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A Study of Administrative and Supervisory Practices Affecting the Induction and Orientation of Beginning Teachers

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I am submitting herewith a thesis written by Paul A. Breeding entitled "A Study of Administrative and Supervisory Practices Affecting the Induction and Orientation of Beginning Teachers." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration.

B. H. Story, Major Professor

We have read this thesis and recommend its acceptance:

Dale Wantling, Martin E. Little

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

December 8, 1950

To the Committee on Graduate Study:

I am submitting to you a thesis written by Paul A. Breeding entitled "A Study of Administrative and Supervisory Practices Affecting the Induction and Orientation of Beginning Teachers." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.

B. H. Story
Major Professor

We have read this thesis
and recommend its acceptance:

Nale Hauthing
Martin E. Little

Accepted for the Committee

E. H. Waters
Dean of the Graduate School

A STUDY OF ADMINISTRATIVE AND SUPERVISORY PRACTICES
AFFECTING THE INDUCTION AND ORIENTATION OF
BEGINNING TEACHERS

A THESIS

Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by

Paul A. Breeding

December 1950

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CHAPTER I

INTRODUCTION

Despite the abundance of educational research, little material of outstanding significance is available on the relation of administration and supervision to the induction and adjustment of beginning teachers. While scattered materials are available, such as a few master's thesis, and occasional articles in periodicals, there seems no comprehensive study available dealing with this challenging problem in American education.

World War II, and particularly the years immediately following the War, have given vigorous impetus to this problem. This study seeks to analyze and synthesize the literature now available in many books, periodicals, and bulletins; and thus determine what should constitute acceptable administrative and supervisory practices in relation to the induction and adjustment of new teachers. It seeks to determine present practices in the secondary schools of Virginia, and to evaluate those practices in the light of criteria established as acceptable. Finally, recommendations for more effectively meeting the problem of induction and adjustment of new teachers in Virginia will be projected.

THE PROBLEM

The present study will involve four major steps: (1) Establishing the problem. (2) Determining the status of present administrative and supervisory practices in Virginia regarding the induction and orientation of new teachers; (3) Determining through study of educational literature

the essentials of an adequate program of induction and orientation of new teachers; (4) Formulating a suggested procedure for administrators and supervisors as they seek to give directions to a program of orientation for new teachers in Virginia based upon the findings of the study.

Importance of the Study

That teachers must be assisted to make adjustments to their teaching duties at the threshold of their experience is obvious. Teaching in a modern school has become a highly specialized profession; it is both a science and an art; it requires skill of a very high order; and finally it requires satisfactory adjustment to the total school community, pupils, fellow teachers, parents and the community at large.

Evidence that the problem of the induction and adjustment of new teachers is widely recognized as shown by the rapidly accumulating literature on various phases of the problem. After careful examination of many textbooks on supervision, it was found that most all attempt to treat in one chapter the problem of the induction of the new teacher. Likewise, most books on administration give some attention to the problem.

Kytes standard text on supervision¹ contains a chapter entitled "Supervising the New Teacher." Kyte does not, however, include much material derived from research, and his tables of supervisors and principals judgements are derived from an extremely low number of respondents.

¹George C. Kyte, How To Supervise (Boston: Houghton-Mifflin, 1930), pp. 383-415.

As an indication of the need for the study, Superintendent Washburne of the Winnetka Schools tells of a meeting of his principals and supervisors at which the following searching questions in regard to helping new teachers to make their adjustments were raised.²

Is the new teacher's schoolroom one of the best or worst in the building from the viewpoint of acoustics, ventilation, size, possible pleasant arrangements, and location?

What organized help is offered the new teacher? ^{Is} If she given carefully planned assistance and guidance that will harmonize and reinforce her continually? Do principals and supervisors do all they can, jointly and harmonious cooperation on this problem?

Is sufficient flexibility of the curriculum offered the new teacher, so that she will be free to substitute in some measure for our usual material and courses something which is in her own background and experience and which will give her security?

Is there a general attitude that the old teachers of a building assume a definite part of the responsibility for the success of the newcomer?

How can we be sure the new teacher has a fair chance and the genuine understanding and assistance which she has a right to expect in our schools?³

Naturally, we have been trying to do all these things for new teachers, but we realize that we sometimes fail and that the failure of the new teacher may be our failure, not hers.

It is our job, first, to get the kind of men and women for our faculty who can contribute to the whole development of the children, because

²Carlton W. Washburne, "I Have Hired Many Teachers - What Qualifications Have I Considered Most Important, "The Instructor, XLVII, No. 3, January 1938, p. 8.

³Loc. cit.

teachers themselves are interesting and worthwhile human beings, because they have the necessary technique and because they understand children and can help them to a successful growth. It is then our job to see that when we get such people we give them a chance - more than a chance; that we give them stimulation and help - to live up to their full potentialities.

The supervision and administration of the new teacher then, becomes a problem of utmost significance. Therefore, recognition of the problem and modifications of procedure are mandatory. The school official, whether administrator or supervisor, who fails to realize the unique situation of the new teacher, who invests the new teacher with an exaggerated professional maturity, and who does not make the first year of teaching pleasant and profitable, fails not only the new teacher, but has failed himself.

Methods and Procedures

The preliminary phase of the study was concerned with construction of a bibliography. No thorough bibliography on the subject was available.

The Education Index, Reader's Guide to Periodical Literature, and by reference to the bibliographies appearing at the end of chapters in books on high school administration and supervision, and in magazine articles, a bibliography was compiled. An attempt was made to get every article available, but for the most part, we have been limited to books and materials available in the University of Tennessee Library.

After the bibliography had been constructed, a general perspective of the problem was secured by the careful reading and re-reading of these references.

From this step the next procedure was to construct a questionnaire, in which 16 questions were asked. This questionnaire was sent to 111 superintendents in Virginia, to 40 directors of instruction as well as 350 representative high school principals.

Tabulation and interpretation of these returns was the next logical step.

Next was the determination of a suggested procedure to be employed by administrative and supervisory personnel for the induction and adjustment of new teachers.

Finally, from an analysis of questionnaire data and findings in educational literature techniques were evolved for the guidance of school officials in implementing the satisfactory induction and adjustment of beginning teachers.

CHAPTER II

THE BEGINNING TEACHER

Status of Beginning Teacher

Adequate presentation of remedial steps which are to be projected in later chapters, is dependent upon careful consideration of the situation of the beginning teacher in the secondary schools of Virginia. This consideration must recognize the need for administrative and supervisory assistance, the number of new teachers, and the instructional and non-instruction difficulties faced by the newcomer.

It is essential that this portion of the study give attention to quoted material which relates to this subject. This procedure is justifiable because it presents the thinking of contributors to educational literature who recognize the problem and its implications for building stronger educational leadership.

A fundamental assumption of this study is that the period of orientation and adjustment may be shortened, and that many problems which confront the new teacher may be eliminated or minimized through a definite administrative and supervisory program of orientation and adjustment.

Gist¹ recognizes the responsibility of the principal for assisting the new teacher to achieve some measure of adjustment.

¹Arthur S. Gist, "Helping the New Teacher," School Executive Magazine XLIX, No. 4, December 1929, p. 190.

The principal has a special and important problem in helping the new teacher become adjusted to a strange environment. Regardless of previous training and experience, the new teacher finds herself confronted with problems peculiar to the new situation. Previous experience and thorough training beforehand will often furnish a background for solving the present problems. The principal, however, must recognize the problem of adjustment, which is largely one of assisting the teacher in solving new difficulties. The new teacher may be new as a teacher, fresh from the training institution, or she may be inexperienced but new to the present situation. In either case her problem is one of functioning to the highest advantage in the new environment. The principal's problem is one of guidance and direction.

The responsibility of the principal for orientation of new teachers is pointed out by Brondes.² In summarizing his findings in a study to determine the administrative responsibilities of California principals states: "In a majority of the schools the principal retains the bulk of responsibility for the orientation of new teachers."

This statement primary significance lies not in its emphasis of the principals' responsibility for the orientation of new teachers, but rather in the recognition of our assumption that guidance is essential in the orientation of new teachers.

Recognition that the new teacher brings to her first job a multiplicity of problems, which she alone is unable to solve satisfactorily, is not new. The American Council on Education,³ twelve years ago, compared the status of the beginning teacher to that of the young medical practitioner, and pointed out the needs of young teachers for special skills

²Louis G. Brondes, "Administrative Practices in California High Schools," Californian Journal of Secondary Education, October 1949, pp. 336-37.

³Major Issues in Teacher Education, American Council on Education Studies, Series 1, Vol. XI, No. 4 (Washington, 1744 Jackson Place), 1938-44.

and abilities.

Too many teachers enter service with inadequate experience in practice teaching. Though teaching rests on a science, it is an art and, as such, requires many skills that can be gained only by practice. Failure in teaching is often traceable to lack of skill or lack of familiarity with small details that can be gained only by experience.

There is no more doubt as to the value of practice teaching in teaching education than there is to the value of intership in medicine. The problem in many cases is a lack of understanding and of suitable faculty. Often there is a lack of suitable facilities for practice work. The novice in teaching needs to see children at study, individually and collectively. He needs to see teachers working with children. He needs to observe teachers as they deal with children who are ill, timid, boisterous, or domineering. Having observed, the teacher-in-training needs to try these things himself with a competent guide or supervisor to check or advise him until he gains the knowledge, the skill, and especially the self-confidence that are essential to success.

Further analysis of the foregoing statement reveals not only a recognition of the enigma of the beginning teacher, but implies that competent administrative and supervisory services are essential. It further implies another basic assumption of this study, namely that the process of orientation is not terminated at a scheduled time, but is a continuous process which will eventually and almost unknowingly, lead the teacher into the on going in-service program of the whole faculty.

To further emphasize the long concern of educators for the problem of the beginning teacher, twelve years ago, Crawford wrote.⁴

Experience must be timed according to the learner's readiness or maturation. Young teachers aren't yet gray-haired professors. They live in their world and face their difficulties, not ours. They can't project themselves several years into class

⁴C. C. Crawford, "Functional Pre-Service Training of Teachers," The Phi Delta Kappan, XX No. 7, March 1938, p. 241.

room situations which they have. Never face nor get excited about philosophical issues which are not involved in their present lives. Either they must be introduced earlier into the stream of professional life through apprentice work in order to hasten maturation or else the beginning courses in education will have to deal with the tangible issues that beginners can experience, and trust to later courses and later adult experiences to meet the needs that arise in later years. So important is the latter point that any pre-service training program is obviously inadequate without a thorough in-service training or supervision to continue what it begins.

The foregoing statement gives further validity to our assumption that all new teachers, regardless of previous training and experience, are in need of administrative and supervisory assistance in making satisfactory adjustments. It further implies our assumption that the orientation process is continuous, and is designed to eventually lead the new teachers into a wholesome and profitable on-going program of in-service education.

In summary, all new teachers face problems which they are unable to solve in a satisfactory manner. All new teachers have a right to expect competent administrative and supervisory assistance in making adjustment to the school and community which they serve. Any effective orientation program is continuous and will effect an orderly transition into an on-going program of in-service education.

Dificulties of Beginning Teachers

Many beginning teachers tend to regard as difficulties many of their manifest duties, and to even confuse their difficulties with recognized principles of teaching. It is essential that beginning teachers realize that teaching is not easy, but demands a great expenditure of nervous

energy, and is a constant strain upon the mental health of the teacher. Thus, it becomes clear, that teaching has no place for misfits. An effective program of orientation and adjustment will recognize those people whose temperament and personality would seem to exclude them from teaching, and in a kindly manner guide them into another vocation. Teaching demands competent people. It is recognized however, that competent people have difficulties, but they are usually minimized because they are met with vigor and resolute purpose to overcome them.

A program of orientation which is designed to solve obvious problems is inadequate. Perhaps the real worth of such a program lies in the early diagnosis of incipient mal-adjustments of beginning teachers. Early diagnosis will minimize the frequency of occurrence of difficulties and will render nugacious their effects.

It is virtually impossible to complete a list of difficulties which will apply to all beginning teachers. This is so, because most difficulties are subjective and what constitutes a problem for one teacher, may well be non-existent for another. In considering the difficulties of beginning teachers, it is recognized that, a general consideration is mandatory if the scope of potential problems is to be treated. Thus we are lead to a consideration of the problems which beset the beginning teacher.

Diamond⁵ list the following difficulties encountered by new teachers:

⁵Thomas Diamond, "Difficulties Encountered by Beginning Teachers," Industrial Arts and Vocational Education, October 1948, pp. 299-301.

1. Teaching is a trade by itself:

There are some teachers who fail to realize that the mere possession of a skill or trade (or he may have said a knowledge of any body of subject matter) does not qualify a person to teach a trade. (He could have added a subject)

The beginning teacher, therefore, must have brought to his attention that when he starts teaching, a new group of skills must be acquired. His success as a teacher depends, therefore, not on his trade skill along (or subject matter skill) but also upon the efficiency with which he uses effective methods of organizing and presenting his subject.

2. Trying to teach too much:

Beginning teachers fail to realize that the ability to assimilate new subject matter varies with individuals. It is important therefore, that they have brought to their attention the fact that the lessons they present to any student must be geared to their capacity to understand them. As a general rule, it is better to present a lesson in two or more parts rather than to teach it in one lesson, if by doing so it is too long for the interest span of the pupils or their ability to grasp it fully.

This fact should be before the teacher constantly as he analyzes his subject and prepares his lesson plans.

3. Failing to complete each step in the lesson before presenting the next step:

A carefully prepared lesson is divided into steps which follow one another in logical order. Frequently, step 2 can be understood only in the light of step 1. Again step 3 presumes that steps 1 and 2 have been mastered.

It is important, therefore, that, in presenting a lesson, the teacher must be sure to complete each step before he proceeds to the next one. Failure to do this may cause the teacher to be embarrassed, or he is compelled to go back from time to time to pick up points which should have been emphasized earlier.

It is non essential to give Mr. Diamond's explanation of the reminder of his points. We shall list them as follows:

4. Failure to include all steps in the lesson.

5: Failure to provide enough time for the lesson.

6. Undertaking to teach a lesson under unsuitable conditions.
7. Failure to make clear to the students the application in life of the principles being taught.
8. Failure to appreciate the relationship between the attitude of a student and his capacity to learn.
9. Failure to make assignments clear to students.
10. Failure to keep up to date.
11. Failure to have an objective clearly in mind.
12. Failure to check the effectiveness of teaching.
13. Assumption that some fundamentals are too elementary to be mentioned.
14. Assumption that the teacher must answer all questions.

The foregoing list of difficulties encountered by the beginning teacher may well be classified as instructional difficulties. It is not presumed that this is an inclusive list of instructional difficulties, but rather serves to emphasize the multiplicity of problems which may confront the beginning teacher in the area of instruction.

Riddering⁶ in an article directed to new teachers, implies several problem areas for the new teacher. Perhaps his most fundamental observation concerns the general attitude of the new teacher toward the many facets of the problem, community, pupils, parents, and point of view with respect to what is fundamental in the teaching process. He advises the new teacher to consider herself an invited guest in the community; to be humble yet forthright and wholesome; to lose one's self in the service of

⁶Albert Riddering, "Make Up Your Mind, Advice to the New Teacher," Michigan Education Journal, September 1949, pp. 35-37.

children; to recognize that children are free human beings, and as such are capable of choosing between good and evil. He warns that the teacher's standard of values may be emulated by her pupils, and urges the proper choices in the art of living. He pleads for democracy, as a world ideal which must have its birth in our classrooms. Continuing, he advises the new teacher to have patience, to avoid sarcasim and finally, to believe that the greatest reward in teaching comes from doing things one is not paid for.

One may well observe that such an approach is idealistic; one may feel that specific advice in the solution of day to day problems is absent. It is hoped that this study will emphasize the idealism of teaching, that lofty concepts of service are indeed essential and integral parts of the attitude and philosophy which motivates the competent teacher. It is appropriate that the new teacher should be kindled with zeal for service and a regard for the more intangible results of the educative process.

The reader may observe that no segregation of difficulties under groups such as non-instructional, instructional, extra-curricular and so on is to be attempted. To do such segregation, would lend little to the value of this study, and many difficulties are marginal, and belong in neither category, or might well be placed on one or more catagories.

As early as 1914 educators were concerned with the problems of beginning teachers. Bagley⁷ stated:

How much the ability to secure a reasonable measure of order in a classroom depends upon experience it is difficult

⁷W. C. Bagley, *School Discipline* (New York: MacMillan, 1914), pp. 23-28.

to say, but certainly the facts justify the statement that, during the first three or four years, the average teacher is doing amateurish and not expert work.

This statement implies that the process of orientation is continuous, and may well consume three to four years. This, we repeat, is a basic assumption of this study.

Barr and Rudisell⁸ report an extensive study into the field of difficulties of beginning teachers as derived from data gathered from questionnaires returned by members of the classes of 1927 and 1928 at the University of Wisconsin, during their first and second years of teaching. Statements of difficulties were obtained at three different periods of experience, including difficulties met during the first two weeks of teaching, those that continued throughout the first year, and those that continued in the second year of teaching experience. Their summary follows:⁹

In brief, the ten most characteristic difficulties of first and second year teachers are: control over pupils; provision for individual differences; presentation of subject matter; maturation; organization of work and teaching materials; conditions for work; measuring achievement; teacher and pupil participation in the recitation; making assignment; and adjustment by the teacher to the classroom situation.

Difficulties peculiarly characteristic of the first two weeks of teaching are: adjustment of the teacher to the classroom situation; standards of work; lesson planning; administrative details and classroom procedure. Some of the difficulties decreased in frequency, showing that the teacher gradually gained control over them. These difficulties were: control over pupils; presentation of subject matter; measuring achievement; assignments; teacher and pupil participation. One difficulty, provision for individual differences, was more frequently recognized as teachers gained experience.

⁸A. S. Barr and Mabel Rudisill, "Inexperienced Teachers Who Fail And Why," Nation's Schools, V, No. 2.

⁹Ibid., p. 34.

Educators have concerned themselves with teacher needs and difficulties and have made continued studies of them. While many of these studies are not limited to beginning teachers, it is logical to assume that problems which confront experienced teachers, will challenge the new teacher in exaggerated proportions. A summary of 475 of these research studies covering reports by Hill follows:¹⁰

1. Difficulties in providing for individual differences among pupils.
2. Difficulties in teaching methods.
3. Difficulties of discipline, control, social development of the pupil.
4. Difficulties of motivation, getting children interested, getting them to work.
5. Difficulties in the direction of study.
6. Difficulties in organizing and administering the classroom.
7. Difficulties in selecting appropriate subject matter.
8. Lack of time during the school day for all the things that need to be done.
9. Difficulties in organization of materials.
10. Difficulties in planning and making assignments.
11. Difficulties in grading and promotion of pupils.
12. Inadequacy of supplies and materials.
13. Difficulties in testing and evaluating.
14. Personal difficulties of the teacher.
15. Difficulties arising from conditions of work.

¹⁰George E. Hill, "Teacher Instructional Difficulties: A Review of Research," Journal of Educational Research, Vol. 37, April 1944, pp. 602-615.

16. Difficulties involved in diagnosing and correcting particular pupil difficulties.
17. Difficulties in teaching reading.
18. Difficulties in making plans for teaching.
19. Difficulties in promoting desirable habits.
20. Difficulties in securing study aids.
21. Difficulties in securing pupil participation.
22. Difficulties because pupils talk while others are reciting.
23. Outside interruptions of class work.
24. Miscellaneous problems mentioned in only one study.

A basic assumption of this study is that any effective program of orientation will prevent teacher maladjustments. It is recognized that the setting up of a proper emotional climate in the secondary school will contribute toward the development of integrated personalities.

At this point we are concerned with three basic principles: (1) Since effective teaching depends to a great degree on a personal social relationship between the teacher and the pupil, and since efficient learning can best result in an atmosphere that is conducive to proper mental and emotional growth, the best guide for such growth is a teacher who is herself properly adjusted mentally and emotionally. (2) The need for correcting teacher maladjustment, may be appreciably minimized through the effective facilitation of teacher adjustment. (3) The efforts of administrative and supervisory personnel should be directed toward the creation of working conditions in which teachers will be able to guide pupils growth most effectively.

Thus, we are lead to a consideration of those "blocks" which prevent maximum emotional adjustment. Satlow¹¹ names the following "blocks."

1. A feeling of insecurity
2. A feeling of inadequacy
3. A feeling of inferiority
4. A feeling of rejection
5. A feeling of frustration
6. A lack of confidence in one's self
7. A suspicion of one's superiors and colleagues
8. An inability to face the realities of the situation
9. A sense of futility
10. A feeling of resentment toward others.

Satlow¹² continues:

The various attitudes enumerated above are likely to manifest themselves at different stages in the teacher's personal and professional growth. Some of them are more likely to manifest themselves in beginning teachers; others in older teachers. All, however, prevent proper adjustment on the part of the teacher his self and his environment, and consequently prevent the teacher from functioning effectively with his colleagues and pupils.

The aforementioned personality-adjustment blocks will be expressed in overt behavior in the functional situation, as evidenced by the teacher who:

1. Goes to pieces when observed.
2. Resorts to "cram" methods with his classes.
3. Never speaks up at conferences.
4. Hesitates to accept assignment to a new grade.
5. Does not exchange with colleagues views on teaching methods and devices.
6. Frowns upon any method different from his own.
7. Does not share materials with colleagues.
8. Invariably finds fault with his program or pupils.
9. Is always trying to be in the limelight.
10. Continuously complains about colleagues.
11. Is habitually late in submitting reports.
12. Does not volunteer for anything.
- 13.. Feels he is always being imposed upon.

¹¹David Satlow, "Applying Mental Hygiene to the Functioning of a High School Department," The Journal of Educational Sociology, January 1950, pp. 303-304.

¹²Loc. cit.

An attempt to understand the causes of expressed attitudes and avert behavior may lead to a satisfactory solution. Furthermore, if we treat the specific situation and not the personality block behind it, that situation may be relieved but the personality block is likely to manifest itself in other directions. Causes rather than symptoms should be attacked.

Stump¹³ reporting the findings for a four year study of Keuka College graduates, indicates that eight major problems rate in the following order in terms of difficulty of solution:

1. Lesson planning
2. Discipline
3. Understanding of adolescence
4. Motivation
5. Methods of teaching
6. Records and reports
7. Social factors
8. Personal and community

Chrisman¹⁴ in commenting on teacher failure says:

Inordinately heavy burdens of work are not the chief cause of inefficiency on the part of the teacher. Many other factors could be taken into consideration. Not least among these would be the deintellectualizing influence of main street, whether it be Zenith or Gopher Pararie. The desire to be highly regarded by one's associates in a deeply imbedded human trait, and the activities which make a person popular are sometimes factors in making him a failure as a teacher. Unfortunately there are still communities in the United States where the student is sneeringly referred to as a "hermit" or a "bookworm." The major problem of the teacher is to conserve his time, energy, and ability for the things which really count. The forces which militate against this, whether in the school or outside of it, are responsible for innumerable failures.

It is interesting to note that difficulties of beginning teachers

¹³N. Franklin Stump, "A Liberal Arts College Follow-up Service for Teachers," Educational Administration and Supervision, XXII, No. 9, December 1936, pp. 685-92.

¹⁴L. H. Chrisman, "Why Other Teachers Fail," Journal of Education CXVIII, No. 14, September, 1935, pp. 386-87.

listed by Colvin¹⁵ in 1918 are very similar to lists compiled much later.

Colvin grouped the difficulties of teachers under four headings:

(1) The control and discipline of their classes; (2) their personal attitudes toward the class; (3) their method of teaching; and (4) their own inadequacy, lack preparation, and need of improvement.

Smith¹⁶ in a study of the problems of beginning teachers attempted to evaluate the problems encountered during the first teaching year by the female graduates of the regular Syracuse University program of training for teaching in the secondary schools, classes of 1945-46. Smith compiled a list of 38 problems as follows:

1. Many members of the school faculty are unfriendly to me.
2. My salary is inadequate for me to enjoy all of the necessities of life and the luxuries which I need in order to be happy.
3. The moral code of the community is so very severe that I don't feel at ease in my personal life outside of school.
4. The townspeople are unfriendly.
5. The social life of the community that is open to teachers is inadequate.
6. My principal or superintendent has not given me much help.
7. The library facilities are inadequate.
8. There is too little opportunity to meet acceptable members of the opposite sex.
9. I have not as yet found an acceptable friend of my own sex in the community.
10. I have not yet found satisfactory living quarters.
11. I am having trouble finding a good place to eat meals.
12. The students I am teaching are far less intelligent than they should be.
13. I do not feel adequately prepared in the subjects I am teaching.
14. The keeping of good discipline seems to be particularly difficult.
15. I find it difficult to feel sympathetic and helpful to my negro students.
16. Difference in religious belief seems to constitute some barrier between myself and my pupils.

¹⁵S. S. Colvin, "The Most Common Faults of Beginning High School Teachers," School and Society, VII, No. 173, April 1918, pp. 451-59.

¹⁶Henry P. Smith, "A Study of the Problems of Beginning Teachers," Educational Administration and Supervision, Vol. 36, May 1950, pp. 257-60.

17. My students seem to lack initiative in doing work.
18. Some of my students do not bathe frequently and many wear dirty clothes.
19. Many of my students do not seem to be interested in learning.
20. I find it very difficult to plan my school work in advance.
21. I have far too many papers to grade.
22. I feel that many of my students are sullen and unresponsive.
23. My classroom is poorly equipped as to furniture, lighting or blackboards.
24. The books available for use of my class are inadequate.
25. The students are far more boisterous or noisy when not in class than they should be.
26. I feel that my training in teaching techniques and methods was inadequate.
27. I am not teaching the subjects I am best prepared to teach.
28. Modern methods of teaching are not possible because most of the other teachers or the superintendent or principal are somewhat old fashioned.
29. The community is lacking in the type of recreational facilities I would like.
30. I am too far from my home to get there often.
31. Facilities for attendance at a church of my faith are lacking.
32. I do not feel that I am allowed to participate enough in the extra-curricular activities of the school.
33. The town as a whole seems to be much dirtier than necessary.
34. The people of the community seem quite ignorant of the better things of life.
35. Some members of the community seem to dislike college graduates or are jealous of them.
36. I feel nervous when someone visits my room while class is in progress.
37. My students seem quite rough and unpolished.
38. I am called upon to do so much extra-curricular work that I don't have time for my own recreation.

It is necessary to point out that the foregoing list of problems by no means seeks to imply that all teachers replying had difficulties in all areas. Many teachers had little or no trouble with many, while all problems listed were encountered in some degree by some teachers.

Further analysis of the foregoing problems will reveal that the social life of the teacher and a possible failure to understand or to be sympathetic to the nature of boys and girls, are foremost problems. Items 5, 8, and 29 refer to the social life open to the teacher and items 14, 17,

and 19 are intended to gauge the teacher's feeling of sympathetic understanding of her students. According to Smith,¹⁷ these six items, together with item 2 which is a partial indication of social frustration, were considered major problems after the first month of teaching.

For further comparison, Smith¹⁸ grouped the 38 problems under the following broad groups, understanding the nature of boys and girls, opportunity for contact with other adults, problems with administrative officials, general frustration with adults of the community, dissatisfaction with physical aspects of the community, feeling of overwork, lack of training in teaching techniques and methodology, lack of subject matter preparation, and frustration with physical equipment. It was noted that from the beginning of the school year to the close, all broad areas, listed above were considered to have increased as problems, except those two dealing with a feeling of inadequate training in subject matter and in methodology.

It is our conclusion, from a consideration of the foregoing problems, that teacher problems arise from the individual rather than from the environment. One can readily see that teacher problems arise from past failures, past experiences and successes, or even ones level of aspiration. It becomes apparent then, that teacher problems in the same situation will be as different as the nature of the personalities of those teachers.

Schoonover and Horrocks¹⁹ point out that a self appraisal questionnaire

¹⁷Loc. cit.

¹⁸Loc. cit.

¹⁹Thelma I. Schoonover and John E. Horrocks, "Description of a Self-Appraisal Questionnaire for Teachers In-Service," Educational Administration and Supervision, Vol. 36, No. 3, March 1950, pp. 150-66.

is most likely to meet the needs of an administration interested in promoting the professional growth of its teachers in service. Such a questionnaire they say, will provide a basis for a consideration of the teacher strengths and weaknesses which are thus brought to light. They might have said, such an instrument assists in pointing up problem areas for teachers.

This questionnaire was constructed to provide the teacher with an analysis of himself in seven areas, namely: (1) teaching satisfaction; (2) relationships with students; (3) professional points of view; (4) community relationships; (5) professional relationships; (6) recreation and activities; and (7) physical well being.

It is highly significant that the foregoing areas listed for teacher self-evaluation, parallel in almost identical fashion, those problem areas identified in other studies. Therefore, it must be construed that the authors of the self-appraisal questionnaire recognized those areas as problem areas, or concerns which tend to confront all teachers. Too, it is significant that the 38 problems of beginning teachers identified by Smith, may well be categorized under one of the seven areas listed above.

Further analysis of the studies presented thus far, would seem to indicate a general consensus regarding accepted problem areas of beginning teachers. While many individual, and apparently new problems are presented in most studies, in the final analysis, all may be categorized under one of the recognized problem areas.

It must be generally recognized that the increasing complexity of our mode of living, creates a correspondingly complex situation for our

teachers. No thinking person will insist that any single basic text is adequate in our dynamic environment. The problem of instructional materials assumes a magnitude not forced upon teachers of another day.

Stonecipher²⁰ says:

As schools accept the principal^{de} that they best serve their purpose for being, to the extent that they meet 'the imperative needs of youth,' and as 'Life Adjustment Education for Every Youth' becomes more than a slogan, the text materials that can help teachers realize these objectives become increasingly important. . . .

But when we set the pupil in the center of our thinking, and propose to aid him to adjust to the complex life of today, the problem of text material to help do the job becomes critical. We are not going to discard textbooks as we know them, but the whole job of supplying the content through which the schools accomplish their aims is more and more outgrowing the bounds of our books and publishing materials.

The foregoing observation brings to light a problem that not only is a pressing one now, but is likely to become more pressing with the passing of time and with the increasing tempo of activity in all areas of human endeavor. If this problem exists for all teachers, how much greater does it exist for the new teacher? One may well observe, that if the foregoing observations are near correct, the problem of instructional materials is one of the more serious for the beginning teacher.

Stonecipher²¹ points out several specific problems relating to instructional materials: (1) How may teachers undertake the selection of

²⁰J. E. Stonecipher, "Contemporary Problems in Instructional Materials," The North Central Association Quarterly, Vol. XXIV, April 1950, p. 364.

²¹Op. cit., pp. 364-68.

materials to be used for instruction? (2) How may a teacher recognize the fields of secondary study that present pressing problems with respect to materials? (3) How may the teacher obtain the best in teaching material? (4) How may the teacher establish evaluative criteria for evaluation of materials?

It is evident then, that the new teacher will find a challenging problem in the selection, evaluation and utilization of materials of instruction.

Paul Witty,²² in discussing the characteristics of the effective teacher, has implied several problems.

Research workers in education as well as persons interested in teacher-training and in-service programs have sought for many years to identify the characteristics of the effective teacher. The significance of this effort is obvious. If accurate information were available, training programs could be more efficiently planned and prediction of teaching success could be more accurately made.

Witty may well have said, if comprehensive data regarding problems which teachers will face were available, training programs could be more efficiently planned and prediction of teaching success could be more accurately made. Effective teacher training programs are directed toward equipping the teacher to meet those problems which she will be required to solve as she works with boys and girls. No one would imply that effective pre-service education equips the teacher to meet a multiplicity of specific problems which have been identified as those characteristic of the profession, but rather effective pre-service education provides a background which will

²²Paul Witty, "Some Characteristics of the Effective Teacher," Educational Administration and Supervision, Vol. 36, No. 4, April 1950, p. 193.

facilitate the identification of problems at the local level, through cooperative effort with pupils, fellow teachers and a host of lay people who have an interest in the program. Likewise, the effective pre-service program will equip the teacher with certain techniques which may be utilized in the identification of materials and resources which may be utilized in the school situation for solving those problems which have been identified. Effective learning can only result in a problem solving situation.

Witty²³ in summarizing the findings of several studies relating to the characteristics of effecient teachers has listed the following positive characteristics:

1. Cooperative, cemocratic attitude
2. Kindliness and consideration for the individual
3. Patience
4. Wide interests
5. Pleasing personal appearance and manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject

Negative traits listed were:

1. Bad tempered and intolerant
2. Unfair and inclined to have favorites
3. Disinclined to show interest in the pupil and to take time to help him.
4. Unreasonable in demands
5. Tendency to be gloomy and unfriendly
6. Sarcastic and inclined to use ridicule
7. Unattractive appearance
8. Impatient and inflexible
9. Tendency to talk excessively
10. Inclined to talk down to pupils
11. Overbearing and conceited
12. Lacking in sense of humor

²³Op. cit., pp. 195-202.

The teacher most admired is usually a well adjusted individual who is genuinely responsive in human relations.

The unhelpful teacher is frequently an unstable person whose social relations are unsuccessful and unhappy. In the words of a pupil such a teacher is sometimes 'A nagging, screaming bunch of nerves.' From these letters one is justified in concluding that the effective teacher is a stable person who practices mental health in the classroom. What are the requirements of children in order that they may develop into well-adjusted and reasonably happy personalities? One writer lists five needs: 1. a feeling of security, 2. healthy personal adjustments, 3. healthy relationships to the group, 4. integration of personality (ability to stand alone), and 5. success. Other investigators stress similar factors and emphasize their relationship to the pupils emotional control and adjustment.

Effective guidance of the feelings and the emotions of the child has become a dominant interest of many educators. Teachers are becoming aware, too, of the responsibility for cultivating children's interests; for guiding and fostering the acquisition of wholesome values; and for the motivation of creative expression in the classroom. In increasing numbers they are assuming responsibility for providing conditions which will lead children to want to go to school because of the satisfaction they find in the classroom. Emphasis is placed on normal wholesome growth and development, and the prevention of disorder or difficulty.

To be effective guides of the child, teachers should be acquainted with the patterns of growth and development. In recent years, data have been secured which discloses the nature of these patterns throughout infancy and childhood. For example, Arnold Gesell and Frances Ilg have set forth descriptions of child development at various levels from birth to ten years of age. From such reports, the teacher may obtain much valuable information about child growth and development.

A number of practical procedures have been devised which teachers may utilize in the classroom. One of the most widely used of these approaches is the anecdotal method which has been described by Prescott and his associates.

. . . That some teachers need to modify their attitudes and alter their values concerning human relationships maybe demonstrated by an examination of a number of studies as well as by reading pupil's letters. Several investigators have described the unwholesome consequences of pupil's contacts with teachers who are themselves unstable.

. . . These investigations make it clear that the typical teacher needs to develop a greater appreciation of factors which are related to personality adjustment.

. . . A major responsibility of the teacher is to develop and maintain a classroom situation which leads children to develop continuously and fully. He will attempt to provide an atmosphere in which security, understanding and mutual respect foster effective learning. He will be prepared to direct children's development in such a way that their emotional life will be stable and individually satisfying.²⁴

An examination of the remarks relating to the characteristics of the efficient teacher, will reveal a striking similarity between the suggested characteristics of an efficient teacher and the problems of teachers as revealed in other sections of this study. There are especially noticeable similarities in the areas of child growth and development, personal qualities, professional qualities, relationships with students, physical well being and professional points of view. This leads us to the seeming conclusion that it is virtually impossible to discuss any phase of the teaching profession or attributes of teachers without either directly or indirectly giving attention to the problems of teachers.

"Many educators throughout Florida are becoming increasingly aware of the fact that our youth are in need of basic instruction in human relations and human growth," so writes George L. Crutcher.²⁵ "Certainly any problem which has become as important as this," he continues, "must be delegated to an institution which reaches all children.

Recognition of this area of responsibility for the school, brings forth a new problem. While it is implied in many other problems which have already been pointed out, it is significant that it is pointed out for special attention in the schools of Florida as a special concern.

²⁴Op. cit., pp. 203-8.

²⁵George L. Crutcher, "Human Growth and Development," The Journal of the Florida Education Association, February 1950, p. 21.

Ralph W. Tyler,²⁶ in an article on "How to Improve High School Teaching," points out directly or by implication the following problems:

1. The setting of adequate objectives
2. Recognition that it is the students' own energy and activity that brings about learning.
3. Lack of variety in learning experiences
4. The high school curriculum frequently fails to provide an effective sequence of learning experiences.
5. Failure to see that evaluation is an integral part of teaching

It is evident that if these problems give concern to experienced teachers, as well they do, it is evident also that beginning teachers will find them challenging to a much larger degree. At this point one may readily see the need for well established administrative and supervisory procedures for assisting the beginning teacher in adequately finding solutions to these problems. It should be noted too, that while these problems are stated in different terms from others already presented, actually they follow a pattern that has been well established for identifying teacher problems and might well be re-phrased without losing their meaning and substituted for problems already identified.

One could continue at length to point up specific problems that have been identified as peculiar to beginning teachers. Likewise, one could expand indefinitely the implied problems which are made clear as one examines the educational literature on the subject.

²⁶Ralph W. Tyler, "How to Improve High School Teaching," The Journal of the Florida Education Association, December 1950, pp. 10-11.

Summary

It has been the purpose of this chapter to identify those problems which are peculiar to beginning teachers. As one pursues the task, he cannot fail to see the similarity of problems which have been identified in separate and distinct studies. Likewise, one cannot fail to recognize that the multiplicity of problems which have been identified, tend to fall into several broad groupings. Fortunately, there seems to be a general concensus regarding those broad areas, which are:

1. Personal life
2. Relationships with students
3. Professional relationships
4. Community relationships
5. Pre-professional training
6. Recreation and activities
7. Physical well-being

CHAPTER III

THE ROLE OF ADMINISTRATIVE PERSONNEL

Introduction

In order to canvas the role of administrators in assisting new teachers to achieve optimal adjustment, it appears that consideration must be given to several factors which seem to influence the situation of beginning teachers. Some of these factors are: The question of whether school boards are justified in requiring previous teaching experience as a pre-requisite to selection as a teacher, and the extent to which this practice prevails; the teaching load of the beginners; the pre-school and opening-of-school duties of administrators as they relate to the new teacher; non-instructional aspects of the teacher's work, such as classroom management, record keeping, use of supplies, and a multiplicity of similar problems. Likewise, this study must be concerned with techniques for the orientation of beginning teachers.

Throughout this chapter the term administrator will refer to superintendent, supervisor, principal or individuals vested with comparable responsibilities.

Previous Experience Requirement

Examination of educational literature seems to indicate that educators have long been concerned with the question of whether a school system is justified in requiring previous experience as a pre-requisite for election

as a teacher. One obviously observes that no universal rule to that effect could apply, since there would be no beginning. The question is pertinent, however, since more favored systems under normal conditions with respect to teacher supply and demand, in many instances provide such a requirement. One may rightly ask, are the more favored systems not a better position to effectively orient the beginning teacher? Likewise, one may ask, are the more favored systems not obligated to the profession to employ beginning teachers and provide a thorough and effective program of orientation? As early as 1929 Commissioner Frank P. Graves, of the State of New York wrote:¹

What should a teacher expect in the way of help, guidance, and professional stimulus from school engaging his services? In other words, what sort of opportunity should be granted him in-service? In the first place, his preparation in the teacher-training school was merely the beginning of his education as a teacher.

The ordinary course of preparation cannot give sufficient time for a complete acquaintance with all the problems of any given type of school service. Even if the arrangement and length of the course provide for a fairly adequate training in the theory and methods in the field, there still remains the necessity for acquiring skill in understanding children and using materials and methods effectively in terms of individual needs. Skill is developed by even the most gifted teacher only after long and intelligent application of theory, and the school system has no right to expect maximum performance from the new graduate of a teacher-training institution. This means that the school authorities should always assume the obligation of providing special instruction for the novitiate. The kind and amount of assistance of this sort through supervisors, principals, or master teachers will vary from one school to another, but in different forms these opportunities are being offered by many wise superintendents throughout the first year or two of the teacher's work. I regret to state that many cities answer this need of their teachers by demanding two years of experience outside before permitting the graduate to teach in their system, but such cities have skirted their plain duty in the matter.

¹Frank P. Graves, "What A Teacher Should Expect From a School Engaging His Services," School and Society, XXIX, May 4, 1929, p. 557.

Moreover, this is clearly the case of the old principle that if you want a thing well done, you would better do it yourself.

Further examination of the foregoing paragraph, reveals an acceptance of a basic assumption of this study, that it is the duty of school systems to elect beginning teachers and provide a satisfactory program of orientation. The final sentence of the foregoing paragraph, implies the urgency for a program of orientation, and projects by implication the assumption of this study that such a program demands competent leadership, and that the total career of the beginning teacher may be vitally influenced by such a program.

A pertinent statement from the National Survey of Secondary Education² gives further impetus to the foregoing discussion:

The value of experience . . . several considerations need to be kept in mind in adopting policies with respect to requirements of educational experience. Among these are: (1) Is one or two years of educational experience in smaller systems a distinct advantage to teachers who are employed by larger systems of any given locality? (2) Does the school have a social obligation for "breaking in" some inexperienced teacher each year? (3) Is there any relationship between the number of years of educational experience and success in teaching as determined by methods usually used by school systems in rating the success of their teaching personnel?

Question number one above suggests several fundamental observations: The value of experience to the beginning teacher may well depend upon the professional climate of the institution in which she obtains her experience, the quality of leadership in the particular school and system, the degree to which the faculty is willing to cooperatively plan and function together, the professional aspirations of co-workers, the emotional and social stability of fellow workers, the zeal and enthusiasm of fellow teachers, the degree of community participation in school planning, the degree to which

²W. H. Deffenbough and William H. Zeigel, Selection and Appointment of Teachers, Bulletin, 1932, No. 17, Monograph No. 12 (Washington: Office of Education, 1932, p. 17.

experienced teachers inspire the beginner and their attitude toward the profession, all these and countless other attitudes may determine the worth of experience to the beginning teacher. Too, there is the implication that some types of experience are detrimental to the beginning teacher, which gives strength to one assumption of this study, namely, that every beginning teacher has a right to expect to serve her apprenticeship in a professional environment which will facilitate her maximum personal, professional and social development.

As early as 1914 there was published recognition of the present problem. One may assume also, that a lack of professional preparation provided a degree of urgency for those who advocated programs of orientation.

Writing at that time, Johnston stated:³

It is a common saying of schoolmen that raw high school teachers must, under present conditions, do their unsupervised teaching on high school students for a year or more somewhere. Some supply this by requiring the practice to be done in the city grades; others, in some smaller and more helpless high schools; others still provide for it, New York, St. Paul, Rochester, for examples--by assigning such persons to the substitute positions and requiring an apprenticeship for a year or two under expert supervising critic teachers who at other times, also, demonstrate good teaching to these apprentices. . . . The Michigan Association of School Superintendents recently appointed a committee to investigate the situation with respect to this yearly crop of raw high school teachers in that state. The committee's report said that raw high school teachers persisted for the greater part of their first year in trying out university methods of teaching and organizing subject matter in high schools, and that the State schools needed, if it could be supplied, a teacher-training institution where this crudeness of work might be allowed less harmfully to wear away and where the chief aim might be to help such people, under controlled conditions, to anticipate the real teaching conditions of high schools. The general agreement is that inexperienced teachers require the greater proportion of cooperative classroom supervision, that the work for first year students

³Charles H. Johnston, The Modern High School (New York: Scribner's Sons, 1914, pp. 406-07.

requires amount of supervisory attention, and that the first month of the first year for those students is the most critical period.

This statement, though written as early as 1914, recognizes that teaching requires more than knowledge of subject matter; it admits the necessity for effective pre-service training in methods, techniques and procedures; it gives credence to our assumption that all teachers, regardless of previous training, need guidance in their beginning years of teaching.

Brink⁴ commenting on the situation frequently encountered by the beginning teacher says:

Too frequently the inexperienced teacher is forced to accept a position in a small or inferior school. He is often assigned the most difficult and undesirable classes, is given the largest teaching load, the poorest classroom and supplies, and in addition is so burdened with extra-curricular activities that he has not even one free period a day.

Under conditions outlined in the foregoing paragraph, it is little wonder that many beginning teachers fail, or leave the profession because of discouragement. If such conditions are wide spread, indeed it is a miracle that any beginning teachers remain in the profession with a degree of success and satisfaction.

Writing in 1929, Butterweck⁵ projects an observation that may well have been written in 1950:

The average high school teacher is the product of a liberal-arts college with its emphasis upon subject matter scholarship, has practically no supervision, and has quantitative subject matter all

⁴William G. Brink, "Internship Teaching in the Professional Education of Teachers," Educational Administration and Supervision, XXXIII, No. 2, February 1937, p. 92.

⁵Joseph S. Butterweck, "Apprenticeship Teaching in Secondary Schools," School Review, XXXVII, No. 5, May 1929, p. 382.

around him in the form of textbook, syllabus, achievement tests, and college-entrance examinations. The result is often a teaching situation which new teachers should not accept as desirable.

Writing of the Seattle schools, Bolton, Cole and Jessup summarize the plan as follows:⁶

Many of the larger school systems are finding that they can absorb to advantage a limited number of new teachers without experience each year. Some of the best teachers in the Seattle schools to-day entered the system as cadets at a salary the first year considerable below the regular schedule.

One could pursue at length educational writings dealing with this question. For the purpose of this study, further treatment is of no value.

In summary, this study concludes that school systems are obligated to accept teachers without experience; that school systems are obligated to provide a program of orientation that will facilitate the personal, professional and social growth of beginning teachers, and finally that no school system can justify a ruling requiring teachers to have experience prior to employment, nor can an unreasonable teaching load for the beginning teacher be justified.

Superintendent's Duties

The superintendent may well set the pattern for professional relationships in his system. Indeed, any school system reflects the professional climate emanating from the superintendent's office. It follows then, that the superintendent may and should, exert the influence of his office toward

⁶F. E. Bolton, T. R. Cole, and J. H. Jessup, The Beginning Superintendent (New York: Macmillan, 1937), p. 157.

making the apprenticeship period of the beginning teacher profitable and satisfying. Perhaps the superintendent may play his greatest role as a morale builder. If the superintendent is to play the role of morale builder, there are certain assumptions which must motivate his efforts. W. H. Seawell⁷ suggests certain assumptions, which if accepted until they become a part of the thinking and action of an administration will go a long way toward the improvement of morale. These assumptions are essential if a superintendent is to operate according to democratic concepts. They are:

1. Assume that basically all teachers want to do a good job and advance in the profession.
2. Let teachers work out their own problems.
3. Develop respect for teacher opinions. Go to them for advice.
4. Never assume the air of superiority and always remember, "the worth and dignity of the individual."
5. Assume that teachers are capable of planning their own program of in-service education.
6. Assume that teachers need time for personal contacts and sharing with colleagues.
7. Assume that teachers must take a definite part in developing the curriculum of the school.
8. Let teachers share the work load of the administration.
9. Call on teachers for many short time professional favors.
10. Assume that the responsibility for your schools' operation is yours and whatever the primary cause of any wrong that may exist, you are a part of it.
11. Assume that time is a great healer.

Another role which becomes the superintendent is that of inspirant. Superintendent Mark C. Schinnerer of Columbus, Ohio recognizes that role, he states:⁸

⁷W. H. Seawell, "Improving Teacher Morale," Virginia Journal of Education, October 1949, pp. 12-13.

⁸Julia H. Kratovila, "If I Were Starting to Teach Again," National Education Association Journal, November 1948, p. 549.

At a pre-school conference we held for the new teachers, our Miss Julia H. Kratovila, directing principal of elementary schools, spoke briefly in an inspirational vein on the subject, 'If I Were Starting to Teach Again.' I thought her talk was excellent and asked her to write it down so that it might be shared with other teachers in other places.

The remarks of principal Kratovila follow:

If I were starting to teach again, I would follow even more eagerly the beckoning gleam that first lured me, for now I know that there is sparkle aplenty all along the way. It is not the metallic luster of the traditional pot of gold, with the implication of material gains, but a white radiance from the rarer treasures of personal fulfilment and self-realization, precious crystals which can be quarried out of the teaching career.

Because of their many facets, crystals can be aglow with prismatic gleams, even so with teaching. From the vantage point of years, I can see that fragments of my experience fall into shifting patterns, each a rich mosaic, a chromatoc design.

If I were starting to teach again, I would like to catch their color and the glow as I go along, with each segment of experience, not wait for the deferred glory of a kaleidoscopic review.

And so I would consciously strive to maintain an awareness of the many facets of the teaching profession--which is so rich in possibilities, for it is actually many vocations rolled into one--and joyfully exploit them all.

What are some of these facets? To what varied abilities does teaching give scope?

1. As a good teacher, you can be a great actress, billed daily for a magnificent performance before an expectant throng--all season-ticket holders.

2. If you prefer to run a show you have an everready cast. You even have ample opportunity to apply literally the Hollywood formula, 'start at the bottom and work everybody' (in your class), for in the deepest sense, we cannot teach pupils anything, but simply lead them to learn for themselves.

3. Have you a talent for human relationships? You will find suitable outlet for your powers within the explosive material of the school society.

4. If you have a yen for the diplomatic corps, you can be an ambassador extraordinary, handling more problems in a week than Solomon could settle in a year.

5. Do you have adulations? Just exhibit your prowess in any one of the activities you sponsor and you will be idolized by spellbound fans.

6. Do you love to plot and scheme? Use the Machiavellian touch in contriving to provide for your pupils only problems worth solving and reasonably able to be solved by them.

7. Have you a gift for military strategy? You can marshall your resources so that rich possibilities of broad living experiences will be encountered by your class.

8. Are you endowed with an inventive flair? A fertile field of needed teaching tools and instructional aids offers challenge to your engenuity.

9. Do you yearn for the creative? You can manipulate the immediate environment and the latest abilities of your pupils and mold individual beings into their finest possibilities.

The facets are many. The mine is rich. If I were starting to teach again I would break through the strata of routine and never get stranded on the ledge of monotony.

I would find exuberance even in the preliminary digging, and while delving into the richness of method and techniques, I would keep alert for what is to come, for this may be the moment, the thrilling day, when I unearth a sparkle.

Could the teaching profession be presented to beginning teachers in a more romantic and dramatic manner? Idealistic one may say; this study seeks to emphasize the ideal in teaching; to accept the profession as one which demands imagination and a spirit of adventure. In such an atmosphere, boys and girls may be motivated to achieve, and teachers have an opportunity to grow professionally, personally, socially and spiritually. The profession has too long dragged in the slough of boredom and mediocrity. It is refreshing to see a superintendent recognize the importance of romance, adventure, idealism and imagination as elements of the profession which challenge the young and beginning teacher to approach her job with eagerness and vigor.

If one agrees that the role of the superintendent in the induction

and orientation of beginning teachers is significant, it appears that some examination of understandings attitudes, concepts and procedures of the successful superintendent is pertinent. Bliss⁹ has given some consideration to this question:

A SUPERINTENDENT'S GREATEST DUTY. Everyone in the teaching profession, and perhaps everyone outside of the profession, knows that good classroom, shop, and laboratory teaching and learning are the fundamentals of every good school system. If these fail of realization, the whole purpose of the school fails. Accordingly, the greatest duty of a superintendent of schools (and the duty does not devolve upon him exclusively) is to help create and maintain conditions under which superior teaching and learning can take place. . . . A superintendent must constantly remind himself that the paramount function of every policy and every administrative act is to facilitate teaching and learning. It follows that to do his job well he needs to understand the nature of learning as it applies to different age groups; to know the kinds of training children need; to know what curriculum needs to be provided; to have a knowledge of teaching methods; to understand the needs of the community and the role the schools should play in meeting these needs; and to have a well-developed educational program which he is seeking to carry through.

. . . It is the superintendent's duty, therefore, to know and to carry into effect the best techniques of personnel management relating to such problems as the selection of teachers, their terms of employment, working conditions, classification, assignment, salary scheduling, promotion, retirement, and in-service training. These matters are of great practical concern to employees and, when they are well done, the foundation of effective cooperation is well laid.

. . . There must be a genuine unity of spirit, purpose, and effort on the part of board members, administrators, teachers, non-certificated personnel, and the people of the community. This condition does not exist automatically. It requires insight, planning, effort, and the willingness to give credit where credit is due. Perhaps in no other way can a superintendent demonstrate his true worth so well as by his willingness to work shoulder to shoulder with his co-workers, his board of education, and the people of his community in a common cause.

⁹Sidney M. Bliss, "Are You a Good Superintendent of Public Schools?" The School Board Journal, Vol. 121, Number 2, August 1950, pp. 21-23.

Bliss¹⁰ projects several searching questions regarding the professional obligations of the superintendent, a few of the more pertinent questions are presented:

Is there breadth, depth, and specificity in your own training for the job you hold?

Have you taken any steps which have helped to raise professional standards?

Is your professional conduct above reproach?

Have you encouraged competent young people to enter the teaching profession? Have you reflected upon the urgency of this problem? Do you have suggestions as to how this problem can be solved? Have you conveyed your ideas to other members of the profession?

Do you actively and aggressively support high salaries, higher qualifications, permanent tenure, and adequate retirement?

Bliss¹¹ projects several searching questions to the superintendent, which he refers to as "some specifics in school administration." A few of the more significant ones will be projected here:

Do you regard a single salary schedule as a matter of simple justice?

Do you think there is a professional obligation to employ a reasonable number of inexperienced teachers? Do you do this?

Do you believe that the right of an employee to appeal from decisions of his immediate superiors should never be abridged?

Do you believe that every adverse criticism of an employee should be made in writing, and that a copy of the criticism should be given to the employee at the time the criticism is made; and do you believe that every record involving an employee (and him only) should be available for his examination on reasonable notice?

¹⁰Loc. cit.

¹¹Loc. cit.

Do you believe that instructional materials should take precedence over new buildings when a choice must be made? Do your teachers have the materials they really need to do superior teaching?

Do you believe that a school system, large and small, should have a continuing program of in-service training of all personnel? Do you have one? Have you compared it with similar programs in other school systems?

The office of superintendent of schools is one of great importance in American public life It must be filled by men who are themselves growing--men who believe that the best answer to nearly all educational problems is yet to be found--men who analyze their own practices, men who can accept criticisms to their advantage, men who can and do learn from others.

Examination of the foregoing observations regarding the qualities desired in a superintendent, will reveal several fundamental understandings, attitudes and concept which have significance for the superintendent-beginning-teacher relationship.

First, there is recognition that trained leadership is essential if schools are to perform the tasks for which they are created, in a satisfactory manner. There is the recognition that administrative functions exist for the facilitation of superior teaching and learning. Since this study has emphasized the importance of apprenticeship experience for the beginning teacher with respect to the quality of that experience, the latter mentioned administrative function holds tremendous potential import for the beginning teacher.

This study has sought to give impetus to the assumption that effective apprenticeship experience is dependent upon the professional climate of the school in which the teacher begins her professional career. The foregoing statement, holds that it is the duty of the superintendent to provide a healthy professional and emotional climate by giving attention to basic

problems of teacher selection, terms of employment, working conditions, classification, assignment and training, salary schedule, promotion, retirement, in-service training, and kindered obligations incumbent upon the superintendent which hold vital implications for the success and well being of the teaching personnel. The superintendent, who has the professional background and experience for providing such an environment, is capable of providing for the beginning teacher an apprenticeship experience which she has an inalienable right to expect.

Examination of questions relating to the professional obligations of the superintendent, points up several fundamental areas of concern which relate to the beginning teacher. There is a recognition that competent leadership is essential; that constant and continuous effort is demanded of those who presume to guide the professional growth of teachers and the learning experiences of boys and girls. There is strong implication in the question relating to the encouragement of competent young people to enter the teaching profession, that there is acceptance of the assumption of this study that all systems are obligated to the profession to employ competent young people and provide for them a dynamic and worthwhile apprenticeship experience. Likewise, in the questions pertaining to the specifics of administration, the superintendent is asked to examine his procedures with respect to the employment of a reasonable number of inexperienced teachers. This seems to imply that the competent superintendent recognizes his responsibility in that area and seeks to meet that responsibility through well established personnel practices which embrace the whole of professional relationships and practices. A basic assumption of

this study is that every system provides a program of in-service education; that the effective orientation program for beginning teachers will affect an orderly transition from apprentice into an effective program of in-service education. As a matter of fact, there should be close harmony and integration of effort between the two programs. There should be a gradual blending of programs, until the orderly transition is a reality.

The place and worth of in-service education is recognized by Bliss¹² as he asks the superintendent to examine his practices with respect to in-service education. Finally, there is the recognition that the effective school program is constantly re-examining its beliefs, practices and assumptions and exerting a conscious effort to improve their program in the light of their evaluation. In such an environment, the beginning teacher can acquire skills, understandings, appreciations, techniques, and build for herself a set of values which will provide a background for her continuous growth and development in the teaching profession. The role of the superintendent in providing such an environment is paramount; his responsibility is great; his task challenging second to none.

Ruth Strang¹³ in a discussion of the superintendent's role in the area of guidance says:

The superintendent sees that his central task is to help every pupil discover and develop his best potentialities. . . .

The superintendent sees that child study, guidance, curriculum, and instruction are steps toward this goal. Child study is essential

¹²Loc. cit.

¹³Ruth Strang, "Guidance in Small Schools," The Journal of the Florida Education, January 1950, p. 22.

if teachers are to understand each child's capacities, interests, and achievements--what he can do at his present stage of development, what he likes to do, what he needs to do, and how he learns. Only with this knowledge can the teacher give children the experiences they need and guide them in choosing and succeeding in these experiences.

Could a superintendent formulate a more adequate statement of his responsibility in the area under discussion? The foregoing statement points clearly to those areas which should demand the attention of the superintendent as he plans for, and activates a program of orientation for the beginning teacher.

It seems clear that a beginning teacher who is fortunate in having her apprenticeship experience in a system which recognizes its responsibility in the areas mentioned, and which provides an organized program of orientation for beginning teachers whose major objectives are the development of skills, competencies, understandings, attitudes, and beliefs in those areas, will emerge from her apprenticeship adequately equipped to make a substantial contribution to the growth of boys and girls.

It would appear that it has been satisfactorily established that the superintendent has a definite responsibility for the orientation of beginning teachers. Likewise, some attention has been given to the general areas of responsibility. It is recognized however, that this study demands more specific treatment of the techniques, and methods which may be employed by the superintendent in discharging this responsibility. Thus we are lead to a consideration of specific techniques and methods.

It has been pointed out in another section of this study that there is an intimate interrelationship between administrative and supervisory functions. This interrelationship and overlap are inherent and inevitable.

Perhaps a logical beginning in considering specific techniques and methods which might be employed by the superintendent in a program of orientation, would be an examination of superintendent's judgments on effective methods used to promote the growth of teachers in-service. This procedure is justifiable since any technique or method employed by the superintendent, will properly be classified as in-service training.

Whitney provides a Rank Order of Superintendent's Judgments on Effective Methods Used to Promote the Growth of Teachers In-Service.¹⁴

These judgments are presented according to small and large systems.

Small Systems:

1. General teachers' meetings at regular intervals.
2. Classroom visitation by superior officer.
3. Personal conferences.
4. Group conferences on specific problems.
5. Measuring the results of teaching with remedial suggestions.
6. Reading professional literature.
7. Visiting other teachers.
8. Participation in curriculum making.
9. Establishing happy community relationships.
10. Teacher participation in administration.

Large Systems:

1. Measure the results of teaching with remedial suggestions.
2. Reading professional literature.
3. Personal conferences.
4. Group conferences on specific problems.
5. Supervision by general or special supervision.
6. Visiting other teachers.
7. Classroom visitation by superior officer.
8. Participation in curriculum making.
9. Experimental study of teaching problems.
10. General teachers' meetings at regular intervals.

¹⁴F. L. Whitney, "Trends in Methods of Teacher Improvement," American School Board Journal, Vol. 93, December 1936, pp. 18-19.

There is genuine significance in the similarity of items listed by large and small systems. Perhaps there is significance in the comparison of rank order. However, it is a conclusion of this study that the inclusion of item number nine under "Large Systems," experimental study of teaching problems, and its exclusion from the listings under "Small Systems" is of extremely significant import. The purpose of this study will not permit further comparison and analysis of items with respect to their listing under "small" or "large" systems.

Analysis of the foregoing list will reveal several items which might properly be employed by the superintendent exclusive of other supervisory personnel. Other items, to be effectively employed by supervisory personnel, will require cooperation and facilitation by the superintendent.

Items which might be employed by superintendents are:

1. Personal conference.
2. Supervision by general or specific supervision.
3. Classroom visitation by superior officer.
4. Measuring the results of teaching with remedial suggestions.

Of the four preceding items which might be categorized as functions most befitting a lone role by the superintendent, the personal conference is of most value. As a matter of fact, the only function which this study will admit as becoming to the superintendent, and it is logical and proper that the competent superintendent should, on many occasions, consult with supervisor or principal in preparation for the conference. One cannot escape the compelling necessity for cooperation between all school personnel in all matters which relate to the school program. As one examines the preceding methods designed to promote the growth of teachers, the necessity

for cooperation become increasingly apparent. For example, general teachers meetings at regular intervals, demands through planning by teachers, principals, supervisor, superintendent and other special people. Such meetings, to be effective require through planning, through preparation, through execution, and critical analysis of their results, if the school personnel are to grow as a result of such experiences. Certainly the superintendent may play a unique role, if he limits his efforts and influence to providing a professional climate which facilitates cooperative action in the solution of problems. With respect to group conferences, participation in curriculum making, teacher participation in administration, it is clear that the attitude of the superintendent toward such cooperative activity, his understanding of potential results from such activity, and his appreciation of the contribution made by fellow workers, are essential if these activities are to be employed with profit and satisfaction.

Regarding visiting other teachers, the superintendent must comprehend the worth of this activity, and express his appreciation for that worth through provision for such visitation. Likewise, with respect to professional literature, the superintendent may influence the board of education to provide revenue for purchase of professional literature, or make such purchases, with money which he controls.

It becomes increasingly clear that the superintendent as an individual, working alone, can accomplish little in a program of orientation. Rather, his most significant role may be played as he sets free the spirits of his co-workers; as he provides a professional climate which motivates all school personnel to cooperatively identify problems, to cooperatively identify and

develop materials and resources, and to cooperatively utilize those materials and resources in the solution of problems--in the orientation of beginning teachers. Finally, the competent superintendent encourages, and exerts the influence of his office to the end that all activity is constantly evaluated and analyzed in terms of stated objectives and recognized needs. The superintendent who can play his central role in this manner need have no concern for the ultimate worth of apprenticeship experience provided by his system.

In summarizing the role of the superintendent in the orientation of beginning teachers, it is the conclusion of this study that the fundamental role and responsibility of the superintendent cannot be defined in terms of specific functions. To define the role of the superintendent in terms of specific functions, would tend to render nugacious and ineffectual the philosophy and point of view held in this study to be fundamental. This is not to imply that in his total responsibility, the superintendent does not have specific functions. A basic assumption of this study is that the superintendent may play his greatest role in the orientation of new teachers as he encourages a professional climate which facilitates the maximum growth for both teachers and pupils. In facilitating such a climate, the role of the superintendent may exert its maximum influence as he vacillates between groups, individuals; from problem to problem; from concern to concern; as he makes his contribution where and when it is sought; as he offers advice, suggestions and encouragement to those who are performing the specific tasks demanded in a functional program of orientation. The role of the superintendent demands that he possess the skills, understandings, attitudes,

and concepts which are essential in the orientation program to a greater degree than most people having responsibility for specific aspects of the total program. Such knowledge is mandatory, if he is to comprehend and make a contribution to, the program of orientation.

Finally, this study concludes that in making a maximum contribution to the orientation program, the superintendent functions not as one responsible for a specific program of orientation, but rather he is able to make his contribution to the orientation program in the light of established objectives for the system; in the light of total system needs; in the light of adequate personnel practices; the superintendent is most effective when he views the total program; as he relates parts to the whole; and when he gives direction, inspiration and encouragement to the total program of public education. Thus, the competent superintendent realizes the worth and urgency of a program of orientation as it relates to the greater problem of meeting the needs of boys and girls.

Duties of the Principal

The principal of a school is its administrative and supervisory head. As such, he enjoys a unique position for making a maximum contribution to the growth and development of his teachers, as well as the boys and girls. This unique position entails the acceptance of rigid professional conduct and demands a philosophy of education which parallels that demanded of the superintendent and described in another section of this study. This brief consideration of the role of the principal is for the purpose of clarifying and making definite the duty and responsibility of the principal

as he provides for the optimal adjustment of the beginning teacher. Unlike the superintendent, the principal must accept specific duties and responsibilities.

The cooperative Study of Secondary School Standards¹⁵ makes reference to the needs of the inexperienced teacher. It was pointed out that a logical first thing for a principal to do with a beginning teacher on his staff is to acquaint himself fully with every aspect of the personality and previous history of the newcomer. A case study covering such points as the novice's intelligence, emotional stability, social security, family background, experience, training, attitudes, scholarship, temperament, peculiarities, and so on.

Smith¹⁶ suggests that the principal make positive effort to secure rapport with the beginner to the end that a more efficient teaching agent results:

Helping the new teacher--find out before hand her personal qualities, her recommendations, her training, and her hobby, in order to establish a common interest. Establish confidence through planning, assisting in routine matters, and show her that her ultimate aim is to teach children, not subject matter.

Arthur S. Gist¹⁷ has concerned himself for some time with the problem of the beginning teacher, and suggests the following which the principal should ascertain concerning the novice: teaching personality,

¹⁵Evaluative Criteria, The Cooperative Study of Secondary School Standards, 1938 Ed., Washington: 744 Jackson Place, 1938, p. 126.

¹⁶Effie E. Smith, "The New Teacher and Her Principal," Journal of the National Education Association, October 1930, pp. 227-28.

¹⁷Arthur S. Gist, "Helping the New Teacher," School Executive, XLIX, No. 4, December 1929, pp. 190-91.

voice, classroom appearance, previous teaching, previous experience, and attitude. Gist further suggests in the same article, that the principal familiarize himself with the attitude of the new teacher toward her teaching, her pupils, toward supervision and her administrative officials, and toward the community.

Analysis of the foregoing observations leads one to the conclusion that teaching is essentially a personal relationship, and as such the subjective phases of personality, and the quality and quantity of those elements referred to as the intangibles of human nature assume a magnitude second to none in the relationships of teaching.

Seybold¹⁸ projects some observations which hold considerable import for the principal as he works with beginning teachers:

One of the first difficulties which the new teacher encounters is the problem of orientation. Normal and college training has given the beginning teacher a comprehensive theoretical preparation for her new tasks but has placed few practical tools at her immediate disposal. The new teacher may be called upon to show definite knowledge of homeroom procedure, she may be asked to sponsor a club, she may be thrust abruptly into a complex system of record keeping, attendance forms, and pupil accounting, she may be asked to participate in guidance programs, one-hundred percent drive, or athletic rallies, and she may be requested to entertain a parent association. College training takes little note of these complex duties. It seems that experience alone can bring to the teacher the information most needed in meeting situations of this kind.

From the preceding paragraph, one might formulate a considerable list of "does" and "don'ts" for the principal as he works with the beginning teacher. Let us construct such a list.

¹⁸Arthur M. Seybold, "The Principal and the New Teacher," Junior-Senior High School Clearing House, VII, May 1933, p. 561.

"Dont's" for the principal as he works with the beginning teacher:

1. Don't assume that college training prepares an individual for teaching.
2. Don't burden the beginning teacher with extra-curricular duties.
3. Don't expect the beginner to know how to keep all records.
4. Don't request the beginner to perform any duty that might result in embarrassment.
5. Don't put off on the beginner those duties rejected by older teachers.

"Does" for the principal as he works with the beginning teacher:

1. Provide initial instruction in home room procedure, and provide supervision and aid for the beginner as she becomes acclimated.
2. Provide initial instruction in record keeping, and provide for assistance and aid until she becomes accustomed to the system of records.
3. Don't ask the new teacher to sponsor a club at the beginning of the year, unless the beginner has special ability in that area and desires to assume that obligation. It is suggested that the beginner be permitted to co-sponsor her first club so that the responsibility may be shared with a more experienced teacher.
4. Recognize, in scheduling the new teacher that her first year will be difficult at best. Make her work schedule as non-fatiguing and energy demanding as possible.
5. Assume that the Parent-Teacher Organization is obligated to entertain the new teacher, and not the other way around.

Roberts and Draper¹⁹ as early as 1927, recognized the responsibility of the principal for the new teacher. They wrote:

These new teachers, doubtless, have certain inherent rights to this attention and direction, for under modern high school conditions it is no easy task to fit oneself into the new environment. In this process of orientation, the principal wisely and tactfully carries over the needed knowledge of curricular development, student relationship, method, building arrangements, and the whole spirit and genius of the school. The principal is on trial no less than the new teacher; for he must discover any peculiar strength and weakness, and see to it that the work from the very start comes up to the desirable mark of proficiency.

Principals must recognize the necessity of utilizing specific devices focused on the peculiar situation of the new teacher to the end that the first days, and following days and months of teaching service, are most effective. Stevens²⁰ says that the principal and the older teachers have the duty of building up the morale of the beginner:

The new teacher in a school has many adjustments to make if she is going to be of immediate value to the school, adequate to her task in the classroom, and happy in her work. Morale, as a form of esprit-de-corps, of a teaching staff, is not accidentally developed, but arises out of a studied program of sympathetic cooperation and understanding in which the administration and the satisfactorily established teachers assist the new ones in their efforts to adjust to the novel situation.

It is encouraging to find expressed a basic assumption of this study, namely that the success of the orientation program lies in the cooperative effort exerted to make it function; established teachers have a stringent responsibility for the success of the beginner. The term, apprentice, has been used extensively throughout this study. At this point, its use may

¹⁹A. C. Roberts and E. M. Draper, The High School Principal as Administrator, Supervisor, and Director of Instruction (Boston: Heath, 1927), pp. 148-50.

²⁰S. N. Stevens, "Helping the New Teacher Get Started," American School Board Journal, August, 1933, p. 42.

be justified, since this study seeks to make the analogy of the tradesman who accepts the apprentice and works with him for a period of years until he becomes proficient in the trade. Established teachers, who can sympathetically work with the beginning teacher, may well render the same service. At this point, the professional climate of the school and system becomes evident, the degree to which democratic concepts have become a part of the faculty relationship, will be revealed. Actually, the success of the orientation program may well depend on how well established teachers accept their share of the responsibility for making the orientation program a success.

Seybold wrote:²¹

The principal, then, should see that the new teacher is inducted into service through a comprehensive program of orientation, he must bring to the younger members of his faculty wise guidance in all scholastic and professional contacts, and he must encourage the new teacher to become conscious of an unfolding, flexible personality, free from sentimental pessimism. The principal should encourage growth by promoting congenial social contacts, by encouraging the writing of articles, and by stimulating creative effort. These are a few items worthy of the consideration of the executive who plans to develop creative teachers.

Brewer²² comments on the first few meetings of the school year as follows:

In the classroom something of the vestibule idea should be used. Thus, the first few meetings of the year should be given over, not to much progress in subject matter, but rather to the orientation process.

Cautioning the beginner to plan ahead, carefully, and stressing the

²¹Seybold, op. cit., p. 565.

²²John M. Brewer, Education as Guidance (New York: Macmillan, 1932), p. 162.

great importance of a smooth and orderly start, Pulliam²³ makes the following comment:

The first day of school--Besides making a tentative daily program, some time before school opens, the teacher should visit the room in which she is to teach, and make a tentative plan for handling such minor routine activities as can be anticipated. By doing so she will save some confusion that would be sure to result if she did not know just how she would like to have things done. The first impression which the pupils will get of the teacher who knows exactly what she wants from the very beginning will be one that will be good for the morale of the room, while the reverse is true of the impression made by the teacher who depends on the inspiration of the moment to carry her through the strenuous duties of the first day of school. Even if she finds it necessary to change some of her plans, the more carefully the teacher has planned every detail of the day's work, the more likely she is to make a good start.

Foster claims the duties of the administration and staff are clear in regard to the opening of school; they must provide, beforehand, for every necessary phase of the work that it is possible to do. The responsibility in this connection is definite; any failure to anticipate the needs of the opening day is chargeable to mal-practice of the staff, and more particularly the principal. Foster writes:²⁴

Obviously the administration and staff must, before school opens, carefully anticipate the day's needs and provide for them. This includes providing blank forms, equipment, books, sheets of instructions, and the like. The principal must in imagination see the events of the entire day, accounting for the who, the when, the where, the what, and the how of everything.

The preceding paragraph suggests certain specific functions becoming the principal, which if employed, would aid materially as the

²³Roscoe Pulliam, Extra-Instructional Activities of the Teacher (New York: Doubleday Doran, 1930), pp. 29-30.

²⁴H. H. Foster, High School Administration (New York: Century, 1928), p. 441.

the beginning teacher begins to anticipate the work of the first day, and the days immediately following. A set of standard-practice instructions placed in the hands of the new teacher several weeks before the beginning of school will be of inestimable value. Where such a handbook or bulletin is available, the beginning teacher may early in the summer, begin to leisurely and thoroughly study the information contained there-in. Thus, she is able to take steps called for in order to be prepared for the opening day. Such a procedure places a responsibility upon the new teacher for adequately preparing for the opening day; it does not detract from the greater responsibility vested in the principal.

The classroom is the fundamental unit in American education. The proper regulation of living in the classroom is the role of the teacher. No matter what elaborate plans or organization may exist, nor the number and variety of the administrative and supervisory personnel, the classroom teacher is the most important single agent in our schools.

The beginning teacher has much to learn with respect to class control, the care of schoolroom equipment and materials, in preparation of materials of work for a specific lesson, in the utilization of audio-visual aids, and a multiplicity of similar matters requiring adjustment.

Writing of the importance of a knowledge of the purely mechanical aspect of school management as a necessary part of the professional preparation of the beginning teacher, Lund²⁵ suggests:

²⁵John Lund, "What We Expect of a Beginning Teacher," *Journal of Education*, CXIII, March 30, 1931, pp. 352-53.

It would be a fine thing if we could relieve teachers of all purely mechanical responsibilities and leave them free to do the creative inspirational job which is real teaching. It so happens, however, that organization, the grouping and housing of children in great numbers makes the purely mechanical aspects of school management important. We have come a long way from the immortal Mark Hopkins on the log with his boy. I would be omitting a very essential point in my presentation if I did not mention the importance of a knowledge of the purely mechanical aspects of school management as a part of the necessary equipment of the beginning teacher. Now and then we find a teacher so valuable, so much the genius that we overlook shortcomings of management. But as you aspire to success and the good-will of principals and superintendents, watch closely such mundane everyday practical things as light, ventilation, orderliness, keeping of records, registers, etc., and if you can't add, buy a pocket adding machine or call on your brightest pupil, but don't send in an unbalanced register.

One cannot read the foregoing paragraph and not realize the importance of the mechanical aspects of teaching. Too, it is in this area that the beginning teacher may have most difficulty, as she begins her teaching experience. The principal then, must devise techniques and procedures for aiding the new teacher to become adjusted to those mechanical duties which influence so greatly her success and satisfaction in the profession. One worthwhile idea is that of the sponsor or "big sister." Here, an experienced but youthful member of the faculty with outstanding qualities of tact, sympathy, and courtesy, and charged with extending to the novice such help and council as may be required, from time to time, is of great value in assisting the beginner to adjust to the many details of classroom management.

At this point the utilization of handbooks or mimeographed material is strongly recommended. Likewise, bulletins from the principal's office containing information on specific matters or functions are advised. Since it is the duty of the principal to see that the beginning teacher attains optimal adjustment in his building, it is his duty to make provision for such handbooks, bulletins or other mimeographed materials. Prompt attention

to this matter will prevent much mal-practice by the beginning teacher. Faculty meetings held early in the year, or before the beginning of school and focused on problems which may be of concern to the beginner, hold a vital place in any program of orientation.

Handbooks should make clear to the new teacher what her obligations and responsibilities are with respect to the whole program. Bulletins from the office of the principal concerning specific obligations incumbent upon the beginner alone, should be made available. These however, should be supplemented by personal conferences with the principal and with the "big sister." In this conference opportunity should be given to clarify any points in the handbook or bulletin that are not clear to the beginner.

While it is not a mechanical aspect of teaching, the beginner should be given a course of study at the beginning of the summer, and encouraged to study it during the summer, and through personal conferences with principal and "big sister," any points not clear should be discussed.

Duties of the Supervisor

The Eighth Yearbook of the Department of Superintendence of the National Education Association²⁶ carries the following observations regarding the role of supervision in the induction of beginning teachers:

Proper induction of new teachers is aided by sound supervision. . . . The necessity for competent supervision is everywhere

²⁶"The Superintendent Surveys Supervision," Eighth Yearbook, Department of Superintendence of the National Education Association (Washington: The National Education Association, 1930), p. 10.

apparent. We have in our schools throughout the United States many workers without adequate preliminary training. Even those who come into the profession from the best professional schools have only a beginning of knowledge or skill or insight or devotion to the profession which they seek to enter.

It is the peculiar obligation of the supervisor to induct them into the profession.

Beginning teachers are apt to be harassed by the least important details of their work. They practice the art of teaching not infrequently out of an experience in the classroom in which they were pupils. It is difficult for them to carry their philosophy of education or their knowledge of the science of teaching into their own procedures. They become slaves to routine; they may not appreciate their own strength. Their professional life is dependent upon a systematic leader who guides, restrains, and stimulates them during their period of probation.

Several supervisory concerns are evident as one examines the foregoing statement. First, there is the recognition that the supervisor has a specific obligation with respect to the induction of the beginning teacher. Likewise, there is the recognition that the beginning teacher may expect certain difficulties which seem to be peculiar to the beginner. Certainly routine details challenge most beginners; even more experienced teachers find it difficult to carry their philosophy of education into their daily classroom procedures. While the beginner tends to become a slave to routine, she is not without company among her more experienced sisters in the profession.

Further examination of the foregoing would seem to indicate that the beginner has certain problems which are common to the profession, but for him perhaps a greater problem than for experienced personnel. If this assumption is correct, it would follow that the beginning teacher could expect to achieve her maximum adjustment in a professional climate which provides a competent, thorough program of general supervision. It is a

basic assumption of this study that administrative and supervisory personnel can make their maximum contribution as they provide a professional climate which is conducive to maximum personal and professional growth of all personnel.

One can readily see however, that the efficient supervisor will be cognizant of the problems challenging the beginner, and at the same time she will give close attention to the needs of the beginner. The efficient supervisor will in a sympathetic manner, guide, restrain, and stimulate the beginner, taking care not to over protect, to over supervise, to in any way infer that the beginner is "not up to" the task which she has accepted.

One difficulty common to all teachers and to a larger degree to beginning teachers, is to recognize the worth of many instructional materials; to see the implications for educational value in concrete materials. Therefore, the supervisor can use various means of making teachers aware of the educational values of concrete materials and stimulating them to use new kinds of instructional materials. Barr, Burton, and Brueckner²⁷ present the following techniques for achieving this objective:

EXHIBITS: The supervisor can arrange exhibits of supplies in some centrally located place. Traveling museums, art exhibits, and libraries are also very helpful in bringing materials to the attention of teachers. Exhibits during Book Week are used in many systems. Publishers' exhibits at teachers' conventions and elsewhere are other means of making teachers aware of the existence of new kinds of materials.

²⁷Barr, Burton, Brueckner, Supervision, 2nd Ed. (New York and London: D. Appleton Century, Company, Inc., 1947), pp. 681-82.

MATERIALS BUREAU: The supervisor can make available for teachers on their requisition collections of various kinds of materials such as slides, books, pictures, and the like which the ordinary teacher cannot collect unaided. The pooling of the resources of several books will greatly increase the amount and variety of materials available for all of them.

SURVEYS OF THE COMMUNITY: The supervisor can assist teachers greatly by making a systematic survey of the places in the community which are suitable for excursions and for illustrative purposes, in connection with the study of social institutions and occupations. The attention of teachers can be called to places of historical interest and natural beauty. Arrangements can be made with such local interests as industries, banks, the post office, and so on for their first-hand observation by pupils. A direct study of the current health, social, and economic needs of the community through teacher excursions and study groups will be a rich source of suggestions of problems that are likely to be of vital concern to large numbers of pupils.

INTERVISITATION: If teachers are given the opportunity to study the kinds of materials in use in other schools and classes in terms of their value to children, they ordinarily have been led to introduce new kinds of equipment into their own classrooms. Reports of observations by representative teachers have also been found to be very fruitful.

DEMONSTRATIONS: In many school systems the supervisors or some teachers demonstrate for groups of teachers the use of new kinds of materials being introduced into the schools. The wise supervisor will be on the lookout for interesting and suggestive work being done by individual teachers which should be brought to the attention of all teachers through demonstrations.

STUDY GROUPS: It is often helpful to organize study groups of teachers who wish to increase their skill in the use of new kinds of materials. Such groups can also make a systematic appraisal of the available supplies and equipment with a view to the elimination of unsatisfactory materials and the recommendation of the purchase of additional supplies.

EXPERIMENTAL STUDIES: The supervisor should encourage the teachers to make experimental studies of the values of new kinds of materials. Such investigations need to be nothing more than a systematic recording of the reactions of pupils to the various items. It has been repeatedly shown, however, that there is awakened a real interest on the part of teachers in the study of the value of materials when they have participated in a well planned investigation of an experimental kind.

This study has continually re-stated the thesis that the beginning teacher has the right to a dynamic, well planned apprenticeship experience; it has re-stated further, that such an experience is possible only in a sound professional climate. A program of supervision which genuinely attempts to utilize the foregoing techniques for the promotion of the instructional materials will not only motivate teachers to recognize worthwhile materials, and suggest effective techniques for their use in the classroom, but such a program will provide a learning experience for the beginning teacher that could not be had under other circumstances. Therefore, since adequate utilization of instructional materials, along with their selection, is of primary importance to all teachers, this study strongly endorses a program of supervision embracing the foregoing techniques for stimulating teachers to explore and use new materials.

This study holds that any effective program of orientation for beginning teachers must emphasize the role of the community as a resource agent. It holds that the supervisory program should continually hold before all teachers that a program of public education in a given community cannot be divorced from that community. Rather, public education should exert a potent positive influence in any community. Too, the community should exert the same type of influence upon public education. There is a mutuality of interests which should blend and compliment. This point of view is vital for this study, therefore space and time devoted to this concept are justified. How then can supervision contribute to this objective?

It has been stated in this study that the needs of the beginning teacher are closely allied to those of the experienced teacher; their

difference is one of degree. It has been stated also that a dynamic program of general supervision will render invaluable service to the beginner. At this point, it seems pertinent that a brief review of the objective of supervision be attempted. Ideally supervision results in incidental growth as personnel are active in a larger program of professional activity centered around real problems. The focus is actually upon the ultimate purpose of education, namely pupil growth. Teachers, pupils, lay public, and all staff members work together in an effort to solve problems and all grow in the process. If then, supervision results in incidental growth as individuals solve problems, what are some approaches for solving problems in a cooperative manner which will result in growth, more particularly growth for the beginning teacher? It is believed that the employment of procedures which are to be suggested will result in the solving of problems and also in personal and professional growth. Since this study has emphasized democratic concepts, it is necessary then to briefly examine what teachers have to say regarding techniques to be utilized for facilitating teacher growth. Weber²⁸ listed the improvement techniques preferred by teachers as follows:

1. Organizing teachers into committees to study problems.
2. Organized study of special topics in general staff meetings.
3. Providing a professional library and browsing-room for teachers.
4. Having teachers (not administrators) give reviews of articles in current educational magazines.
5. Giving special financial awards for participation in programs of in-service education.
6. Cooperatively engaging in a systematic evaluation of the school, using the criteria of the Cooperative Study of Secondary-School standards.

²⁸C. A. Weber, "Promising Techniques for Educating Teachers in Service," Educational Administration and Supervision, Vol. 28, December 1942, pp. 691-95.

7. Carrying out a well-planned attack upon the problems of curriculum development.
8. Holding forums where parents, pupils, teachers, and board members participate.
9. Attending summer workshops.
10. Visiting teachers in one's own school or in other schools.
11. Holding small group meetings to study revisions of the course of study in a department.

The foregoing eleven techniques were mentioned by twenty or more schools. The following fifteen techniques were listed as most promising by the teachers of at least ten schools, but fewer than twenty:

1. Panel discussion by teachers.
2. Experimentation with new classroom procedures.
3. Making surveys of pupil problems.
4. Attending professional meetings.
5. Having teachers prepare and issue handbooks for new teachers.
6. Planning orientation program for new teachers.
7. Holding informal meetings of the staff.
8. Home visitation.
9. Field trips for teachers.
10. Making surveys of graduates.
11. Participating in the eight-year study.
12. Participating in inter-school studies of curriculum development.
13. Encouraging teachers to write magazine articles by offering cash awards.
14. Attending guidance conferences.
15. Individual conferences.

The following techniques were listed as most promising by fewer than five schools:

1. Visitation of classes by the principal.
2. Talks by the principal.
3. Reading of papers by teachers.
4. Using rating scales.
5. Requiring special readings.
6. Demonstration teaching.
7. Issuance of bulletins by the principal.
8. Requiring summer-school attendance.

As one examines the foregoing techniques, he sees either by direct assertion or by implication, the four essentials of any program of improvement, they are: a. The identification of problems, b. The identification

of materials and resources for solving problems which have been identified, c. The development of methods, techniques and procedures to be employed in utilizing materials and resources, and d. Recognition of the need for evaluation, and making provision for the evaluation of the program as it develops. Further analysis of those items seem to indicate that teachers hold in-service education to be of great value since many techniques considered to be of value are in reality techniques for in-service education. Likewise, the essentials of an adequate program of supervision are embraced in those teacher selected techniques.

This study holds that in-service education is perhaps the key to success in any program of supervision. In-service education, in general is of two types, group and individual. Barr, Burton and Brueckner²⁹ have classified devices for the improvement of teachers under those two categories as follows:

- I. Group Devices
 - A. Doing Techniques
 - 1. Workshops
 - 2. Committees
 - B. Verbal Techniques
 - 1. Staff Meetings
 - 2. Group Counseling
 - 3. Course Work
 - 4. Documentary Aids
 - 5. Directed Reading
 - C. Observational Techniques
 - 1. Directed Observation
 - 2. Field Trips
 - 3. Travel Seminars
 - 4. Audio-Visual Aids

- II. Individual Devices
 - A. Doing Techniques

²⁹Barr, Burton, and Brueckner, op. cit., pp. 709-10.

1. Participation in the total teaching act
2. Individual problem solving
- B. Verbal Techniques
 1. Adjustment counseling
 2. Individual conferences
- C. Observational Techniques
 1. Directed observation
 2. Inter-visitation

As one attempts to analyze the foregoing items, he realizes that it is always possible to employ different combinations of learning by doing, observation, and verbal communication in promoting improvement programs. It seems desirable to attempt some classification of devices, yet it becomes clear that no established rule for classification is desirable. As one examines the workshop technique, the difficulties involved in categorizing improvement techniques are made all too clear. It seems desirable to classify the workshop as a group technique because it gives great impetus to cooperative effort, to democratic concept of planning and evaluation.

All teachers should have experiences in both group and individual devices. Likewise, all teachers should have experiences with doing techniques, verbal techniques and observational techniques. Each technique provides a unique experience not provided in any other manner. Therefore, this study will merely enumerate some devices which may be employed by supervisors as they work with teachers in a program for improvement:

- A. Group devices emphasizing learning by doing:
 1. Workshop
 2. Educational committee work
 3. Participation in discovering and defining educational problems
 4. Participation in community projects.
 5. Participation in the formulation of instructional plans and policies.

6. Participation in curriculum development.
 7. Participation in the choice of instructional materials.
 8. Participation in the development of evaluative criteria.
- B. Group devices which employ verbal means for guidance:
1. Teachers' meetings, conventions, institutes, faculty meetings, departmental meetings, grade meetings, or small group conferences.
 2. Panel discussions.
 3. School administered forums.
 4. Course work for teachers. (In-service)
 5. Bulletins.
 6. Directed reading.
- C. Observational devices:
1. Demonstration school activities.
 2. Directed observation
 3. Field trips, excursions, travel.
 4. Audio-visual aids.
- D. Individual learning by doing techniques:
1. Learning to teach by teaching.
 2. Study of every-day problems sensed by teacher.
 3. Individual research.
- E. Individual techniques which require verbal techniques:
1. Individual conference.
 2. Lead teacher to analyze own teaching techniques.
 3. Adjustment counseling.

F. Individualized observational techniques:

1. Directed observation of teaching.
2. Intervisitation, within own school, within own system, in other systems.
3. Observation of movies dealing with classroom situations.

The reader is aware that this study has not attempted to give principles for the utilization of the foregoing techniques. At least two reasons exist for this procedure, first, these techniques are flexible in character and of necessity must be adapted to local conditions and to the personalities and temperaments of those who seek to utilize them. Secondly, the reader may know many other techniques for achieving the same purpose. There are many means to any end.

This study does not intend to over-simplify the process of improving instruction. As a matter of fact, the improvement of instruction is one of the most difficult tasks in the whole scheme of public education. Knowing a number of techniques for achieving a given objective is not adequate, skill in the selection of techniques, skill in varying techniques to meet peculiar conditions and problems, together with an understanding of the whole process, are essential if the task is to be accomplished with any degree of success and satisfaction.

The reader should ever bear in mind that techniques are temporary in nature. They have value only to the degree that they serve the purpose or purposes for which they were designed. A technique which has value today may be obsolete tomorrow. The dynamic program of supervision provides for the development of techniques for solving problems as they arise.

Finally, this study would emphasize that principles are more important

than techniques. If teachers have sound principles of supervision, they in a cooperative manner will be able to devise techniques for meeting their needs.

The beginning teacher who serves her apprenticeship in a system which holds high sound principles of supervision, who is able to see those principles in action as teachers, supervisor, parents and pupils cooperatively solve problems, that teacher will come to appreciate the essentials of the supervisory program, she will develop skill in defining problems, in developing techniques, in evaluating results. That is the objective of the orientation program.

CHAPTER IV

AN ANALYSIS OF PRACTICES IN STATE OF VIRGINIA

In Chapter I it was pointed out that a questionnaire was sent to one hundred eleven superintendents, to forty directors of instruction, as well as three hundred fifty representative high school principals. A copy of this questionnaire and accompanying letter may be observed in the Appendix.

The following tables present the findings of this study. It is recognized that the findings without interpretation are of little value. Therefore, it is necessary to interpret the data presented in order that it may reveal the true status of the problem of the beginning teacher in the state of Virginia.

With respect to the questionnaire response, the following data will reveal the degree of concern for this problem as evidenced by response:

One hundred eleven questionnaires sent to superintendents, sixty three returns.

Directors of Instruction, forty sent, nineteen returned.

Principals, three hundred fifty sent, two hundred seventy six returned.

Total sent, give hundred one. Total returns three hundred fifty eight.

Per cent of returns, 71.25.

It is felt that this percentage of responses is high, thus indicating a genuine concern for the problem under consideration. Another evidence of concern for the problem, is the number of requests that have come in for the findings of this study and outlines for establishing a program of orientation.

While the per cent of returns was high, the writer was keenly dissatisfied with the quality of returns. Many items were poorly expressed and it was difficult to determine what the respondent meant to convey. Many respondents seemed to confuse administrative and supervisory techniques with common problems which confront the beginning teacher, thus it was necessary to discard several questionnaires because the author was not sure what the respondent desired to convey.

It is significant that the administrative and supervisory personnel in Virginia have had relatively short periods of tenure. While several persons indicated long periods of service, figures indicate too rapid a turnover of personnel. Since 71.25% of administrative and supervisory personnel reported, it is evident that Virginia has a relatively large personnel turnover. This is a circumstance which adversely affects the effectiveness of the public secondary schools of Virginia. While it is not the purpose of this study to investigate personnel turnover, it is evident that where frequent personnel changes occur, it is not likely that highly effective programs of orientation will be in effect.

The survey showed that 3.6 years was median years of service for superintendents; 6.3 years for principals and 4.2 years for directors of instructors.

It was significant that data received from large systems was little different from that received from small systems. This indicates that size of the system has little or no effect upon the degree of attention given to the problem of beginning teachers. Systems surveyed ranged from sixty teachers to thirteen hundred, with median system of 140-200 teachers. With

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respect to individual schools, the same holds true, the size of school had little or no effect upon the concern evidenced for the problem of beginning teachers. Schools surveyed ranged from four teachers to seventy six teachers. The median school had thirteen teachers. Thus, it is concluded that with respect to both systems and individual schools, size has no significance for the concern evidenced for the problem of beginning teachers.

An examination of Table III presenting the number of new teachers per year over the five year period, 1946-1950, reveals that the problem of beginning teachers so far as numbers are concerned, is not acute in Virginia. The median number of beginning teachers during that period ranged from 3.7 to 6.7. The average per year was 4, 8 per school.

Further examination of data will reveal that there is a genuine recognition of the problem, as evidenced by the number of respondents who stated that a program of orientation is essential. Ninety nine percent - plus of those reporting, stated that the problem is of sufficient import to warrant an organized program of orientation. At the same time, ninety six per cent of respondents stated that their school or system had no organized program of orientation. This failure to meet a need so readily recognized by the respondents may be attributed to several factors:

1. The writer has stated that the quality of response was disappointing. Therefore lack of knowledge regarding the nature of the problem, along with techniques for meeting the need may be reasons for its neglect. As a matter of fact, the response received, in the opinion of the writer, indicates a very great lack of professional competence.

2. Another reason the problem may have been neglected is failure to place responsibility for the organization and administration of the

TABLE I
 SIZE OF SYSTEMS REPORTING

Number System	60-100 Teachers	11
Number System	100-140 Teachers	16
Number Systems	140-200 Teachers	9
Number Systems	200-275 Teachers	4
Number Systems	275-350 Teachers	10
Number Systems	350-450 Teachers	9
Number Systems	450-600 Teachers	3
Number Systems	600 or Above	1
Median size system reporting 140-200		

TABLE II

SIZE OF SCHOOLS REPORTING

Number Schools 4-10 Teachers	24
Number Schools 10-20 Teachers	36
Number Schools 20-30 Teachers	31
Number Schools 30-40 Teachers	13
Number Schools 40-50 Teachers	10
Number Schools 50-60 Teachers	8
Number Schools 60 Teachers or Above	4

Median Size School Reporting 13

TABLE III

NUMBER BEGINNING TEACHERS PER SCHOOL

Number Beginning Teachers 1950 (median)	3.7
Number Beginning Teachers 1949 (median)	4.1
Number Beginning Teachers 1948 (median)	4.5
Number Beginning Teachers 1947 (median)	5.1
Number Beginning Teachers 1946 (median)	6.7
Average Number Beginning Teachers Per Year 4.8	

problem. Three percent of respondents stated that responsibility for the program should be vested in the principal. Two percent stated that responsibility should be vested in supervisor. Three percent said that responsibility should be vested in superintendent and 92% said that the program should evolve from cooperative effort. One may conclude that the 92% advocating cooperative effort indicates an acceptance of democratic principles. May it not also reveal a gross neglect to place definite responsibility for the development of this vital program? Definite responsibility should be established--then cooperative effort may be employed to advantage.

Further examination of the findings, shows that according to respondents, only three percent of beginning teachers fail for lack of adequate orientation. This would seem to indicate that a program is not needed, but as one examines the problems listed by respondents, he will readily see that the beginning teacher has a multiplicity of problems which need attention, though only three percent of beginning teachers fail because of a lack of orientation. Thus, it is concluded that a program of orientation is a necessity, not to eliminate failures among beginning teachers, but to assist the beginning teacher to achieve maximum adjustment in the shortest possible period of time.

Thus, we are lead to a consideration of the problems which confront the beginning teacher. After examining the difficulties encountered most frequently, as listed by superintendents, supervisors and principals, in Table IV it is obvious that the problems identified by each are almost identical. Areas of difficulty identified by respondents according to importance were: 1. Instruction, 2. Professional relationships, 3. Pre-service training, 4. Personality maladjustment, 5. Personal problems,

6. Community adjustment, and 7. Health.

Of the multiplicity of problems identified by respondents, all will fall under one of the foregoing areas. After further study of listed difficulties it is conclusive that most factors which result in difficulty for beginning teachers, are inherent in the individual and do not result from external forces.

As one examines administrative techniques proposed by respondents to be utilized in meeting the problems of the beginning teacher, and as one examines supervisory techniques designed to achieve the same purpose, one must conclude that it is difficult to distinguish between administrative and supervisory techniques given in Tables VI, VII, and VIII. Thirty two respondents stated that they could make no distinction, and a majority of their duplications, indicated that they too, could make little or no distinction between the two functions. It is a conclusion of this study, mentioned in an earlier chapter, that administrative and supervisory techniques and functions are identical. The data herewith presented, substantiate this conclusion.

Summary of Findings

There seems to be a general recognition among the administrative personnel in Virginia that a problem exists for beginning teachers. While the problem is recognized, little effort has been exerted to eliminate that situation. This effort has not been expended, it seems, because of a general lack of professional competence: because of too large personnel turnover: and because no responsibility for the development of a program has been established. There is evidence that few teachers fail in Virginia because of inadequate orientation, but there is evidence that a multiplicity

TABLE IV

MOST OUTSTANDING DIFFICULTIES EXPERIENCED BY BEGINNING
TEACHERS AS LISTED BY:

Superintendent	Principal	Directors of Instruction
1. Pre-service training	1. Discipline	1. Poor organization of work
2. Lack of self confidence	2. Poor organization of work	2. Pre-service training
3. Discipline problems	3. Pre-service training	3. Poor teaching techniques
4. Immaturity	4. Too tax	4. Discipline
5. Organization of work	5. Lack of self confidence	5. Lack of initiative
6. Poor planning of work	6. Community adjustment	6. Lack of self confidence
7. Talk too much	7. Classroom management	7. Classroom management
8. Personality maladjustment	8. Disregard for professional advice	8. Living accommodations
9. Talk too loud	9. Personality maladjustment	9. Lack of interest
10. Too severe with pupils	10. Personal insecurity	10. Fear
11. Too anxious to be liked by pupils	11. Emotional insecurity	11. Timidity
12. Class room management	12. Fear	12. Emotional instability
13. Failure to recognize individual differences	13. Lack of objectives	13. Laziness

TABLE IV (CONTINUED)

MOST OUTSTANDING DIFFICULTIES EXPERIENCED BY BEGINNING
TEACHERS AS LISTED BY:

Superintendent	Principal	Directors of Instruction
14. Lack of interest	14. Poor classroom preparation	
15. Disregard for professional advice	15. Lack of teaching techniques	
	16. Impatience	
	17. Timidity	

TABLE V

AREAS OF DIFFICULTY ACCORDING TO FREQUENCY AS
ESTIMATED BY ALL RETURNS

Instruction	1
Professional Relationships	2
Community Admusement	6
Personal Problems	5
Personality Maladjustment	4
Health	7
Pre-Service Training	3

TABLE VI

ADMINISTRATIVE TECHNIQUES EMPLOYED IN THE ORIENTATION OF
BEGINNING TEACHERS IN ORDER OF FREQUENCY NAMED

Superintendents	Principals	Directors of Instruction
1. Conferences	1. Develop cumulative record for teachers	1. Group conferences
2. Bulletins	2. Handbook	2. Individual conference
3. Teacher meetings	3. Letters of general information and of welcome	3. Classroom supervision
4. Work shops	4. Organize "big sister plan"	4. Inter-visitation
5. "Big Sister Plan"	5. Bulletin regarding opening of school duties	5. Pre-school work shop
6. Group conferences	6. Bulletins regarding school policy	6. Demonstrations
7. Observations	7. Personal conferences	7. Exhibits
8. Handbooks	8. Group conference	8. Provide self-evaluation criteria
	9. Faculty meetings	9. Handbook
	10. Observations	10. Bulletins
	11. Provide for inter-visitation	11. Organize get acquainted
	12. Provide professional literature	12. Letters to all new teachers
	13. Acquaint beginner with professional organizations	13. Discussion of course of study
	14. Maintain democratic atmosphere in school	14. Teachers meetings

TABLE VII

SUPERVISORY TECHNIQUES LISTED MOST FREQUENTLY BY PRINCIPALS

Individual conferences

Observation and follow up conferences

Mimeographed materials

Make available professional literature

Discuss course of study

Acquaint with teaching aids

Planning with department heads

Demonstrations

Faculty meetings

TABLE VIII

SUPERVISORY TECHNIQUES LISTED MOST FREQUENTLY
BY DIRECTORS OF INSTRUCTION

Group Conferenes ✓
Individual Conferences
Inter-Visitation
Interviews and Discussions
Observations
Planning with Department Heads
Examination and Discussion of
Course of Study
Part for All New Teachers
Letter to All New Teachers
Pre-School Conference
Pre-School Workshop
In-Service Program
Demonstrations
Exhibits
Self-Evaluation

of problems do exist for the beginning teacher which prolong the orientation period, and which in some cases result in a permanent maladjustment for teachers, yet that maladjustment is not of sufficient magnitude to cause failure. Therefore, it must be concluded that Virginia needs an organized program of orientation to facilitate maximum and swift adjustment for the beginning teachers.

CHAPTER V

RECOMMENDATIONS AND SUGGESTIONS

This study has emphasized the necessity for a sound philosophy or point of view regarding the orientation of beginning teachers, therefore it is recommended that every system establish a point of view and organize a program of orientation compatible with that point of view. While this study would not presume to impose a point of view, it does emphasize the necessity for a pupil centered philosophy, which recognizes the necessity for flexibility, which embraces the purposes of education, which shows a recognition of a knowledge of child growth and development, which recognizes the problems inherent in the teaching process, in short such a philosophy must be formulated by competent, well trained professional personnel.

It was pointed out in the preceding chapter that little responsibility for the development of a program had been established. We emphasize the necessity for establishing responsibility for the orientation program. However, if personnel are capable of formulating a point of view as outlined above, the definition of responsibility will be adequately dealt with. This study holds that the superintendent should primarily hold the responsibility for initiating and facilitating the efforts of others as they develop a program. In a given school, the principal should be primarily concerned with establishing a program of orientation in his school. A program established in a given school should include basic elements included in the total program evolved by the superintendent and his staff; beyond those basic elements, the program should be concerned with problems peculiar to the local school. Likewise, this study holds that no program of orientation

can be adequate unless it is part of a continuous program of in-service education. Therefore, an effective program of orientation will in an orderly manner, lead the beginner from her apprenticeship experience into the on-going program of in-service education.

It is evident that the evolution of a point of view and the definition of responsibility for a program of orientation are not sufficient for a program. There must be techniques, materials and methods to be utilized within the framework of the philosophy. It is not the purpose of this study to present an all-inclusive list of techniques, methods and materials. In the first place, this study does not presume to have begun to examine all techniques which have been developed and utilized. It is hoped that this study will show the value of a few techniques which have been employed and that this study will motivate individual schools to develop techniques which will better meet needs peculiar to their own situation.

The following techniques, methods and materials are suggested:

1. Workshop
2. Faculty meetings grade group meetings
3. Bulletins
4. Handbooks
5. Directed Reading
6. Demonstration classes
7. Field trips, excursions
8. Individual research
9. Adjustment counseling
10. Lead teacher to analyze own teaching techniques
11. Individual conference

12. Directed observation of teaching
13. Inter-visitation
14. Participation in community projects
15. Participation in curriculum development
16. Participation in the development of evaluation criteria
17. School administered forums
18. Course work for teachers (in-service)
19. Exhibits
20. Materials bureau
21. Study groups
22. Experimental studies
23. Committee work on assigned problems, or of own selection
24. Materials bureau
25. Reading and browsing room for teachers
26. Making surveys of pupil problems
27. Issuance of bulletins by administrative personnel
28. Home visitation by teachers

The foregoing are not listed in order of importance, nor is any attempt made to make any distinct clarification of techniques--materials or methods. The reader is well aware of the distinction. We are presenting in the following pages, a suggested procedure to be employed by a principal as he seeks to give direction to a program of orientation in a particular school.

Faculty meetings held early in the year, or before the beginning of school and focused on problems which may be of concern to the beginner, hold a vital place in any program of orientation.

Handbooks should make clear to the new teacher what her obligations

and responsibilities are with respect to the whole program. Bulletins from the office of the principal concerning specific obligations incumbent upon the beginner alone, should be made available. These however, should be supplemented by personal conferences with the principal and with the "big sister." In this conference opportunity should be given to clarify in points in the handbook or bulletin that are not clear to the beginner.

While it is not a mechanical aspect of teaching, the beginner should be given a course of study at the beginning of the summer, and encouraged to study it during the summer, and through personal conferences with principal and "big sister," any points not clear should be discussed.

In Summary: The principal has a definite responsibility for the orientation of the beginning teacher. The following specific functions should be employed by the principal:

1. As soon as the principal is advised by the superintendent that a beginning teacher will be in his building, the principal should begin the development of a cumulative record for that teacher, it might contain at the outset, transcript of college credits, personnel papers from college personnel service or other material from persons or institutions who know the prospect. The principal should study this material in an effort to appraise and understand the beginner, to the end that he may assist her to become a more competent teacher. After this initial information, the principal should systematically collect data that will assist him to know better his teacher, and guide him in assisting her to achieve the maximum personal and professional growth.

2. As soon as the principal knows that a new teacher is to be in his building, he should forward to her a copy of the handbook, together

with a cordial letter, expressing his pleasure that she is to work with him and the faculty, and explaining to her the general purpose of the bulletin, and tactfully suggesting that she acquaint herself fully with the material contained there-in. His letter should assure her that he desires to be of assistance, and he should encourage her to correspond with him throughout the summer if she has questions about her schedule, supplies, records, extra-class duty, housing, or any other problem which might need clarification.

3. The new teacher should be assigned a sponsor or "big sister" as soon as it is known that she is to be in the system. The "big sister" should write the beginner a cordial letter of welcome into the faculty group, and assure her that she is welcome and that the whole faculty, and particularly the "big sister" will exert every possible effort to make her work satisfying and profitable. The sponsor should encourage the beginner to correspond with her regularly throughout the summer.

4. As soon as possible the principal should prepare a bulletin outlining duties for the first day of school, and if possible the first week. The bulletin should contain information relative to any policy changes, or regulations not covered in the handbook.

5. The principal should arrange for a personal conference with the beginner prior to the beginning of school. This conference should strengthen the cordial relationship begun through correspondence; it should clarify any questions regarding policy, duties, and the multiplicity of purely mechanical aspects of her job.

6. The sponsor should have learned through correspondence or visitation what the wishes of the beginner are in regard to housing. The

sponsor should, with assistance of principal and other teachers, seek to satisfy her housing requirements. Upon her arrival into the community, the principal and sponsor, together with a few other teachers should make her welcome, introducing her to members of the church of her choice, arranging for her to visit a few clubs, with the idea of her becoming a member of at least one club.

7. At the first faculty meeting, the faculty should leave no doubt but that the newcomer is welcome, that she is desired. The principal should lead the faculty into a discussion of those problems which might be of special concern to the beginner.

8. On the opening day, the sponsor should give assistance to the beginner, visiting her room at intervals, and making sure that her initial day provide no unsatisfactory experience.

9. As soon as the new teacher "gets the feel" of things, the principal should arrange for her to visit with a competent teacher. This visit should be followed up with a discussion by principal, the beginner and the teacher observed. Needless to say, the principal and teacher would have had a pre-visit conference with the beginner, suggesting certain items for which she might have a special concern. Too, the principal should have observed the beginner in her work prior to this visit, and he should have talked with her regarding her strength, with emphasis on her strength, and very tactfully pointing out one or two areas where she might show improvement.

10. A little later, and after that at regular intervals, the principal should schedule visits for the beginner in other schools and in other systems.

11. The principal should arrange for the beginner to council with the supervisor; he should arrange for her to know the superintendent, and it is expected that the superintendent will give impetus to what other personnel have done.

12. The principal should suggest professional literature, making it available and offering to discuss it with her after she has read it.

13. The principal should encourage her, and arrange for her to attend a reasonable number of professional meetings; he will encourage her to become a member of two or three professional organizations, preferably her state and national organizations, together with membership in a professional organization having to do with the subject she teaches.

14. Informal conferences with principal, "big sister," superintendent, director of instructor or other competent people should be accept and looked forward to as standard practice.

15. The beginner should be lead through these contacts to continually evaluate her work, the progress of her pupils and her own personal growth.

16. The school effectively organized to orient the new teacher, will be prepared to employ these techniques in a flexible manner. The procedure with one beginner might of necessity be different from that of another.

17. In employing any technique or procedure for the orientation of the beginner, care should be taken that her self-esteem and ego are protected and nurtured. A truely democratic school, cannot employ any practice that is not in harmony with the accepted concept of democracy that every individual is of inestimable worth and his dignity must be perserved.

In suggesting the foregoing specific duties incumbent upon the principal, it is not implied that other specific duties might not be held as

necessary. This study holds that the orientation program is of necessity flexible, and is altered to meet the particular needs of the beginner. It is held that the principal who understands the need for orientation, and the nature of a worthwhile program, as he utilizes the techniques suggested, will discover new techniques and procedures, and will utilize those suggested in a flexible and worthwhile manner.

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APPENDIX

150 Third Street
Pulaski, Virginia

Mr. _____, Superintendent

Dear Mr. _____ :

Your cooperation is earnestly solicited in compiling pertinent information regarding the orientation of beginning teachers in the secondary schools of Virginia. Your contribution will be employed in completing a master's thesis at the University of Tennessee, entitled "Present Administrative and Supervisory Practices in the Induction and Orientation of Beginning Teachers in the Secondary Schools of Virginia."

The enclosed questionnaire is being forwarded to all County Superintendents, all City Superintendents, all Directors of Instruction, and two hundred representative high school principals. We realize that you may not have access to all information requested. However, it is hoped that you will give us a clear picture of your situation, as well as your valued judgment on questions 11, 12, 13, 14, and 15.

Upon completion of the study, its contents will be made available to you.

You will find enclosed a stamped, addressed envelope for your convenience in replying. Please try to return the questionnaire by October 15.

Taking this method to thank you in advance for your assistance and cooperation, I am

Sincerely yours,

/s/

Paul A. Breeding

Paul A. Breeding

Enclosure (4)

- I. Respondent _____ Title _____ System _____
- II. How many years present position _____
- III. Number of teachers in school or system _____
- IV. (a) Number beginning teachers 1950 _____
(b) Number beginning teachers 1949 _____
(c) Number beginning teachers 1948 _____
(d) Number beginning teachers 1947 _____
(e) Number beginning teachers 1946 _____
- V. Do you have an organized orientation program for beginning teachers?
Yes ___ No ___ (If so, please send a copy of procedure used)
- VI. Who assumes the major responsibility for the orientation of new teachers? Principal ___ Supervisor ___ Superintendent ___ or is cooperative effort employed? Check one.
- VII. (a) List any administrative techniques employed in the orientation of beginning teachers (principal).

- VIII. (b) List any supervisory techniques employed in the orientation of beginning teachers. (Principal)

IX. List any administrative techniques employed in the orientation of new teachers (superintendent).

X. List any supervisory techniques employed in the orientation of beginning teachers. (Directors of Instruction)

XI. From your experience, please list what you consider to be the most outstanding difficulties experienced by beginning teachers.

XII. Please estimate the per cent of beginning teachers in your school system who fail for lack of adequate orientation _____

XIII. Below are listed several areas of potential difficulty for the

beginning teacher. From your experience, number them in order of frequency in contributing to failure for the beginning teacher.

Instructional _____
 Professional Relationships _____
 Community adjustment _____
 Personal problems (finances, housing) etc. _____
 Personality maladjustment _____
 Health _____
 Pre-service training _____

- XIV. In your opinion, is the problem of the beginning teacher of sufficient import to warrant the establishment of an organized program of orientation? Yes ___ No ___
- XV. If you advocate an organized program of orientation, should it be terminal _____ or continuous _____ in nature.
 Check one.
 Terminal - A program of short duration.
 Continuous - A program extending over a long period of time.
- XVI. Remarks -