

1953

## An Induction Program for Beginning Teachers

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**AN INDUCTION PROGRAM FOR BEGINNING TEACHERS**

by

**Alice Angst Burkett**

A paper submitted in partial fulfillment of the requirements for  
the degree of Master of Education in the Graduate School of the  
Central Washington College of Education

August, 1953

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### ACKNOWLEDGMENTS

Grateful acknowledgment is extended to Dr. Charles Saale for his understanding, encouragement, and advice in directing the writing of this paper. Acknowledgment is also given to the other members of the committee, who so graciously gave of their time, and for their interest and approval of this paper.

Special acknowledgment is made to Dr. Ernest Muzzall for his continued interest in the writer's completion of this work.

Dedicated in loving memory

to my husband

**ARNOLD**

whose inspiration gave the  
determination to accomplish this work.

## TABLE OF CONTENT

| CHAPTER  | PAGE |
|--|------|
| I Introduction.....  | 1    |
| II Reasons for Induction.....                              | 8    |
| III Divisions of Responsibility.....                       | 22   |
| College.....   | 22   |
| Administration.....  | 25   |
| Fellow-Teacher and the Professional<br>Organizations ..... | 50   |
| Community.....   | 54   |
| The Teacher Himself.....                                   | 57   |
| IV Conclusion.....   | 70   |
| BIBLIOGRAPHY.....  | 72   |

## Chapter I

### INTRODUCTION

The realization of the value of an induction program for the beginning teacher has caused many school systems as well as colleges to plan and carry on such a program.

Those schools which laid the foundation work for other induction programs proved to themselves and other schools that a program of orientation that offered the teacher an opportunity for personal acceptance, encouragement in initial efforts, and interest in his social adjustment, both in school and in the community, is a program that will result in better teaching by more competent and efficient teachers.

Because of the belief in the worth of such a program for beginning teachers, the basic theme of this paper is (1) the discussion of the importance of an induction program for beginning teachers, (2) to compile definite data that has proven to be successful in many induction programs, and (3) the designation of the areas into which these responsibilities should normally fall.

It is an attempt to show that by means of a carefully thought-out, planned, and well executed induction program many teachers may be saved to the profession and many more recruited to this vocation.

It is not as if the problems of beginning teachers are something new. Problems have always confronted the new teacher and due to them many promising young people have left the teaching field for other types of work. Some thirty years ago Cubberley expressed concern over this same issue in this way:<sup>1</sup>

A principal often fails to appreciate the difficulties that a beginning teacher has to encounter. Often inadequately trained, timid, shrinking from assuming responsibilities, unconscious of errors made, unable to diagnose a situation and apply a remedy when things go wrong—the beginning teacher is often in deep water before the principal realizes it.

The question, "Where does induction begin?", is the focal point from which this discussion begins. However, not much time will be spent on the induction program that takes place prior to the time the student teacher graduates from college.

The chief concern of this paper is what should and can be done to help the beginning teacher after leaving college. Troyer<sup>2</sup> writes that "the transition from preservice student to in-service teacher is not always smooth." There is an emotional adjustment that has to be met by the teacher during the transition from college work to regular classroom teaching. This adjustment has chiefly to do with..."problems of

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1. Cubberley, Ellwood P., The Principal and His School. New York: Houghton Mifflin Co., 1923, 462.
  2. Troyer, Maurice E., and Page, Robert C., Evaluation in Teacher Education, American Council of Education, Washington D.C., 1944, 248.



security and emotional adjustment and problems of professional and technical development."<sup>1</sup>

People in personnel work know how important emotional adjustment is to a job well done. It is no less important in the teaching field.

"The emotionally insecure teacher is not a good teacher. Ineffective as well as unhappy, he is not a desirable person to have as the guide of a group of children."<sup>2</sup>

The other aspect of this paper is to compile into a compact guide the thinking of many authors on the subject of induction and the placement of specific responsibilities which make a good induction program.

In a well planned induction program much thought will need to be given to the divisions of the responsibilities, in order that no person or group will be neglected so that they may contribute their valuable resources to the growth of the new teacher.

Just who is responsible for the induction of the new teacher? This paper means to show that it is the responsibility of all those who believe in education. More specifically, those directly concerned are the (1) colleges, (2) the administration, (3) fellow teachers and their professional organizations, (4) the community and parent organizations, and (5) the teacher himself.

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1. Metropolitan School Study Council, Newly Appointed Teacher, Bureau of Publications, Teachers College, Columbia University, New York: 1950, 2.

2. Ibid., pp. 7.

Education at the present time is in the midst of a critical period. Not only is the lack of adequate financial backing nor the failure of the public to comprehend the needs of education but the teacher shortage that is cause for alarm.

Education has always been beset with struggle, misunderstandings, and shortages. There have been other times in its history when it seemed that education would be overridden with ignorance and indifference, but by inspired zeal, sacrifice, prophetic insight and dreams, and much heart-breaking toil, education has been able to keep its forces alive, working, and influential in the world.

At this period education seems to have reached a new low, not only in its estimation of importance in the eyes of the average citizen, but also in the shortage of personnel to staff its departments. True, the citizen will say that it is important and we do need some type of school, but they still do not actually and sincerely see the need for the schools to keep pace with this complex changing world. To the average parent and also the average tax-payer, whether parent or not, the type of school in which he was educated would be good enough, if not better than "these modern-day schools that don't even teach the kids to read and write good." However, it is this same parent who tries to give "Johnny" everything that he did not have when he was young - except the most up-to-date education that money could provide.

Perhaps the schools have done a poor job of projecting its "wares and products". Perhaps we, as school people, have been too modest,

that is one of the virtues we teach, and too busy to cry out our worth. Have we not heard and read, yes, even seen examples of the initiative and ingenuity of our people when the urgency of the situation is compelling? Has it not been said, time and again, that due to our opportunity for free thinking, initiative building and democratic training which our people have received has made them more successful in times of emergency and crucial calamity? Yet, how often do people really realize that our present type of education has been training children in that very thing for many years?

Education has come to the sharp realization that a poor job has been done of educating our people to the real worth of a good education.

Because of this poor job of salesmanship, education now finds that not only is the public indifferent to the needs of keeping public schools atune to a changing world, but finds a decided uninterest in young people who are going into vocational training. So acute has the shortage of teachers become that schools are having to revamp much of their thinking and many of their methods pertaining to teacher training, recruitment, induction, and orientation. Schools are making an all-out effort to interest young people in education as a vocational profession.

People now going into a profession look at teaching and realize that it is not an easy job. There was a day when the common expression was "those than can - do, those that cannot - teach". People who are choosing a career see teaching from a different point of view than

did their predecessors. They are more apt to see only the discouraging side of teaching, the long hours spent outside the classroom for the preparation of work for the coming day, hours spent in correcting papers, the restricted social life that some teachers still have to live, the salary that is lower than other professional salaries, the criticism and the dominating force of parents which in many communities influence the tenure of the teaching position, and the "gripping" of teachers themselves.

In order to combat this unfavorable attitude toward teaching as a profession, the schools are marshalling their forces not only to present the true picture of teaching, but also to make an induction or orientation program an integral part of every school system.

For a number of years foresighted schools have made use of an induction program to assist new teachers--both beginning teachers and teachers new to the school district - in making better adjustments more quickly to their new profession.

Just as an effective program of education must be based on the needs of the children, so an effective plan for orienting new teachers must be based on the problems and needs of these beginning teachers.<sup>1</sup>

In order to interest people in the vocation of education, it is necessary for the school to assure the teacher that help and assistance will be given in adjusting to a new and trying job.

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1. Newly Appointed Teacher, op. cit., 3.

...To these new teachers, and to the pupils they will guide, we owe all the help that can be gathered from the long and varied experiences of the entire school staff and from the resources of the community . We owe them... all possible assistance in their adjustment to a new situation. We owe them the sympathetic counsel which will give them a feeling of security and success. We owe them the guidance they need in their professional and technical development. We owe them in short, a well-organized and complete plan of teaching induction.<sup>1</sup>

Teaching at its best is a highly complex and tension producing activity. That is all the more reason why more care should be taken to help the beginning teacher to feel secure and adequate. Even the most experienced and mature teacher often gives evidence of annoyance and irritability during or at the end of the day. Think, then, how the teacher, new to the profession and new to the responsibility of having to be completely dependent upon her own training and ability, for the first time, to hold her place in a professional world, must feel at the end of that first day or even that first week. It is no wonder that many people have been lost to the profession because someone failed to help them over the beginning period.

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1. Newly Appointed Teacher, op. cit., 1.

## Chapter II

### REASONS FOR INDUCTION

"'All conditions of modern life point unmistakably to the increasing necessity for organized guidance,' says Arthur J. Jones in his Principles of Guidance."<sup>1</sup> For many years the schools have realized the importance of a good guidance program for students. Now they have awakened to the fact that a similar preparation for beginning teachers is every bit as important. As Arthur L. Marsh writes:<sup>2</sup>

...If only the individual at fault suffered the consequence of his own short-sightedness or shortcomings, we might give him greater latitude, but in this complex, interdependent civilization the consequence of one's deeds affect the social group and extend so far that the conduct of each becomes the immediate concern of all.

It is due to the personal guidance that the school gives to its teachers that insures the individual pupils against faulty judgements, errors in decisions, and trial-by-error methods. It not only safeguards the individual but the entire school group as well as society as a whole.

What, then, are some of the more basic and fundamental reasons for an induction program? It has been said that the beginning teacher needs

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1. Marsh, Arthur L., The Organized Teacher, National Association of Secretaries of State Education Associations, 1936, 1.

2. Ibid., 1.

to adjust to her new job. Why is the teacher not ready to step in and make a success of a position after four years of teacher training in a college program? Part of that training consisted of practice teaching. Why is there a need for any more instruction?

Hugh Wood<sup>1</sup> commented that "ability to teach cannot be acquired apart from the classroom situation; much of it is gained through actual experience in the classroom." There is a gap that must be bridged between the preservice education received in college and the actual on-the-job teaching. As Sears says:<sup>2</sup>

Most beginning teachers have had at least some practice in the classroom, but not enough to have gained skill in all the wide variety of responsibilities they will face as teachers. This means that when teachers first enter the field they still have much to learn. If left to their own resources many will succeed very well but others will fail.

Besides the new experience of actually taking over a classroom and being entirely responsible for the learnings that go on in the classroom, the teacher has found herself transplanted into an entirely different environment. Cubberley<sup>3</sup> said it this way: "Even when a normal school graduate and possessed of a modern viewpoint, the beginner usually finds actual schoolroom conditions quite different from the small group

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1. Wood, Hugh B., "In-Service Education of Teachers--An Evaluation," Journal of Teacher Education, 2:243-47, (December, 1951).
  2. Sears, Jesse B., Public School Administration, New York: Ronald Press Company, 1947, 280.
  3. Cubberley, Ellwood P., op. cit., 463.

and the close supervision of the training school."

The co-workers are very likely all strangers to this teacher coming into the system. The community and its resources are all new. The policy and philosophy of each school vary as the school fits the educational standards to meet the needs of the community it serves. So, then, this means the teacher must be familiar with these codes. Sears in his work with school administration shows a need for this type of adjustment to a school system by writing that:<sup>1</sup>

...Besides this problem of learning how to teach, which is quite a serious one in case of the beginners, there is another major aspect of the field in which supervision must work, namely, that of coordinating the activities of teachers throughout a school and school system. This, also, is learned only in part by a study of school organization, curriculum-making, and school management. Knowledge of the problems of coordination from the stand point of theory is important; but it has to be supported by study on the job, by acquaintance with the particular system, school, and classroom. A beginner has very much to learn in this connection.

Troyer in his study on beginning teachers and their problems when referring to the complexity of various problems, adds that:<sup>2</sup>

...other problems are those pertaining to the transition from "ideal" laboratory school conditions to the typical classroom. Often in this new school the teacher loses his identity; is dependent upon his own resources; must sometimes face the superior attitude of more experienced teachers with attendant competition and professional jealousies. He must, often for the first time, meet parents, resolve situations and be confronted with pressures respecting his personal and social activities.

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1. Sears, Jesse B., op. cit., 281.

2. Troyer, Maurice E., et. al., op. cit., 62.



The committee on the Newly Appointed Teacher<sup>1</sup> reported "the basic problem in any program of orientation and induction is that of developing a feeling of security in the beginning teacher." This same committee listed four phases for developing needed security. They are:<sup>2</sup>

1. The preliminary but very important pre-professional period in the school from which student teachers are recruited and in the colleges that provide their professional training.
2. A planned program of induction for new teachers before they report to duty.
3. A more highly organized plan of induction after teachers report for duty. This period includes, ideally, a period of orientation before the children report on the first day of school.
4. An in-service program that enables the new teacher to develop security and teaching competency.

A survey was made by the Appalachian State Teachers' College<sup>3</sup> in order to discover some of the major difficulties that beginning teachers were having. It was felt that by finding out what these difficulties were, they would be more able to fit their curricula to teacher needs. There were ninety-five first-year teachers involved in this survey. The results of this survey showed that there were three general areas of difficulties. These areas were (1) personal characteristics, in which

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1. Newly Appointed Teacher, op. cit., 7.
  2. Ibid., 7-8.
  3. Wey, Herbert W., "Why Do Beginning Teachers Fail?", National Association of Secondary School Principals Bulletin, 35:55-62 (October, 1951), 56.

17% of the difficulties fell, (2) instructional activities, with 78% of the difficulties classed in this area, and (3) community and relationships, where 3% of the difficulties came.

The results of this survey was even further broken down and it was found that nearly one half of the difficulties fell into eight types.

They were listed as:

1. Handling problems of pupils control and discipline.
2. Adjusting to deficiencies in school equipment, physical conditions, and materials.
3. Difficulties relating to teaching assignments.
4. Adapting to the needs, interests, and abilities of pupils.
5. Motivating pupil interest and response.
6. Keeping records and making reports.
7. Handling broader aspects of teaching techniques.
8. Being able to establish and maintain proper relationships with Supervisors and Administration.

The above factors will vary to both the beginning teacher and to the school system in which the teacher finds himself. However, Smith in the Study of the Problems of Beginning Teachers is a bit more harsh on the individual. He states:<sup>1</sup>

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1. Smith, Henry P., "A Study of the Problems of the Beginning Teachers," Educational Administration and Supervision, Reprint from May 1950, 37:355-61 (October 1951).

For the most part, problems are attributes of the individuals rather than of the immediate environment. They result from the nature of his past experience and have been created by successes, failures, and levels of aspiration. Thus the specific problems of any two individuals in the same situation will be nearly as different as are their two personalities.

Psychologists tell us that how any individual adjusts to a given situation is dependent upon former experiences and the personality of that individual. Quoting from a paragraph in The Newly Appointed Teacher:<sup>1</sup>

The teacher's adjustment is dependent upon personality and previous experience. Long before initiation as a teacher, forces are at work which either help or hinder adjustment. This fact has implications for the high school from which prospective teachers are recruited, for teacher-training institutions, and for those responsible for student-teaching programs. Each of these has a part to play in developing attitudes which will help the new teacher to adjust to school and community; in contributing to an understanding of the basic problems involved in any initial teaching assignment; and in building a background of information and skills which will be of help in attacking new problems with some degree of confidence.

First-year teachers also have some ideas of what they would like from an induction program. Gerbner<sup>2</sup> through means of a questionnaire found specific objectives that teachers wanted in such a program. They were listed as: (1) more familiarity with the central office; (2) more

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1. The Newly Appointed Teacher, op. cit., 7.
  2. Gerbner, George, "Time Out for Planning," in Meeting the Challenge of the New Teacher, Twenty-Second Yearbook, California Elementary School Administrators' Association, 1950, 12.

adjustment to the community; (3) resolving of housing and transportation problems; (4) an effective way to meet colleagues and supervisors in order to feel at ease with them; (5) to learn more quickly the policies and program of the school system; (6) to have an opportunity to participate in the policies; (7) to know the central office personnel better; (8) to have help in new teaching assignments; (9) and to have more time to meet with principals and supervisors for some undisturbed planning.

#### Where Induction Begins and Ends

It should not be thought that a person reaches the status of a teacher over a short period of time. The maturity and experience of a good teacher is only attained after progressing through many stages of preparedness. "The processes of selection, recruitment, preservice education, induction, and in-service development all should be a part of a comprehensive and integrated program."<sup>1</sup>

It is not too far amiss to say that recruitment of teachers begin in the kindergarten. "Attitudes begin to form at a very early age, and it is important...that even very young children understand why schools are necessary and what the purposes of education are"<sup>2</sup> Young children are most often very impressed with their teacher and the things that the teacher does to make school life interesting and exciting. Often teachers, especially in the lower elementary grades, have heard one of the children remark, "I'm going to be a teacher when I grow up".

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1. Newly Appointed Teacher, op. cit., 9.

2. Ibid., 9.

It is usually in the curriculum of the primary grades that children are introduced to community helpers. If the librarian, the postman, and the grocer help the community to function and progress, why has the teacher been omitted? If one takes into consideration the fact that someone in the beginning had to teach the fundamentals to these community helpers, should not the name of the teacher head the whole list of helpers?

This same failure to emphasize or even include the important role of the teacher in the study courses of democratic living in the upper elementary or high school grades is also true. Perhaps it is assumed that all pupils know the importance of the teacher and why the community supports schools. But do they know?

...Our failure to emphasize the vital importance of public education is probably one of the very reasons that otherwise intelligent and well-informed young people so often fail to look upon teaching as one of the important opportunities for service in the community. A survey of the "shelves of the typical high school library will rarely reveal even one good current volume on education in America, or teaching as a satisfying career."<sup>1</sup>

This same report continues that "the inclusion of education as a subject matter area of major importance and as a challenging vocational opportunity will help not only to recruit more good teachers, but also to improve the relationship between pupils and the teachers whom they see daily."<sup>2</sup> It was even felt that beginning teachers coming into a

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1. Newly Appointed Teacher, op. cit., 10.

2. Ibid., 10.

school that had such a program would find the problem of adjustment would be less difficult than otherwise. Teacher For Our Times points out that:<sup>1</sup>

Young people themselves are deeply concerned about vocational choices. Characteristically they want to prepare for an occupation of standing, in which they can find personally satisfactory rewards, and through which they can accomplish something of value to society. For some, teaching will constitute a wholly suitable career; for others, not. Evidently it is desirable that as large a proportion as possible of those who would make good teachers should consider entering the profession.

Young people are influenced and guided by a variety of adults. In high school, where the student has a need to begin the planning of his life occupation, the teacher can do much to recruit young folks into the teaching profession. In Teacher For Our Times it is stated that:<sup>2</sup>

...They are also responsive to the views regarding these matters of their own teachers; both in high school and in college. Clearly it is desirable that such persons should have a proper appreciation of the importance of teaching in the elementary and secondary schools of our country, that they should have a good understanding of the qualities essential to excellence in such work, and that they should know how to judge those they are advising in terms of such qualities. More than this, it seems reasonable to expect that those who have dedicated their own lives to education should feel obligation to recruit promising prospects to the profession, as well as to guide away from it—and into something more suitable—those who are not well qualified to meet its particular requirements.

The next step in the induction or recruitment of teachers comes when the student enters college. By this time, many students have quite

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1. American Council on Education, Teachers For Our Times, Commission on Teacher Education, Washington D. C., 1944, 147.

2. Ibid., 148.

definitely made the decision into which major field they plan to take their training. There are others who lack the maturity to make the decision, or need guidance in selecting a vocation. It is here that the college steps in to give guidance, not only to those students who are undecided, but to those who have already made their choice.

The process of selecting a career is not an easy task and it takes a considerable period of time. It is also effected by the opinions and actions of many people. Often it is influenced by the advice of someone held in respect or even by the personality and enthusiasm of an individual. However, the choice of an individual for a certain career does not always mean that the decision has been the best for that particular person. That is why:<sup>1</sup>

...A college may properly decline to undertake the preparation of an individual for teaching on the ground that he has certain weaknesses which are irremediable or which the institution at any rate, is not prepared to remedy. But if it accepts and retains him it has the obligation to provide him with those educational experiences best calculated to develop in him the qualities that will make him professionally competent.

If the college decides that the teaching field is the right career for the student and has accepted the responsibility of providing adequate training, then the institution begins the professional work and guidance that will make it possible for that person to become a

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1. Teacher For Our Times, op. cit., 147.

professional teacher. The Commission on Education goes on to report:<sup>1</sup>

Presumably all will agree that college experience changes those who have shared in it, and that the character and extent of such changes depend upon the nature of the experiences available and undergone. It follows that the planning of a curriculum by a faculty, and the selection of items therefrom by a student, call for assumptions as to outcomes to be sought after and means calculated to bring them about. The objectives of teacher education need to be defined in terms of the qualities that will characterize good teachers in the schools we hope to achieve.

Many college programs are flexible in order that the curricula may be adjusted to meet the needed changes in education and newer classroom methods.

Much credit is due certain colleges for their research in follow-up activities and in-service programs for beginning teachers. These same colleges are responsible for instigating wider spread of induction programs sponsored by the school districts. Anderson, et. al., expressed it this way:<sup>2</sup>

The responsibility of the teacher education institution for its students does not end on commencement day when the graduate walks across the platform to receive his diploma. In fact, the responsibility of that institution extends beyond its own students; it is ultimately responsible to the children in our elementary and secondary schools, to the parents of those children, and to the state and nation as a whole. In other words, a teacher education institution

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1. Ibid., 147.

2. Anderson, Vernon E., and Grim, Paul R., and Gruhn, William T., Principles and Practices of Secondary Education, New York: Ronald Press Company, 1951, 452.



is ultimately responsible for the success of its graduates in the schools where they serve as beginning teachers. This responsibility can be discharged satisfactorily only through well-planned follow-up activities.

The administration of the school system into which the new teacher will be going, is also responsible for the continuation of the induction program and the college follow-up activities. Anderson, et. al., continues this subject with:<sup>1</sup>

Follow-up activities should be planned cooperatively by the teacher education institution and the school authorities where the graduates are employed. The teacher education institution is interested in helping the beginning teacher implement the philosophy, theory, and practices which he has studied. The teacher, however, is under the immediate supervision of a local principal and superintendent; he is expected to adapt himself to the philosophy of the school where he is employed. His success, which will be measured by his effectiveness in the school situation where he finds himself will be most effective if there is complete cooperation and understanding between the teacher education institution and the local school authorities concerning the follow-up activities.

Besides the responsibility of cooperating with the college on the follow-up program, the school administration has the responsibility of carrying on an induction program of their own that will assist the beginning teacher to fit into its particular school system and community. Pendleton<sup>2</sup> said that an orientation program must be adapted to the

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1. Ibid., 452-53.

2. Pendleton, James Nichols Jr., Orientation of the New Teacher for Achieving Successful Emotional Adjustment, Masters Paper, CWCE, 1952, 56.

individual school, the community, and the needs of the individual teacher. That is why no one set of rules for induction can be set down and used by all school systems. Each school must work closely with the college follow-up plans. The school which does this will find that the time has been well spent.

The length of both the follow-up activities and the induction program is also a fact that is determined by the need of the individual. It should not terminate until the teacher has a feeling of security and confidence in professional abilities and shows a reasonable amount of success in the training field. "All teachers should have rather close follow-up for the first year or two, while for some teachers a longer period may be desirable. The pre-service institution should, however, keep in touch with all its graduates indefinitely, noting their successes, encouraging and assisting them with their problems, and aiding them in their professional advancement."<sup>1</sup>

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1. Anderson, Vernon E., et. al., op. cit., 453.

## Chapter III

### DIVISIONS OF RESPONSIBILITIES

The responsibility of the success of the beginning teacher depends on many groups. The Metropolitan Study Council comments that:<sup>1</sup>

The professional success and development of the new teacher is the joint responsibility of the principal, of the superintendent, of the teacher himself, and the community. His progress must not be the outcome of haphazard chance, and of trial and error; it must be directed and aided through carefully planned procedures.

There are others who are jointly responsible for the beginning teacher's success during the first year. Anderson places the responsibility on the following:<sup>2</sup>

Various persons should have a part in helping the teacher become adjusted to the community; the board of education, the superintendent of schools, the principal, the other teachers, the members of the P.T.A., the pastors of the churches, and the leaders of the community activities and organizations. If all these persons were to assist the beginning teacher, it would go far toward making pleasant his life away from home.

#### The Responsibility of the College

The college who graduates the prospective teacher has had much to do in shaping professional ethics and ideas. They, most certainly have

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1. Newly Appointed Teacher, op. cit., 22.

2. Anderson, et. al., op. cit., 453.

given the future teacher the background for the specific work. The college has graduated the teacher in the belief that the training has been adequate for the teacher's needs. But as mentioned before, the work of the college does not end with graduation. As stated in Teachers For Our Times,<sup>1</sup> "the responsibilities of the colleges and universities for the in-service education of teachers were at one time largely discharged through the summer-session offering of courses originally developed to meet the needs of teachers in preparation."

Even now the assistance which teacher education institutions, elementary and secondary schools, and professional organizations provide for beginning teachers is indeed limited. There are, of course, many activities for in-service education, but they are usually designed to meet the needs of all teachers in the profession rather than the beginning teacher. Since the problems of the beginning teacher are unique, they are usually overlooked in the broader programs of in-service education.

The college and the teacher should make some plans for in-service growth during the school year. Anderson<sup>2</sup> voiced his thought on this by saying that the college can be very helpful "especially until the teacher and the principal have established a feeling of mutual confidence and an effective working relationship."

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1. Teachers For Our Times, op. cit., 20.

2. Anderson, et. al., op. cit., 456.

Now, more colleges are providing a well-planned follow-up program. They have found it to be to their advantage as well as the teacher. In this way they are able to locate weaknesses in their own college programs as well as give assistance to the new teacher. Sometimes they are able to have full-time supervisors to help the teacher during the first year or two, while again the regular college staff must carry on the follow-up program.

It would seem best for all concerned if the supervisor who was in charge of the teacher for student teaching was to follow through and be responsible for helping the student, who is now a teacher, become oriented to the work. The advantage of this plan is that this supervisor knows the student better, having worked directly with the student during the teacher-training period.

A list of pertinent things that colleges can do to help assure the beginning teacher of success if given by Anderson. They are:<sup>1</sup>

1. Provide some activities late in the pre-service program which will help the beginning teacher with his work during the year.
2. Provide for supervision of the beginning teacher by its faculty members in cooperation with the local supervisor or principal for the first year or two.
3. Provide follow-up conferences for beginning teachers, either on the campus or in convenient centers near the schools where the teachers are employed.
4. Have a long-term program of follow-up for all graduates, keeping in touch with their successes and assisting them in their

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1. Anderson, et. al., op. cit., 463.

professional advancement.

5. Attempt to place its graduates in schools in which they will be best adjusted to the type of faculty, the type of community, and the philosophy of the school.

The number of visits paid by the college personnel to the new teacher varies. The University of Connecticut<sup>1</sup> back in 1947 was having their supervisors visit each beginning teacher three times during the first year. Plans were to try to visit the same teachers at least once during the next two years. The Connecticut plan did not limit this service only to teachers who were having difficulty but to all their graduates. It was concluded that those who were doing satisfactory work might, with helpful suggestions, become outstanding teachers sooner under proper supervision and encouragement.

Most colleges who have been participating in such an in-service program, also plan a day on which the teaching graduates return to the campus for general discussion sessions. This as Anderson<sup>2</sup> mentioned may be on the campus or in some strategic location.

Not all colleges make personal follow-up contacts. This service may be of various types. Other kinds are:<sup>3</sup> (1) correspondence with beginning teachers who are having serious trouble; (2) mimeographed or printed suggestions that are sent out to all graduates; (3) periodic

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1. Gruhn, William T., "When Teachers Leave the Campus," Educational Leadership, 5:141-144, (December, 1947).
  2. Anderson, et. al., op. cit., 453.
  3. Anderson, et. al., op. cit., 453.

conferences on the college campus for beginning teachers; (4) and regularly planned extension and summer courses designed for beginning teachers. This last one includes workshops.

Whatever the in-service program is, the current trend is bringing many changes to the college courses. As Teachers For Our Times<sup>1</sup> stated: "Among these are curriculum revision, the programs, the extension and importance of supervision, the formation of study groups of various sorts, and experimentation with local term-time workshops.

As Saale contends:<sup>2</sup>

Increasing standards of preservice do not necessarily lessen the need for continued in-service education. With everchanging conditions, only continued study and growth in in-service will provide teachers adequately trained to meet the task at hand. This need for in-service education is not due to the ineffective preservice education of beginning teachers, but to the fact that we are continually facing new problems.

#### The Administration's Role in Induction

The greatest responsibility for the successful induction of the new teacher falls on the shoulders of the administration. This responsibility starts when the teacher is being considered for employment.

The person or persons who hold the responsibility for employing the teacher must take many things into consideration besides the

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1. Teachers For Our Times, op. cit., 21.
  2. Saale, Charles W., The Follow-Up Program for Beginning Teachers of the Central Washington College of Education, CWCE 1953, 5.

teaching qualifications. Some of these things which have much to do with the beginning induction of the teacher are:

1. Will the teacher be happy working in this particular school system?
2. Is the applicant qualified for this specific position?
3. Does this person give the impression that he can be happy living in a community of this kind and size?
4. Does this applicant seem emotionally adjusted and physically well?
5. Does the mannerisms and dress of this teacher-to-be appear to fit into what is acceptable in the particular community?
6. Does the individual have a sense of humor?

These as well as other similar questions will help to make the decision of giving the applicant a contract.

When a superintendent is employing a prospective teacher the placement of that teacher must be carefully considered. Due to such a shortage of teachers recently, this policy has not been able to be carried out as well as it should be. However, for the best results, Saale writes:

Placement of the beginning teacher should be more closely allied to his level of preparation; to his level of student experiences, and to the aspirations of the teacher himself. Beginning teachers who have prepared for a special technical area at the secondary level find themselves embarrassed in their ability to handle the learning skills at the lower intermediate grade level.<sup>1</sup>

It is not only a matter of being careful in cases of such wide spread areas as elementary and secondary schools, but it can be a misplacement

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1. Saale, Charles W., op. cit., 8.



of class assignment at the secondary level or the incorrect grade level placement in the elementary school. "What is one man's meat may be another man's poison".

It is also important in a large school system where there are several schools of one level that some thought must be given to the placement of beginning teachers. The beginning teacher should be placed in a school where he can best develop his talents.

In large city systems, it is important that teachers be placed in a school where the staff might be congenial. If some school does not welcome young people with modern ideas about education, older experienced teachers preferably should be moved into that situation when vacancies occur. Placement in a school where principal and teachers are sympathetic to the beginning teacher's problems is a most important factor in his success.<sup>1</sup>

The real task of teacher induction begins as soon as the contract has been signed. Quoting from the Newly Appointed Teacher,<sup>2</sup> "A well-planned program of induction for the new teacher begins with his appointment to the new school." From then until the year closes, it is the duty of the school administrator to guide, counsel, and pave-the-way for the adjustment of the new teacher. As Conklin says it:<sup>3</sup>

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1. Anderson, Vernon E., et. al., op. cit., 457.

2. Newly Appointed Teacher, op. cit., 12.

3. Conklin, William, "Initial Orientation of the New Teacher," American School Board Journal, 124:38+, (May 1953).

One of the major responsibilities of the administration is the orientation of the beginning teacher. The first few weeks are vitally important as on this initial period may depend the pattern of conduct which will be established in the teacher's classroom. The teacher may also feel that he is being helped or may feel he is being neglected.

It is true that the first few weeks are undoubtedly the most vitally important period. However, the administration must have been well started on its program of induction before this time.

The following is a list of things that the administration should do between the time the contract is signed and the first day of school.<sup>1</sup>

The administrator should make available to the teacher:

1. A list of places available for housing.
2. General information about the school and community.
3. A course of study.
4. Knowledge of the specific assignment.
5. Bulletins of more specific information or a handbook.

The school administrator should do or arrange:

1. That friendly letters of welcome be sent.
2. To answer questions that the teacher may ask.
3. To schedule meetings between the new teacher and the principal and supervisor.
4. A tour of that particular teacher's school and grounds.
5. To have someone meet the new teacher when he arrives in town.
6. Introductions to people in the community.
7. To plan a tour of the town and the business area.
8. To give names and addresses of new personnel to civic and religious organizations in order that they may also welcome the new teachers.
9. To give teachers an opportunity to become familiar with the equipment and supplies.
10. To see that plans are made for socializing activities which bring the new teachers in contact with fellow teachers and people of the community.

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1. Material was compiled from many sources listed in bibliography.

The initial orientation program should begin in the summer time when the administration should make an attempt to make the teacher feel welcome and happy to have been employed by this school district. As soon as feasible after the signed contract has been returned, some appointed personnel writes a letter of welcome to the new employee. If the staff is large, several members should be enlisted to write letters. These letters must be cordial and friendly and convey the impression that the new teacher is already being thought of as one of the teaching staff.

At this same period, the administration should see that other school and community groups have the names of the new teachers so that they may carry on their part of the all-over induction program. Arrangements should be made to be sure that someone will be on hand to meet the new person and make him acquainted with the community and the school, especially the school in which he will be located.

The newly appointed teacher should be invited, as soon as possible to meet with the principal and supervisors with whom he will be working. The new teacher should make a point to make this a personal contact before the classroom work begins. This is a good time for the teacher to be given an opportunity to tour the school building and the school-grounds. This will make the teacher more at home when he returns to the work in the fall as well as give him some ideas for planning the years work. By visiting the school building the teacher will better understand the scheduling and routine of the building as the information of the handbook is read.

Much of the general information about the school and community can be presented to the teacher by means of bulletins. Conklin<sup>1</sup> feels that through bulletins "teachers can gain an insight into school conditions, staff spirit, and routine matters about which beginners should be informed." These bulletins on general information should contain, not only the school philosophy but also something about that of the community's.

Someone of the administrative staff should be appointed to see that the new teacher is met when he first arrives in town. This individual should acquaint the new member with such details as general location of schools, civic buildings, stores, good restaurants and perhaps to help him find housing.

The attitude of the administration and the position that the superintendent holds in the community will determine the program of induction that the community organizations plan and carry out for the new teachers. If the school and its personnel do not hold a high rating in the community, the administration will find it necessary to carry on those induction responsibilities that are obviously those of the community. So in some school systems the administrative staff have a great many more duties for carrying on a good induction program.

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1. Conklin, William, op. cit., 38.

But at all times the administration needs to remember that the most effective induction program is planned and directed cooperatively by all members of the school staff and all the community leaders and their resources. As it was expressed by Peterson in an article in the WEA Journal:<sup>1</sup> "Staff members worked with administrators in planning the orientation program. They felt the orientation value of the first teachers' meetings in the fall were considerable, but stressed that a gradual presentation of the vast amount of information necessary to new teachers in a new position is desirable." She then goes on to tell how the teachers and community groups worked out a year long in-service program.

The school administrators are the impetus behind a teacher induction program. But only with the help of others can they succeed.

#### The Superintendent's Responsibilities

As a rule, the superintendent is the one who actually employs the teachers. For this reason, he is more apt to be the person with whom the new teacher makes the first contact. The first thing that the superintendent should do is to put the applicant at ease. This can be accomplished by the superintendent talking about the school district and its program.

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1. Peterson, Lilly, "A Feeling of Belonging," WEA Journal, 32:8, (October, 1952).

The following are some of the facts that the teacher will be interested in knowing and therefore gives them a common basis on which to start:<sup>1</sup>

1. The number of schools in the district.
2. The location of the building in which the vacancy being applied for occurs and something about the building.
3. To find out if there are other vacancies and what they are.
4. To discover what the all-over policy of the district is.
5. To glean a bit of the superintendent's philosophy of education.
6. To ask what the general attitude of the community is toward the school and its personnel.
7. To gain some knowledge of the living conditions and transportation facilities.
8. To be told something of the personnel to whom he will be directly responsible.
9. To obtain some information on the civic organizations and churches the community support.
10. To be told what the salary schedule is and what benefits can be secured, as; hospitalization, sick leave, tenure, etc.

By the time these facts have been discussed the teacher will be at ease and the superintendent will feel that he knows more about the personality of the applicant. For it is true as Troyer<sup>2</sup> writes: "Frequently the principal or superintendent who hires him (referring to

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1. Compiled from many sources listed in the bibliography.

2. Troyer, Maurice E., et. al., op. cit., 248.

applicant) does not know very much about him. True, he has the new teacher's credentials; a record of his college grades, perhaps a list of his extra-curricular activities, some census data, and a brief paragraph by one or two professors on his talents...The total picture is very sketchy."

If the individual signs a contract the superintendent has additional obligations to fill. Although the superintendent is a busy person he will usually take time to send a letter of welcome to the new recruit. One of the next duties of the superintendent is to notify the principal of the building and the community groups so that they in turn may send letters of welcome to the new teacher. Saale sums up this idea by saying:<sup>1</sup>

Schools might well begin certain induction activities as soon as the contract is signed and returned by the beginning teacher. Such activities could include welcome letters by the superintendent, the principal, the president of the classroom organizations, the presidents of the local professional organizations, the presidents or president of several local banks, the presidents of the various civic clubs, etc. Activities of this nature make the beginning teacher feel that he is wanted and will enhance his feeling of belonging to the school district and the community when he arrives for duty. The beginning teacher might be invited to visit the school district if that has not already been done.

The superintendent, Conklin<sup>2</sup> says, must "as soon as possible, after the teacher has been employed, be invited to meet with the principal and supervisors working in the building. These should be personal contacts before classroom work begins."

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1. Saale, Charles W., et. al., op. cit., 6.

2. Conklin, William, op. cit., 38.

The Superintendent will also need to have another conference with the teacher at this time to talk over the all-over school policies of the school district. The superintendent who has taken time to give the beginning teacher the school's philosophy of education, its aims, and objectives, or assigns this task to some one who is well informed of these matters, will have taken vast steps forward in preparing the beginning teacher towards personal and professional security. Even though this young teacher is well steeped in policy, philosophy, and standards presented to him by the college, each school and community has its own set of standards and ideas. The sooner the teacher learns what is expected of teachers in the particular community, the more secure he will feel.

As the beginning teacher and the superintendent talk over the outstanding characteristics of the school, the administrator should impart his feelings concerning the teacher trying out her own ideas. If the superintendent wishes this person to grow and mature into the profession, he will express his desire for the teacher to think things through for himself. This does not mean that the superintendent would close the door to guidance and counseling to the beginner. The rapport between the superintendent and teacher should be such that the teacher feels free to ask for advice and assistance. There will be questions that the principal and supervisor cannot answer satisfactorily.



The superintendent must make available to the teacher bulletins pertaining to the general school information. An article about Richland's induction program gives this idea:<sup>1</sup>

Orientation to a new position can be of much assistance. In Richland, for instance, Superintendent Wright welcomes new personnel by sending out informational letters and a review of the Richland school system during the summer. The review covers such things as number of teachers, pupils and school buildings, the town's population, the housing situation, and special facilities offered by the community. Copies of local newspapers are inclosed, along with a map of Richland and a calendar of the school year.

Most school superintendents have compiled this type of information in a handbook. This book should be given to the beginning teacher as soon as possible. The general type of information found in such a book is as follows:<sup>2</sup>

1. Policies and philosophy of the school district.
2. Names, positions, addresses of both the teaching personnel and the non-certified employees.
3. What supervisory help is available and how to acquire it.
4. What equipment and supplies are available.
5. Bus routes, rules, and regulations.
6. Reporting to parents—report cards, conferences, others.
7. School calendar.
8. Special service units, as; visual aids, library, cafeteria,

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1. Peterson, Lilly, op. cit., 8.

2. Organized from reference sources listed in the bibliography.

health department.

9. Basic texts used and the testing program.
10. Salary schedule which includes social benefits as; hospitalization, group insurance, health and accident insurance, sick leave, tenure, pension rights, and credit unions.
11. Guidance program.
12. Rules and regulations regarding pupils, including policy on discipline.
13. When and how to procure pay checks. This includes information on deductions.
14. Pertinent facts concerning certificates.
15. Blanks for information concerning the individual that are needed by both the district and the county office, including health certificate.

It is the superintendent that must make plans for the teachers' meeting that is usually held a day or a few days before school starts. Such meetings are helpful for all teachers especially beginning teachers. The administrator may even want to call all the new teachers together in a separate meeting before the regular faculty session. If there is a large number of teachers new to the district this has been found to be a wise practice.

It is at such a meeting of new teachers that the material in the handbook can be discussed. Even though people read information there is need for further explanation. Wile's comment on this is:<sup>1</sup>

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1. Wiles, Kimball, Supervision for Better Schools, 216-17, New York: Prentice-Hall, Inc., 1950.

...a new employee must have complete knowledge of the conditions of employment. During his employment interview he will have raised certain questions about the school and the benefits of working in it, but many items, though they do not play any important part of his deciding whether or not to accept the position, are important for his successful operation as a teacher. He will need to know the length of the day, when he is expected to arrive, how long he should remain after school, where the teachers eat, what special services are available in the system and how to go about securing the benefits of employee group insurance, health and accident insurance...One of the most important bits of information a new employee needs is when to expect his pay check and how he will receive it.

These are all general facts that pertain to the whole school system and ones that all the teachers need to understand in order to work successfully in the school district.

#### The Duties of the Principal in the Induction Program

The principal is the next person who has a direct responsibility to the new teacher. Because the teacher will be working even more directly under the principal it is important that they learn to know more about each other as soon as possible.

The principal should arrange a time as early as possible for meeting with the new teacher or teachers. It is his responsibility to make the teacher acquainted with the school building and to allow the teacher to "get the feeling" of the room in which he will be working. The teacher will also be interested in looking over the schoolground.

At this time the principal should give the beginning staff member bulletins on the policies of that particular school, something of the

background of the parents in the community, and information on scheduling and the general building program. This first meeting just "paves the way" for a follow-up meeting. Wiles advises that:<sup>1</sup>

The first gesture of friendship must be followed up by a longer conference in which the new teacher really gets an impression of the sincere, warm welcome of the supervisor (principal). Much of the difficulties of the first few days or weeks can be made insignificant by this type of greeting. Above all, a new employee needs to feel that he is wanted on the staff that he is entering.

It is the task of the principal to help the new teacher gain a feeling of confidence and mutual sharing and equality with colleagues and supervisors. Not only must personal status be established within the school but extended to parents and community groups.

The principal should call all new teachers together before school starts. Time should be arranged so they can be instructed in the following:<sup>2</sup>

1. Program schedule of the building as a whole, as; bell times and what they mean, noon hour, special services, assemblies, teacher duties on playground, hall, lunchroom, etc.
2. Supplies--where they are located and how to requisition them.
3. Equipment--where they are located and how to use or operate them.
4. What records need to be kept and how they should be kept.
5. Use of permanent record files or cumulative files and time to

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1. Wiles, Kimball, op. cit., 216.

2. Compiled from reference sources listed in the bibliography.

study the records of the children they will have.

6. A more thorough background of the community and parents in particular. This would pertain to the social and economic life, also to the customs or traditions influencing their way of living.
7. School bus routes and scheduling.
8. Janitor service and routine.
9. Routine and practices related to the cafeteria.
10. Expected conduct throughout the whole school, especially the halls and playfields.
11. Traditions, regulations, and special requirements of the school.
12. Any peculiar views the community may have towards conduct, dress, recreation, or mode of living.
13. The effectiveness of first impressions and the importance of classroom routine.
14. Importance of careful planning, especially for the first day and the first week.
15. Interpretation of disciplinary policies of the school so the teacher will avoid extreme measures.
16. Regulations pertaining to fire drills and other emergency drills.
17. Special services available to teachers, as; child health service, professional library, audio-visual aids, testing, and curriculum building.

After the discussion period the teachers should be given a chance to look around and find where the supplies and equipment are kept. They will want to familiarize themselves with the school library and its contents. If this seems much "to do about nothing" the words of Reeder might explain:<sup>1</sup>

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1. Reeder, Ward G., Fundamentals of Public School Administration, 3rd Edition, New York: MacMillan Company, 1951, 134.

...how to secure supplies and equipment, how attendance and other reports are made, etc.,...These matters are too important to be left to chance learning; and when they are left to chance learning, they will frequently not be learned at all, or will be learned only after much travail...Still more, the teacher who is beginning his teaching career will frequently not know what information he needs or will be too shy to seek help even though he knows what he needs.

Reeder<sup>1</sup> ends this part of the discussion by adding "an appalling number of beginning teachers fail and most of them affirm that they fail because they are not given any help by principals, superintendents, or other supervisory employees."

Some points of emphasis should be placed on certain of these items. The Central Washington College of Education's follow-up program reiterates that:<sup>2</sup>

...Administrators, especially principals, might well discuss good disciplinary practices with the new teacher. In general most beginning teachers encounter some difficulty with discipline because they have been too lenient with the pupils at the start of the year; too, they realize when this has happened it takes some time to establish adequate rapport again.

This same bulletin<sup>3</sup> also explains the use of cumulative records in more detail by saying "the principal will need to assist the beginning teacher in becoming acquainted with pupil personalities and review the

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1. Ibid., 135.

2. Saale, Charles W., op. cit., 6.

3. Ibid., 6.

cumulative guidance folders in order to attain a broad prospective of the interest, needs, and differences of the pupil. Opportunity should be available to discuss these folders with the previous teacher."

After the group meeting, if one should be held, there should be sometime when each new teacher has an opportunity to have a private conference with the principal about the specific assignment. Wiles says:<sup>1</sup>

One of the best ways of giving a new teacher this self-confidence is to carefully define his duties. By detailing the nature and amount of the work to be done, he is given confidence that his efforts will be successful. Much insecurity comes from not knowing exactly what is expected and when it is expected. When tasks are indefinite, the feeling of insecurity mounts because the new teacher has no job requirements by which he can evaluate the extent to which he is measuring up to what is expected of him.

Conklin's idea of preteaching conference is expressed in this manner:<sup>2</sup>

Administrators must attempt to put a feeling of ease within the reach of all who are under his jurisdiction. Principals should arrange to have the conference in a quiet place to break down barriers of strangeness, dispel uncertainties and to alleviate the confusion which besets the beginning teacher. This conference should also be used to gain an insight into the teacher, his strength and his weaknesses. Often, through use of conferences, the principal can prevent difficulties before they arise. The teacher must feel that the real purpose of the conference is to satisfy his needs.

After this meeting with just the new teachers, the principal will again meet with all the teachers of the building. This meeting will

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1. Wiles, Kimball, op. cit., 218.

2. Conklin, William, op. cit., 38.

be the regular meeting called by the superintendent just before the school year begins. The superintendent usually asks for one to four days of workshop before school starts.

Bossing<sup>1</sup> explains this by saying that administrators recognize that unforeseen incidents can cause confusion with last minute changes in schedules and new enrollees, and often more children than seats. All of these added to the teacher's lack of familiarity with the building program have the advisability of calling for a day or two of duty in the building before the first day of school.

The teachers meet only for a short time in the general session. The rest of the time is spent in the respective buildings. It is at this time that another phase of the induction program can be carried out. Wiles emphasizes one phase in this way:<sup>2</sup>

One of the first responsibilities of a supervisor to a new employee is to make him feel that he is wanted. Too often, new teachers get the feeling that no one cares whether they are on the job or not. Making a new teacher welcome involves such specific things as talking to him before the school starts, greeting him the first morning, escorting him to the first faculty meeting, and introducing him to the members of the staff. The supervisor should take personal responsibility for introducing the new teacher to all the members of the teaching group. It increases the confidences of the new staff member to have a supervisor take the time to make him acquainted with others and assures him that the supervisor has his welfare at heart.

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1. Bossing, Nelson L., Teaching in the Secondary Schools, Third Edition, New York: Houghton Mifflin Company., 1952, 460.
  2. Wiles, Kimball, op. cit., 215.



Some of these duties can and will be taken over by supervisors if the school should have such members on their staff. This relieves the principal to do many other types of duties that are necessary to building management. However, it is the principal of the building who must see to the welfare of the entire school staff. Sister Mary Amatora puts it so well:<sup>1</sup>

Administrators must set the pace. Teachers expect it. They will follow. The administrator must work along with his teachers, lending a helping hand, acknowledging sincere efforts, giving honest praise for a job well done. Each teacher is made to feel that he is important; that his particular job is important. The teacher uses psychology on his pupils, the principal applies it to his faculty.

#### The Role of the Supervisor in the Induction Program

A good supervisor knows that group success depends upon action in which every teacher feels that he has a part and in which the teacher participates to the fullest extent. Adams and Dickey<sup>2</sup> say "leadership is not merely a matter of making the teacher 'feel' he has a part, but rather its dynamic elements include cooperation, freedom of action and expression, experimentation, understanding, and mutual acceptance."

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1. Amatora, Sister Mary, "The School Administrator Looks at Teacher Adjustment," American School Board Journal, 124:41-2, (May 1952).
  2. Adams, Harold P., and Dickey, Frank G., Basic Principles of Supervision, New York: American Book Co., 1953, 53.

In those schools which have supervisors, it is the supervisor who can best make the beginning teacher feel included in the group planning and action. Through this feeling of being a part of the group, the teacher gains a feeling of security and belonging. Much of the responsibility that the principal would otherwise have to assume can be done by the supervisory staff.

After the initial period of meeting the teacher, the supervisor will want to go over the curriculum and the course of study with the beginning teacher. Saale<sup>1</sup> found a need for administrators (supervisors) "to clarify the curriculum content which is prescribed at the academic level at which the beginning teacher is assigned." It is equally important that "knowledge of instructional materials and resources available" be had to carry out the assignment successfully and competently.

The principal will have already introduced the permanent record or cumulative file to the beginning teacher, but the supervisor will want to go over them again with the new teacher. Often there are certain pupils who have more difficulties than others. The supervisor has more background knowledge of these children than is listed on the file. It is this additional background that usually gives the teacher a better opportunity to help these children with their difficulties, at least to understand them better and to know why they behave as they do.

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1. Saale, Charles, op. cit., 6.

This administrator should impress upon the beginning teacher the need for first day preparedness and "business-like" start. The pupil's first contact with the teacher is likely to set the pattern for the whole year. The importance of this is brought out by Bossing in these words:<sup>1</sup>

One of the most important techniques is to begin school in the right way. Overt behavior is not so likely if the impressions of the first day have given the students the idea that the teacher is in earnest, knows what to do and when to do it and expects the class to do a full quota of work of such a nature as to demand the very best efforts of each student.

The supervisor should work closely with the beginning teacher on lesson plans for the first week. Close contact should be made through short conferences during that period to bolster the teacher's self-confidence, to give reassurance, and to forestall any real problems that might be appearing. The real task of the supervisor comes after school work has actually begun. Now with the first days over the supervisor will know how she can best help this new teacher. Wiles states that:<sup>2</sup>

...Another step in the induction of the new teacher is to give him a feeling of confidence in himself. The first few days on any new job are trying days that test the self-confidence of the teacher. Even though the teacher has been successful in a previous job, he always has a question in his mind about being able to achieve the same success in the new job...The supervisor can help the new teacher by reaffirming the confidence felt in the employee when he was hired.

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1. Bossing, Nelson L., op. cit., 461.
  2. Wiles, Kimball, op. cit., 218.

Troyer<sup>1</sup> sums up the teacher's first day well when he says that "out of college, the recent graduate finds himself confronted with many new conditions and responsibilities. He is working among new people. No matter how excellent his preparation, he finds much that is different from what he is used to or has anticipated." Which reminds one of the statement often made by beginning teachers to the effect that college never prepared them for this.

Another of the important phases of the supervisor's work is to help the beginning teacher plan his work. Without this help in organizing class activities the teacher may lose sight of the goal towards which the learning is aimed. Even though the teacher has had training in this field the supervisor will need to guide the planning. As enumerated in Adams and Dickey, teachers desire assistance in these basic factors:<sup>2</sup>

1. Improving teaching methods and techniques (e.g., how to introduce a unit, develop a center of interest, evaluate the results of teaching.)
2. Utilize newly discovered principles of group dynamics (e.g., how to change the behavior groups, acquire a feeling of security, develop maximum participation.)
3. Provide for individual differences (e.g., how to determine weaknesses and strengths of individual pupils and how to meet widely disparate abilities and interests.)

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1. Troyer, Maurice E., et. al., op. cit., 248.  
 2. Adams, Harold P., et. al., op. cit., 24.

4. Locating and utilizing community resources (e.g., how to use business, industrial, and other resources in the community to make teaching and learning meaningful.)
5. Evaluate their own teaching competency (e.g., how to determine what constitutes good teaching and how to know when they are succeeding in putting these concepts into practice.)

If the teacher is having real difficulty the principal or supervisor should make some arrangement for the teacher to visit other classrooms. If it is a case of the principal being the only supervisory personnel in the building, provisions should be made to bring a specialist in to assist. College personnel can be called upon for this service.

Sometimes the supervisor finds it difficult to work with a teacher. Adams and Dickey<sup>1</sup> say that when dealing with a problem teacher, the supervisor's first step is to get the facts in the case. Urging the teacher to present the facts from the teacher's point of view is a good way to determine whether the supervisor and the teacher see identical elements in the situation. In order to solve the problem, an agreement must be reached on these points.

Care must be taken to build toward self-reliance on the part of the teacher. The supervisor or principal cannot always be on hand to solve problems. The teacher must prepare for this time when he has to manage by himself. Sears expresses this by saying:<sup>2</sup>

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1. Adams, Harold P., et. al., op. cit., 63.
  2. Sears, Jesse B., op. cit., 286.

Supervision has to be careful lest the young teacher rely too much upon his supervisor and fail to develop self-reliance, initiative, and originality in his work. Equal care is needed if some teachers do not go along with too little aid from the supervisor.

Adams and Dickey<sup>1</sup> say that the primary aim of the supervisor is to aid the teacher to become self-directive. "The only lasting benefits from supervision accrue from making it possible for teachers to become self-directive." The same authors give the following list that supervisors can do to make the teacher more independent:<sup>2</sup>

1. Help teachers to develop dependence upon themselves--not upon others.
2. Develop teachers' self-confidence by helping them to succeed with new ways of doing things.
3. Seek to understand the teachers' problems--the way they feel about things.
4. Put the teachers upon their own as much as possible while working with them in isolating and analyzing problems of teaching and learning.
5. Make available to teachers various sources of instructional materials and equipment.
6. Locate and supply teachers with professional literature pertinent to the problems at hand.

There will be times when the teacher may need help from the supervisor or principal on problems of discipline. The teacher should not be made to feel that this is a "confession of weakness but rather an

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1. Adams, Harold P., et. al., op. cit., 22.

2. Adams, Harold P., et. al., op. cit., 41-42.

expression for concern<sup>1</sup> for cause of emotional reaction.

Often the teacher stands in awe of supervisors and their work. Some are even afraid of it. Supervision, to be effective, needs to be based on a feeling of good fellowship, confidence, and understanding between the supervisor and the teacher. A teacher needs to learn that the responsibility of the supervisor is to give help to insure success and improvement. As stated in the Basic Principles of Supervision:<sup>2</sup>

It is not the purpose of the supervisor to tell the teacher what to do in certain situations, but to help the teacher to learn what the problems are and what the best method is for solving the problems. It is the work of the supervisor in increasing the quality of the teacher's performance in the classroom that gives the teacher a feeling of security and self-confidence.

The supervisor wants the teacher to feel free to ask for help with teaching problems.

A list given by Anderson gives a good summary of the problems in which teachers need assistance. They are:<sup>3</sup>

1. How to organize a year's work in a given subject area.
2. How to prepare units and daily plans.
3. How to become acquainted with the characteristics, abilities, and interests of pupils.
4. How to meet the needs, interests, and abilities of individual pupils.

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1. Newly Appointed Teacher, op. cit., 29.
  2. Adams, Harold P., et. al., op. cit., 23.
  3. Anderson, Vernon E., et. al., op. cit., 455.

5. How to locate instructional material, references, and aids.
6. How to prevent or meet group discipline problems.
7. How to take care of administrative records, reports, and other matters that concern the teacher.
8. How to study the community as a basis for instructional activities.
9. How to improve professionally.

A supervisor's work does not consist merely of classroom visitations. Much time is spent in locating new materials for teachers, mimeographing new ideas and materials, and having conferences, both group and individual ones. The uppermost thought in the supervisor's mind must be that early visits to the teacher's classroom will often be the means of helping the teacher over a difficulty which, if not taken care of at the time, may cause the teacher to fail or to have much unhappiness.

#### How the Fellow-Teacher Can Help

It is only natural for the beginning teacher to be hesitant about taking all questions and problems to the principal. Even the new teacher sees that the principal is a very busy person and difficult to see right at the time when a problem is most pressing. Unfortunately, the new teacher too often feels that the principal might belittle the teacher's competency if too many questions are asked.

It is in this area that the new teacher's fellow-worker can give much valuable help. A teacher seems to feel freer to talk to another teacher than to an administrator. It is often in the incidental meetings



when teachers wander into each other's rooms that problems can be mulled over, questions asked and answered, and advice given.

Experienced teachers should be made aware of the importance of their standing as a resource person between the principal and the beginning teacher. Their help is invaluable. The wise principal will take advantage of this asset by encouraging the good teachers to help and guide beginning teachers. The better teachers in a school could be informally organized in a group so that each experienced teacher would volunteer to sponsor or be responsible to help the beginning teacher in anyway possible. Wiles writes:<sup>1</sup>

The background provided by the supervisor will not supply enough information. He will not be able to make himself sufficiently accessible to answer all the detailed questions the employee has. To supply this deficiency the supervisor should ask one of the older members of the staff to assume responsibility for the guidance of the new teacher.

This same author tells about the system that is used in the school of Floodwood, Minnesota. It is called a "buddy" system. He explains it this way:<sup>2</sup>

As a new teacher enters the staff, one of the older members volunteer to sponsor him and to help him learn the purposes, philosophy, and methods of operation of the school. (In some schools this person is often chosen from among the same age group as the beginning teacher.) The assumption underlying this practice is that new teachers will find it easier to ask someone near their own age group the answer

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1. Wiles, Kimball, op. cit., 219.

2. Ibid., 219.

to questions that trouble them. Also, the procedure increases the opportunity for the new teacher to make friends on the staff.

There are other schools that are organized on a similar plan. The teacher who volunteers to sponsor a certain beginner writes a letter of welcome to that person and either meets him when he comes to town or sees that someone does. This sponsor sometimes is the one who shows the new teacher around the community and gives assistance in helping to find living and transportation accommodations.

If this type of thing is not used in a school system, just the overtures of friendliness and helpfulness will do much to make the new teacher feel at home and an accepted member of the regular staff.

#### Teachers' Organizations Must Also Help

Teachers' associations have a responsibility to the new teacher. These associations are kept alive and going by ideas and work of beginning teachers. Consequently, they owe these associates-to-be the responsibility of friendliness, professional esteem, and helpful assistance. The Organized Teacher speaks of this matter in these words:<sup>1</sup> "In the same spirit and same purpose as the school supplies guidance service to its pupils the organized teaching profession extends guidance as it deems needful to members of school-service organizations, especially to new and prospective entrants."

Anderson<sup>2</sup> continues this same idea of the responsibility of the

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1. Marsh, Arthur L., op. cit., 1.

2. Anderson, Vernon E., et. al., op. cit., 456.

teacher organized groups when he writes that present members have far more influence in formulating and shaping professional attitudes of beginning teachers than they realize. The profession should make every effort to give assistance to the new teacher with all professional needs, as well as help the adjustment to the job, community, and professional effectiveness.

In some schools where the professional organizations are active and enthusiastic, they assume the responsibility that otherwise falls on the shoulders of some of the administrative staff. The following are some of the things that professional associations can and are doing:<sup>1</sup>

1. Write letters of welcome and invite new faculty members to participate in associational membership.
2. Have an organized committee on housing facilities.
3. Have an effective committee to meet new teachers upon arrival in town, and to assist with transportation problems during the search for housing.
4. Have a committee to familiarize the new person with the community and its facilities.
5. Provide a committee to see that each new teacher has a personal invitation to the first association meetings and transportation to and from those meetings.
6. To encourage and help the teacher to become oriented to the profession and become identified with state and national groups.
7. Encourage new members to work on committees, to participate in all programs, and to write for the publications.
8. Provide a definite policy pertaining to appointment or election of a new person to some position of responsibility in the association.

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1. Compiled from reference material listed in the bibliography.

Some organizations are not as highly organized as others, but they too, can make a contribution to the welcome that is important to the new teacher, even if it is just the placing of a vase of flowers on the beginning teacher's desk that first morning.

#### The Community Shares an Important Part in Teacher Induction

The role of the general public is cited by Teachers For Our Times:<sup>1</sup>

There is yet another group in society--a large one, and an important one--that needs to understand what kinds of persons are needed as teachers in our schools today. This group is made up of the public in general, the citizens who in the last analysis control the schools...The fact that the excellence of the nation's schools depend particularly upon the quality of its teachers has been equally stressed. It needs to be recognized how large a role the people play in determining the level of teaching competence with which the children are provided. Where it is commonly supposed that "anybody can teach," anybody is likely to. For as long as citizens have vague and faulty ideas of what a teacher should do, the efforts of leaders in the profession to bring about improvement must be handicapped. The truth of this statement is being tragically demonstrated by the contemporary crisis in the schools...

This statement which appears above gives reason why school people are working hard to interest the public in their schools. Only by working with the responsibilities which are also rightly theirs, will people begin to realize the importance of choosing the right person for the right school job. Only by having actual experience with the problems of the school and its teachers can they understand the difficult work that teaching is. Too many people only pay "lip service" to wanting the best for their children. Only active participation in

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1. Teachers For Our Times, op. cit, 150-51.

school activities will give them the best in education. Teachers For Our Times emphasizes this by saying:<sup>1</sup>

Good teaching requires persons of native superiority who have benefited from an extended and superior education. Such persons will be attracted into the profession when certain conditions exist. The esteem in which teaching is held by the community must be high. The salaries offered and the conditions of employment provided must be consistent with that esteem, must compare favorably with what is available to able and well educated persons in the occupations.

In other words, if the community wants good teachers for their children they will have to show the teachers that they are wanted in the community and that they, the people of the community, will do all that they can to make their community a place where teachers will be glad to establish homes and to give active participation in community affairs.

It is rather common practice in many communities to work right along with the administration and teacher association groups in helping the beginning teacher to become established in the new location. This work can be done not only by the P.T.A. but also by the civic clubs, professional groups, and the church organizations. Each plays its part in this important orientation.

The following items are some of the things for which community groups should be responsible:<sup>2</sup>

1. Compile a list of housing or living quarters. Wiles<sup>3</sup> tells

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1. Ibid., 151.

2. Compiled from reference sources listed in the bibliography.

3. Wiles, Kimball, op. cit., 220.

that the shift has been away from the school board or administration preparing such a list in order that no one will feel that any pressure is being put on anyone. The teacher can accept or reject at will.

2. Provide "chauffeur service" to those teachers who need it during the process of house hunting. In this way, teachers and parents have an opportunity to become acquainted.
3. Introducing the new person to people in the community. This can be done through invitations to meet with the various civic groups at their regular meetings or just invitations into various homes for informal meals. Often groups or organizations will plan picnics, mixers, or other types of group entertainment for the teaching staff. This gives the new teachers another chance to meet and mix with all social groups in the community. The church groups can visit and make known the religious activities of the community besides joining into all the other activities.
4. The P.T.A. association should have a very active part in the induction of the new teacher. Theirs will be one of the groups most closely associated with the teachers. This group should have an active committee to write letters of welcome to the new teacher and also to make personal contact later to see how the teacher is faring in the new situation. Often it is the practice of this group to invite new teachers into their homes for some occasion. This makes the teacher feel the interest that the community is taking in their schools and its staff.
5. The community should plan a tour of the surrounding community to help the teachers discover the resources of the community, its business, and its recreational and religious facilities.

The school administrator is concerned with the attitude of the community in their part of the induction program for as Wiles<sup>1</sup> expressed it "the official leader must be as concerned about helping the new teacher

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1. Wiles, Kimball, op. cit., 220.

make a satisfactory adjustment to the community as to the school. Lack of learning to live in the community will prevent the teacher from making a maximum contribution in the classroom."

In speaking of adjustment to the new job and to the community in particular, Hugget remarked:<sup>1</sup>

A new position is always difficult because one not only has to be adjusted to a new job but also to living conditions and general surroundings. Factors other than classroom procedures probably have more to do with the success of a teacher than do what she does within the walls of the school.

Everything is new to a teacher coming to a strange town. She usually has no place to stay and her first task will be to find places to room and board. It is best to give her assistance in locating these things, rather than to turn her out to find them for herself. A committee of the P.T.A. can handle this problem well if there is a live organization of this sort. More social contacts can be offered the teacher by townspeople than by school officials, and one of the things that the new teacher needs most of all is new acquaintances.

The community, therefore has its place in the beginning teacher induction program. The amount of responsibility they assume will be reflected by the interest and participation of the teachers in the community activities.

#### How the Teacher Can Help Himself

The beginning teacher must be made to understand that all these agencies do owe a responsibility to the induction plan for the adjust-

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1. Hugget, Albert J., Practical School Administration, Champaign, Illinois: Ronald Press Co., 1950, 107.

ment of the new teacher, but the teacher must also be most conscious of the fact that he himself has a tremendous responsibility in making the adjustment to his chosen profession and to the amount of success achieved therein.

The new teacher can do much to help himself if he will. More teachers have had to go into a job "cold" than have had the opportunity to be inducted into a school system. It is not an impossible situation but it does take courage and a lot of doing. If a teacher should find himself in this particular situation, these following first steps given by Anderson in in-service education will do much to help the beginning teacher get off to a better start. They are:<sup>1</sup>

1. Prepare a plan for in-service education, preferably before leaving the preservice institution and with the help of the faculty there.
2. Be enthusiastic about becoming the most effective teacher possible.
3. Take his problems immediately to his supervisor or principal instead of waiting until they become serious.
4. Go to the community where he is to teach several weeks before school opens to find a place to live, to obtain copies of courses of study and basic study materials, and to become acquainted with the facilities available for teachers in his department.
5. Come to the community to remain several days before school begins and devote this time to planning and study; organize the equipment, textbooks, and other study materials that he may use early in the year; and become acquainted with the

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1. Anderson, Vernon E., et. al., op. cit., 462-63.



materials in the library, and in the visual aids center. If possible, he should become acquainted with the background of pupils he will have through a study of their previous records.

6. Prepare tentative but detailed plans for the first two or three weeks of school for all the classes he is to teach.
7. Affiliate immediately with several selected professional organizations such as national, state, and local associations and an organization in his subject field.
8. Attend the conference and meetings of the various professional groups to which he belongs and begin to participate as soon as possible in their activities.
9. Consult frequently with his supervisor or principal concerning his work, taking the initiative to request such conferences if the administration fails to do so.
10. Plan his time during the first year or two to provide for professional reading in current periodicals and recent books.
11. Take the initiative to affiliate with a local church, recreation groups, service clubs, lodges, or other community groups that interest him.
12. Become well acquainted with the community during his first year or two, studying the economic and social life of the people, the educational and recreational facilities, and the human material resources that will help him in his work.

This list just cited is relevant to procedures for the whole year, as well as the beginning weeks. There are other facts that are more pertinent to the success of the first few days of teaching. If the beginning teacher has had no one to offer any help this following list will prove most important. These facts are vital. For the exclusion of confusion, find out without delay the answers to these questions:<sup>1</sup>

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1. "Memo to Myself," NEA Journal, 40:399, (September, 1951).

1. Is there a school handbook with information for the new teacher?
2. Who is my immediate supervisor?
3. What preparations must I make to handle fire drills or other emergency drills?
4. What staircase and exits may be used for my room in regular and rapid dismissal?
5. What do the different bell signals mean?
6. What procedures are used for pupils to enter the building, to assemble, to leave the building?
7. What are the regulations concerning visitors to the classroom?
8. What provisions do I make if I must leave the classroom?
9. What are the regulations concerning the children's leaving the classroom or the building?
10. How do I record or report children's attendance?
11. What procedures do I follow when I am absent?
12. What procedures are used for permitting children to be released for religious instruction and to attend dental and medical clinics?
13. What provision is made for children who have lunch in school?
14. How do I secure the services of a doctor, nurse, clerk, attendance officer, or custodian?
15. What help is available for working with nonEnglish-speaking pupils or parents?
16. What are my responsibilities during the yard and lunchroom-duty assignments?
17. What am I expected to do about a plan book?
18. What is the procedure for obtaining textbooks, general, art, and sewing supplies, audio-visual materials, physical education equipment, and duplicating and typing services?

19. Where are the rooms for special activities: library, science, craft, visual aids, and shop?
20. Who are the people in charge of trips, visual aids, and shop?
21. What are my responsibilities concerning room decorations?
22. May I visit other classrooms?

There is always that moment in the beginning teachers career when he is suddenly face to face with the enormity of the task before him. If the teacher can but think to himself that many more before him have been struck with this same awesome thought, as Cockerille<sup>1</sup> expressed it "...Maybe it will help to know that all good teachers have butterflies in their stomachs when they face new classes." Teaching is a big job, and no matter how much experience a teacher may have, "when he measures himself against the vastness of his opportunity, the new teacher is humble."<sup>2</sup>

The teacher-to-be should prepare to go into this first day or week of teaching by reviewing some of the vital things the college has tried so hard to instill about the first day preparedness.

The teacher owes it to himself if to no one else to have detailed plans made out for the first day of school. More work than can be accomplished on that first day should be planned. This gives the

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1. Cockerille, Clara, "Butterflies in Your Stomach," National Educational Association Journal, 41:369, (September, 1952).
  2. Ibid., 369.

teacher a backlog for unpredicted changes that invariably happen the first day. Regardless of all-planning there will be some confusion and uncertainty on the first day. However, the teacher who has become familiar with the school and its routine will fare better than one unprepared.

Reeder<sup>1</sup> reminds the teacher that "psychology demonstrates the importance of first experiences, and shows that 'esprit de corp' is largely established early in experience. In any endeavor there is nothing more conclusive to success than a correct beginning. The first experience may be the beginning of lifelong habits, good or bad."

If some time has been spent in preparedness in the building before school starts, as advised, the teacher has a certain advantage. The routine and procedures of the school will be less strange, the name of some of the pupils could even be familiar, and perhaps an idea of some of the class leaders could be established.

Bossing<sup>2</sup> suggests that the teacher should start the first day out with a determined "business-like" set of mind. It is easier to set the pace for the year's work the first day than to try to pick it up later. This does not mean that it need to be a militant beginning, but can be one of apparent ease and lack of haste. It is the technique of

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1. Reeder, Ward, G., op. cit., 133.

2. Bossing, Nelson L., op. cit., 461.

group leadership dynamics that enlists the cooperation of the pupils; yet the teacher definitely leads and creates for the class a sense of confidence and a natural business-like tempo.

A pupil's first impression is very important. Bossing<sup>1</sup> also says that "there is something inherently stubborn in primacy of impressions." It persists even when later impressions have shown the error of the first. The pupil is but a reflection of his elders. "However, he does not have the maturity gained by experience to temper the absolutism of his first impression."<sup>2</sup> The teacher, therefore, faces a crucial test of his teaching experience when he confronts the class of young people for the first time. It might not be too serious if each pupil confined the impression to himself, but he does not. Each one wants to confirm his impressions and to seek those of his classmates.

The matter of how the teacher impresses the children does not end there. It becomes the topic of conversation as soon as the child gets home. From there it goes into the community. As so much depends on the attitude of the community that, if this first impression is unfavorable, it is likely to be a serious handicap to the teacher's success.

Children are impressed by the teacher who learns their names quickly.

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1. Ibid., 458-59.

2. Ibid., 459.

The quicker this is accomplished the sooner routine and classroom management will be established. A teacher should make it a point to get as complete a picture of each child as soon as possible. This picture should include an understanding of the child's educational, emotional, physical, social, and home background.

It is well for the beginning teacher to know, even before he goes into the classroom that regular procedure and routine precedes and sustains good classroom management. Without good classroom management the teacher must work harder to make the learning experiences meaningful. The first day is the time for the teacher to let the children know what classroom procedure and routine will be expected.

No doubt the teacher has been told, as a student, that children like routine and order. It should not take a teacher long to rediscover this fact. Children may do a "bit of crying around" at first if the teacher shows that results are expected without sham and time wasting, and then hold to that idea. The pupil will have a great deal more respect for the teacher and his ability to teach and strive to do the best work possible. The pupil, however, must be acquainted with the expected routine procedures and given an opportunity to really see that such procedures give the class more freedom yet enables every child to do his best work.

Teaching demands adult leadership. The teacher must assume a degree of authority as well as adult attitude. Young teachers must remember this and not attempt to "pal around" with their students. If the

teacher does not impress the class with his maturity and intellectual achievement, the children will consider themselves his equal and treat him as such.

The beginning teacher must keep in mind that when difficulties or questions arise he should ask for help. The teacher must not be afraid to ask the principal or supervisor, or even another teacher when situations come that cause confusion and trouble. Any of these persons will be glad to help or suggest means to meet these problems. The teacher must not let the problems keep piling up for fear they will become unsurmountable and cause an attitude of defeatism. The teacher must understand that the principal may not be aware of any difficulty.

In an effort to do the best teaching job possible, the teacher must not forget that knowing the community and being part of it is as important as any other phase of the work. As Sister Mary Amatora<sup>1</sup> put it, it is part of the teacher's job to take part in the community life. "That it is his civic duty to participate in social and civic functions." It is a sure way to learn about the social and economic background of the pupils.

Bossing<sup>2</sup> notes that it is necessary for the new teacher to learn what position the school holds in the minds of the community. "Is the

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1. Amatora, Sister Mary, op. cit., 42.

2. Bossing, Nelson L., op. cit., 462.

teacher placed on a pedestal and the school looked upon as the most valuable asset in the community...?" If this is so, the teacher will be regarded with esteem and taken at face value. It is then up to the teacher to prove to the community that he is worthy of this respect.

McCall<sup>1</sup> comments that the teacher will want to become intimately acquainted with the various civic groups and to learn about their aims and objectives. It is suggested that the new teacher should not rush into volunteering service in these groups in the enthusiasm to be accepted in the community. It is better to go more slowly until the philosophy by which they are governed can be determined.

The teacher may learn that "...the school is regarded as a questionable burden and the teacher holds a low position in the social scale. Will the community give moral support or criticize every move of the teacher and school?"<sup>2</sup> If this is true what is the best thing for the teacher to do? Bossing answers it this way:<sup>3</sup>

...know the educational background of the community and its social, economical, religious, and political attitudes. What can or cannot the teacher do if he is to be accepted? Avoid taking part in any controversial issue and be careful to avoid anything that may be looked upon as favoritism. Know who your influential people are and what their attitudes are.

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1. McCall, W. Morrison, "Preparing the Teachers for Community Improvement," School Executive, 71:74, (September, 1951).
  2. Bossing, Nelson L., op. cit., 462.
  3. Ibid., 462.



A teacher must continue to grow in the profession. Just because the initial requirements of the college are behind, it is no reason to think that it is possible to sit back and depend entirely on that one source of training. Anderson<sup>1</sup> claims that "every teacher regardless of his experience, has the responsibility for keeping himself well informed. Only in that way can he have the background to be an intelligent, effective professional person." Anderson lists three ways in which the teacher should help keep himself well informed. They are listed as:<sup>2</sup>

1. First, he should keep himself informed concerning cultural, social, economic, political, and scientific developments in general; this is important no matter what his area of subject specialization may be.
2. Second, the teacher should continue to improve himself in the subject areas that he is to teach...This is likely to involve, in addition to reading, such broadening experience as travel, study abroad, work experience, graduate study at summer school and in extension courses, and attendance at workshops and conferences.
3. A third area in which the teacher should keep himself informed is in developments in professional education and... closely related fields...

The beginning teacher also owes an obligation to the profession by becoming acquainted and affiliated with the professional organization.

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1. Anderson, Vernon E., et. al., op. cit., 456-57.

2. Ibid., 456-57.

Principles and Practices of Secondary Education expresses it in this way:<sup>1</sup>

It is important that teachers—like lawyers, doctors, and dentists—have a feeling of belongingness toward their professional groups, that they keep in touch with state and national developments in education; and that they become participating members of professional organizations.

Belonging to a teachers' association will also give professional pride. As Anderson continues:<sup>2</sup>

Likewise the beginning teacher should be receptive to suggestions to become professionally active. He should realize that he will receive greater satisfaction from teaching if he has definitely identified himself with other members of the profession. He can do much to develop professional contacts and gain professional recognition through participation in the activities of local, state, and national organizations.

As teachers of all generations have found out, teaching is not easy. There will be days when the teacher will be "sitting on top of the world" because of some trivial thing that one of the pupils have said, or some "pat on the back" from the principal or parent, or again maybe the point that has been drilled on for a week has at last been put across. It is something of that nature that sends a teacher on the way with a lighter step. Then, of course, there are the other kind of days. Those are the days when nothing seems to go right and no one can be pleased. Those are the hard days.

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1. Ibid., 456.

2. Anderson, Vernon E., et. al., op. cit., 457.

McPherson<sup>1</sup> has about the right idea when she says that a teacher needs to develop a rhinoceros' skin. This does not mean an insensitivity nor an unconcern over school problems should be developed, but the ability to throw off unimportant worries. This always sounds so easy but the conscientious teacher finds this one of the most difficult things to do. How can one attain this attitude? The following items were suggested by McPherson<sup>2</sup> to help the beginning teacher to achieve a more staple adjustment.

1. Do the best job you know how to do.
2. Strive constantly to like your pupils—even the most difficult one.
3. Forget the school problems after you leave the building.
4. Cultivate friends and interests outside the teaching profession.

And her final words of advice, "teaching is not and never will be easy but the teacher who triumphs over petty worries will find teaching easier."

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1. McPherson, Rosemond, "My Teaching is Easier Because," Journal of Education, 134:231, (May, 1951).

2. Ibid., 231.

## Chapter IV

### CONCLUSION

The purpose of this paper was threefold: (1) to point out that every school, regardless of size, needs some type of effective induction for beginning teachers; (2) to explain the phases of an induction program; (3) and to whom certain responsibilities should be delegated.

This induction program should acquaint each new teacher with those school policies and procedures which a school district feels is paramount to the success of that school in its community. Whether a teacher be a beginner or one new to the district, it is important both to the successful function of the school and the happiness and success of the teacher, that everything possible be done to help the teacher adjust to the school and community.

The theory behind the induction program is that the well adjusted person is not hampered by undue worries or fears, and therefore can work up to his greatest capacity. As teaching is an emotional and tension building occupation, teachers especially need to be well adapted to their surroundings, both in the school and community. Therefore, it is the responsibility of those people who employ the teacher to set up a program that will assist the individual to achieve the emotional security which comes with the feeling of being wanted and belonging.

This paper's primary interest is in the beginning teacher, that newest member of the teaching profession. Those who have had previous

experience have usually learned a few "tricks of the trade" and are more able to fend for themselves. But the gap between the preservice training and the actual service in the classroom is still wide. Although the colleges are now even more aware of this and have done much to narrow the gap, there is still a need for orientation to the actual job situation.

It is hoped that the way in which the information in chapter three is compiled will have made it more readily usable for anyone interested in planning an induction program. It has been an attempt to show the part that each member of the school personnel plays in this program and the importance of the community playing an active part in such a program.

The administration is the leader and a true leader will give inspiration. It is inspiration that is the vision which enables the individual to supply necessary details to attain success.

The overlapping that appears in this paper is due to the complexity of an induction program. If all phases of an ideal induction program do not function, then some other group will have to assume that responsibility.

An attempt has been made to place these responsibilities where they have a natural tendency to fall. Often a responsibility has been placed in several categories. Where that responsibility falls will depend on the type of school, the number of personnel, and the program that will be the most functional.

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