with the Board of Education	_____	_____	_____
15. Other problems _____	_____	_____	_____

APPENDIX B

QUESTIONNAIRE TO TEACHERS IN NEW DEPARTMENTS

HUMBOLDT CONSOLIDATED SCHOOL

HUMBOLDT, SOUTH DAKOTA

Dear Vocational Agriculture Instructor:

I have listed on the following pages in a check list, items under six problem areas that might cause difficulty to beginning teachers of vocational agriculture. For my research problem I am trying to locate the major problems of beginning teachers and, with this information, attempt to overcome some of these difficulties through the vocational agriculture teacher training department at South Dakota State College.

Please return this questionnaire to me as soon as it is convenient.

Sincerely,

Wendell J. DeBoer

Directions: On the following pages are listed possible problem areas found by those who are beginning their work in teaching vocational agriculture. If, in your beginning teaching experience you have had considerable difficulty concerning the item listed, check (✓) the blank under the heading "Definite Problem." If the item has caused you some concern, check the blank under the heading "Partial Problem." If you haven't had any difficulty concerning the item, check the blank under "No Problem." If you have had some particular problem that is not listed, please write it in the blank entitled "Other Problems" at the end of each section.

QUESTIONNAIRE TO TEACHERS IN NEW DEPARTMENTS---

PROBLEM AREAS FOR BEGINNING TEACHERS IN VOCATIONAL AGRICULTURE

Name _____ Department _____

Number of years teaching vocational agriculture _____

Number of years in present position _____

	Definite Problem	Partial Problem	No Problem
A. Classroom Teaching			
<u>Example:</u> Desk for the instructor	_____	_____	_____ ✓
1. Selecting and purchasing books	_____	_____	_____
2. Selecting and purchasing magazines	_____	_____	_____
3. Obtaining free materials	_____	_____	_____
4. Developing course outlines	_____	_____	_____
5. Planning instructional units and preparing daily lesson plans	_____	_____	_____
6. Teaching classes effectively	_____	_____	_____
7. Conducting supervised study	_____	_____	_____
8. Discipline or improving behavior of students	_____	_____	_____
9. Organizing and determining how best to use books, bulletins, pamphlets and periodicals	_____	_____	_____
10. Selecting reference materials	_____	_____	_____
11. Filing materials	_____	_____	_____
12. Planning time for individual instruction	_____	_____	_____
13. Budgeting time	_____	_____	_____
14. Using student notebooks	_____	_____	_____
15. Maintaining student interest	_____	_____	_____
16. Coping with individual differences	_____	_____	_____

QUESTIONNAIRE TO TEACHERS IN NEW DEPARTMENTS

	Definite Problem	Partial Problem	No Problem
17. Securing adequate materials and supplies	_____	_____	_____
18. Planning and conducting field trips	_____	_____	_____
19. Use of visual materials (films, slides, filmstrips)	_____	_____	_____
20. Evaluation of student's work	_____	_____	_____
21. Other problems _____	_____	_____	_____

B. Farm Mechanics

1. Securing and arranging shop equipment	_____	_____	_____
2. Securing adequate shop space	_____	_____	_____
3. Determining what tools are needed	_____	_____	_____
4. Selecting and purchasing supplies and materials	_____	_____	_____
5. Shop safety	_____	_____	_____
6. Student behavior in shop	_____	_____	_____
7. Housekeeping	_____	_____	_____
8. Developing student interest	_____	_____	_____
9. Determining student projects	_____	_____	_____
10. Evaluation of student's work	_____	_____	_____
11. Determining scope and content of farm mechanics program	_____	_____	_____
12. Using appropriate teaching procedures	_____	_____	_____
13. Planning units of course work and daily lesson plans	_____	_____	_____

QUESTIONNAIRE TO TEACHERS IN NEW DEPARTMENTS

	Definite Problem	Partial Problem	No Problem
14. Developing a home farm shop	_____	_____	_____
15. Other problems _____	_____	_____	_____

C. Future Farmers of America

1. Student interest in organizing a chapter	_____	_____	_____
2. Drawing up a constitution	_____	_____	_____
3. Selection of officers	_____	_____	_____
4. Developing a program of work	_____	_____	_____
5. Financing chapter activities	_____	_____	_____
6. Securing FFA paraphernalia	_____	_____	_____
7. Selecting time for meetings	_____	_____	_____
8. Proper use of parliamentary procedure	_____	_____	_____
9. Student behavior at meetings	_____	_____	_____
10. Developing student leadership and responsibility	_____	_____	_____
11. Publicity	_____	_____	_____
12. Planning initiation and degree advancement	_____	_____	_____
13. Selecting what FFA trips to take	_____	_____	_____
14. Organizing and planning FFA trips	_____	_____	_____
15. Training public speakers	_____	_____	_____
16. Selecting judging team members	_____	_____	_____
17. Other problems _____	_____	_____	_____

QUESTIONNAIRE TO TEACHERS IN NEW DEPARTMENTS

	Definite Problem	Partial Problem	No Problem
--	---------------------	--------------------	---------------

D. Supervised Farming

- | | | | |
|---|-------|-------|-------|
| 1. Initiating the supervised farming program | _____ | _____ | _____ |
| 2. Maintaining satisfactory records | _____ | _____ | _____ |
| 3. Making home farm survey | _____ | _____ | _____ |
| 4. Enlisting support and cooperation of parents | _____ | _____ | _____ |
| 5. Helping student plan his program | _____ | _____ | _____ |
| 6. Financing the student's program | _____ | _____ | _____ |
| 7. Providing individual instruction | _____ | _____ | _____ |
| 8. Planning time for home visits | _____ | _____ | _____ |
| 9. Evaluating individual's program | _____ | _____ | _____ |
| 10. Working with town boys and/or boys with inadequate facilities | _____ | _____ | _____ |
| 11. Other problems _____ | _____ | _____ | _____ |

E. Community Relationships

- | | | | |
|--|-------|-------|-------|
| 1. Selling the vocational agriculture program | _____ | _____ | _____ |
| 2. Becoming familiar with farming standards, types and practices in the community | _____ | _____ | _____ |
| 3. Becoming familiar with local customs and mores | _____ | _____ | _____ |
| 4. Becoming acquainted with farmers | _____ | _____ | _____ |
| 5. Relations with local governmental agencies (4-H, S.C.S., Farm Credit, County Agent) | _____ | _____ | _____ |

QUESTIONNAIRE TO TEACHERS IN NEW DEPARTMENTS

	Definite Problem	Partial Problem	No Problem
6. Cooperation with civic groups	_____	_____	_____
7. Cooperation with town business- men	_____	_____	_____
8. Contacting prospective students	_____	_____	_____
9. Housing for teachers	_____	_____	_____
10. Other problems _____	_____	_____	_____

F. School Relationships

1. Familiarizing yourself with other duties assigned to you by superintendent or principal	_____	_____	_____
2. Preparing and filing records and reports	_____	_____	_____
3. Scheduling vocational agri- culture classes	_____	_____	_____
4. Scheduling field trips	_____	_____	_____
5. Scheduling contest trips	_____	_____	_____
6. Supervising extra-curricular, non-agricultural activities	_____	_____	_____
7. Teaching non-agricultural classes	_____	_____	_____
8. Study halls	_____	_____	_____
9. Home rooms	_____	_____	_____
10. Noon-hour supervision	_____	_____	_____
11. Professional improvement	_____	_____	_____
12. Cooperation with the adminis- trator	_____	_____	_____
13. Cooperation with other teachers	_____	_____	_____
14. Cooperation with the Board of Education	_____	_____	_____
15. Other problems _____	_____	_____	_____

APPENDIX C

NAMES AND LOCATIONS OF PARTICIPATING
VOCATIONAL AGRICULTURE INSTRUCTORS

<u>Teacher</u>	<u>Department</u>
James Anderson	Scotland
G. Albert Behl	Centerville
Glen Binegar	Ipswich
Maurice Biersbach	Waubay
Kenneth Bohuslov	Elkton
Donald Booker	Waverly
Duane Colburn	Willow Lake
James Harper	Wilmot
Elmer Havemann	Burke
Wilfred Heiter	Barnard
Roger Heller	New Effington
Lawrence Hohbach	Beresford
Jens Jensen	Gregory
Walter Johnson	Newell
Roger Jones	Britton
Loren Kasten	Marion
Tom Lippert	Lemmon
Morris Magnuson	Volga
Robert Malthesen	Roslyn
Arthur Matson	Lake Preston
Truman Maursetter	Garretson
Lyle McLellan	McIntosh
Raymond Moore	Martin

VOCATIONAL AGRICULTURE INSTRUCTORS—

<u>Teacher</u>	<u>Department</u>
Paul Murray	Parker
Marlowe Ohman	Letcher
Raymond Reiff	Colman
Edward Rennas	Hudson
Earl Richter	Doland
Robert Robertson	Chester
Philip Salem	Tyndall
Richard Schimitz	Bristol
Elden Schmahl	Egan
Walter Schulz	Wessington Springs
William Templin	Bryant
Gillard Tenneboe	Platte
Bernard Uthe	Rutland
Sylvan Vigness	Flandreau
Levi Wade	Wolsey
Wilford Wallace	Salem
George Wells	Lennox
George Wilcox	Groton