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A Survey of the Orientation Practices of New Teachers in Minnesota and North Dakota Public Schools

Telford L. Pederson

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A SURVEY OF THE ORIENTATION PRACTICES OF NEW TEACHERS
IN MINNESOTA AND NORTH DAKOTA PUBLIC SCHOOLS

A THESIS

Presented to the Faculty of the Graduate School
of the University of North Dakota

by

Telford L. Pederson

In Partial Fulfillment of the Requirements for
the Degree of Master of Science in Education

June 1954

This thesis, submitted by Telford L. Pederson in partial fulfillment of the requirements for the Degree of Master of Science in Education at the University of North Dakota, is hereby approved by the Committee of Instruction under whom the work has been completed.

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Telford L. Pederson

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CHAPTER I

THE PROBLEM AND ITS SCOPE

An imperative need for all new teachers is to get acquainted as soon as possible with the current practices of the school. Opportunities should be provided for new teachers to become familiarized with school policies and procedures, instructional materials, the program of instruction, fellow teachers and administrators, and special problems for consideration during the year.

The Problem

The main purpose of this study was to survey the extent of current practices in North Dakota and Minnesota schools, in relation to orientation of new teachers. One is likely to think of the new teacher as the one just out of college who has never taught before. Actually the new teacher may be one who fits into such categories as the following: (1) the inexperienced teacher, (2) the teacher from another school system, (3) the teacher from another school in the same system, (4) the teacher assigned to a new department or level of teaching, and (5) the experienced teacher who returns to teaching after several years away from the teaching profession.

The usual problems of new teachers fall into three classifications: personal, social, and professional. Professional problems face all new teachers; personal and social problems loom large for the teacher new to the community and sometimes for the teacher new to the school. To the school the professional problems seem most important but these will be more easily solved if the teacher is finding satisfactory solutions to his personal and social problems. Actually many problems overlap and activities undertaken with one purpose in view may help to solve various other problems at the same time.

Need for the Study

In order that the schools may operate more efficiently from the first day it is important that the teachers receive proper, complete, and timely information on a variety of subjects. It is important, especially for the new teacher, to have some source of information and have questions answered. Since "a good start" is an important element in teacher success, help right at the beginning--based on the idea of preventing difficulties instead of curing them--should be a part of every school's work with new teachers. If it is well-planned, it will merge readily with all activities designed to help the teachers to make themselves more effective.

The heavy turnover of teachers during the war years aroused much interest in the problem of inducting new teachers

into local school systems. Helping one new teacher to take his place in a school was not hard and could be done informally, but when thirty per cent or more of the teachers were new the schools found that they had to make plans to help new teachers adjust to the situation as rapidly as possible if the school program were not to suffer. The success of such plans has led many schools to make an orientation program for teachers a permanent part of the in-service program.

Delimitations

This study was limited to secondary schools having fifteen or more teachers in the states of North Dakota and Minnesota. No school has been considered that does not have at least fifteen teachers in the school system; thus many schools were excluded, particularly in North Dakota.

The study was limited to the extent of current practices concerning teacher orientation, especially that of the new, inexperienced teacher or one coming to a system for the first time. It did not consider what had at one time been the practice, nor what is planned for the future. The study was concerned with the situation at the time the questionnaire was answered.

No attempt has been made to explain the causes or reasons for a good orientation program, nor any study to show the effects of having, or not having, the program.

Definitions

The term "orientation" as used in this study, means making the teachers aware of the existing situation, with reference to time, place, and identity of fellow teachers. It means instruction of some type. This may be oral, by example, or written, whereby the teachers new to a system can find out correctly and immediately what they are expected to do concerning school problems.

"Problems" as used throughout the study means questions or situations that require solutions. In reference to the title it means the total, broad question of teacher orientation.

"Practices" as here used means the actual performance or application of repeated or customary actions. It is the usual method of doing something, such as instruction and practical acquaintance of the teachers in a school system.

"New Teachers" is a term used to include the inexperienced teacher, the transfer teacher, and the return teacher. Chiefly, the study was concerned with the new, inexperienced teacher. The "teacher" as used, refers to any person whose name appears on the school instruction roll, and whose chosen occupation is to instruct.

Method

To survey the extent of new teacher orientation practices in North Dakota and Minnesota public schools a questionnaire

was used. This questionnaire was sent out to schools having at least fifteen assigned teaching personnel. It was decided that this was a satisfactory method to determine current practices, and would be adequate to ascertain what is being done. A check-list type of questionnaire was used to make responding an easy matter. Space was provided for an opportunity to write in any information deemed important. Without the school administrators' cooperation no induction or calculation could properly have been made. The fact that several inquiries for additional copies of the questionnaire were made, to be used at teachers' meetings and for handbook compilations, seems to be an indication that the project has a good deal of interest for education.

Schools of fifteen or more teachers listed in the 1953-54 North Dakota and Minnesota Educational Directories, as furnished by the State Departments of Education, were included. Envelopes and postage were provided for the return of the questionnaire. A copy of this questionnaire is included in the Appendix.

A tryout of the questionnaire was made by two groups of educators. The first group completed the questionnaire in the presence of the author so that items could be clarified. The second group filled out their questionnaires as if it were an actual survey. The suggestions and corrections gained from the tryout were considered in making up the final questionnaire.

CHAPTER II

SURVEY OF LITERATURE ON ORIENTATION PRACTICES

Helping the beginner to start properly in his work is a task that every occupation and profession has to undertake. In many ways the undertaking is easier in teaching than in the more competitive professions, owing to the fact that the teacher begins with a definite status and pay, is assigned a very definite piece of work to do, and, in our larger schools at least, is provided with some form of guiding supervision. When only a relatively small number of new teachers are appointed in a school system in any one year, their orientation becomes an informal, personal process. To the individual teacher problems remain the same. However, when the turnover increases and a school system finds that perhaps as many as thirty per cent of the teachers will be new, school officials must organize the induction of new teachers on an orderly basis so that schools may operate more efficiently from the first day.

Experimental orientation programs have been so successful in a number of school systems that they are being made a permanent part of the in-service programs. It has been found by Hazel Prehm, as reported in her article, "New Teacher: The School Staff Can Help Him," (32) that teachers already in a

system benefit by having a period before the opening of school for preparation of their work and consultation on the general program. Orientation programs vary with the size of the school system. A school with few teachers, ten and less, may have different problems than the larger school and the teachers may be oriented through the use of personal interviews and daily contact.

SURVEY OF ORIENTATION PRACTICES

In the review of literature on orientation practices, various and sometimes unique ways are described to introduce the new teacher to their school system. The desirable practices are adaptable to schools with orientation problems.

Bloomfield Survey

Robert Shockley (36) made a study of the survey conducted by the city schools of Bloomfield, New Jersey, in which they asked eighty-two schools for induction practices. These schools were known to have outstanding induction programs. The supervisors of the schools surveyed were asked to give some idea of the extent to which certain induction practices were used, and also to evaluate them. Eleven practices were listed. These practices were first rated on their usage: (1) regularly, (2) occasionally, (3) seldom, (4) never. Secondly, these same eleven practices were rated on their value: (1) negligible or

of no value, (2) slight value, (3) moderate value, (4) considerable value, (5) extremely valuable. Mr. Shockley listed the following eleven induction practices. The number preceding the practice is the rank of usage. The number following the practice is the rank of value. It is interesting to note the differences of the ratings. There is a wide variation between the rank of usage and the rank of value, as only in numbers eleven and three do they coincide.

- (1) General faculty meeting held at beginning of year, at which new teachers are introduced, and over-all school program discussed. (10)
- (2) Principal and superintendent confer with the teacher following visits to classroom, early in the school year. (4)
- (3) Departmental discussions are held frequently during the school year. (3)
- (4) Assistance given in securing adequate housing. (7)
- (5) Superintendent and principal have daily office hours open for teacher consultation. (1)
- (6) Member of the administration helps new teacher evaluate work at the close of the first year of teaching. (2)
- (7) Experienced teacher is appointed to act as a guide and counsellor for the new teacher. (8)
- (8) Newly-inducted teachers are given the opportunity to observe superior teaching. (9)
- (9) Group conference of newly-inducted teachers before the opening of school. (6)
- (10) Organized in-service education program, directed at solving problems of new and beginning teachers, is in operation. (5)
- (11) Workshop is employed to help new and beginning teachers to solve their problems. (11)

Spring Planning

The introduction of newcomers to the high school of River Rouge, Michigan, is cited by Eunice Brake (5). An advisory council prepares in the spring for the welcome of new teachers. This council is made up of teacher representatives, the superintendent, and the assistant superintendent. A council publication, School Daze, gives information about the community and essential details of school organizations. At the opening coffee hour in the fall, hostesses greet newcomers and see that they become members of informal groups. New teachers are taken on a tour of the city. A special sponsor teacher is appointed for each new teacher for the year.

Induction Day

Orientation for the new teacher in White Plains, New York, begins with her notification of election in June (32). A three-part plan of help by the school administration is suggested: (1) at appointment, (2) before school opens, (3) during the first year. She is invited to visit soon the school where she is to teach that fall; to meet the principal, teachers, and pupils; to see her room; and to borrow books, courses of study, and other materials. The secretary of the board of education offers to help her find housing.

Induction Day is held just before school opens in the fall. All new teachers meet each other at this time; the superintendent

welcomes them; and an experienced teacher, who knows the city well, tells of good places to eat, interesting shops, and good entertainment places. She invites teachers to call her if she can be of help.

The board of education sponsors a city-wide tea for all new teachers, and building teas are held in most schools. Name cards--giving college, school, and local assignments--make good conversational starters.

The principals appoint for each teacher, a sponsor teacher to whom the new teacher can go for quick answers on routine matters and for security in countless areas of "teacher talk."

A Checklist

"Memo to Myself" was designed for the use of new teachers, by the Board of Education of the New York City Schools (21).

"For the exclusion of confusion find out without delay the answers to these questions:"

- (1) Is there a school handbook with information for new teachers?
- (2) Who is my immediate supervisor?
- (3) What preparation must I make to handle fire drill or other emergency drills?
- (4) What staircases and exits may be used for my room in regular and rapid dismissals?
- (5) What do the different bell signals mean?
- (6) What procedures are used for pupils to enter the building, to assemble, and to leave the building?

- (7) What are the regulations concerning visitors to the classrooms?
- (8) What provisions do I make if I must leave the room?
- (9) What are the regulations concerning children's leaving the room or the building?
- (10) How do I record and 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 at school?
- (14) How do I secure the services of the doctor, nurse, clerk, attendance officer, and custodian?
- (15) What help is available for working with non English-speaking pupils and 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 service?
- (19) Where are the rooms for special activities: library, science, crafts, audio-visual aids, shop?
- (20) Who are the people in charge of trips, audio-visual aids, library?
- (21) What are my responsibilities concerning room decoration?
- (22) May I visit other classes?

What Can Be Done

Problems that are old to the school are new to the inexperienced teacher. The teaching schedule is a new problem in which everything must be done from the beginning. There is also much to learn about the rules and regulations of the school, its traditions, and its sanctions. The new teacher is a stranger in the community with countless new names to remember. A wise and understanding superintendent accepts the increasing responsibility to help these new teachers.

In a report of a study conducted by Mr. Herbert A. Clawson, principal of Mattoon High School, Illinois, he notes that few administrators give the new teacher help in planning the work for the year (1). More than half of the new teachers reported that they would have welcomed help, such as: information on school policies, aid in emergency situations, and help in understanding pupils. When asked to name the items they felt would have helped them to become oriented, new teachers mentioned most frequently:

1. Handbook
2. Manual
3. Outline of the rules and regulations of the school
4. Staff meetings devoted to the study of school problems
5. Conference with the superintendent or principal
6. Opportunity to visit the classes of experienced teachers
7. Help in planning work

8. Help in the use of the grading system
9. More cooperation between the administrators and the teacher
10. A study of the philosophy of the school.

Orientation of new teachers can be accomplished in a variety of activities. Some of these, according to Mr. Clawson (1), are listed as follows:

1. After appointment send the new teacher an inventory so he may indicate his needs, as to housing and so on
2. Give the new teacher all available information at time of appointment
3. Provide a handbook containing factual information about the school's rules, regulations, policies, and other pertinent information
4. Hold a pre-school conference or planning period
5. Have an informal social meeting early in the year
6. Assign an experienced teacher to help each newcomer
7. Hold weekly meetings of the new teachers
8. Provide adequate supervision, especially the first few months
9. Make provisions for the new teacher to visit classes of the experienced teacher of the system
10. Place new teachers on committees and study groups
11. Provide in-service training opportunities which are designed especially for new teachers. Workshops, study groups, staff meetings, and forums should be made available and should deal with immediate problems of the local school system.

Summer Workshop

New teachers join the Glencoe, Illinois, public schools at the beginning of a six-week program in June and July. They (5) examine the school philosophy and its implementation; become familiar with facilities, materials, and services; study records of pupils they are to have; confer with the previous teacher; and get their classrooms ready for fall. The new teachers meet their associates, the parents, and other members of the community; establish their living quarters; and discover the resources about them. "When the school bell rings, Miss Newcomer can hardly be distinguished from Miss Experienced."

More Than an Employee

Efforts at Lakewood, Ohio, have been keyed to a consideration of the new teacher as an individual (15). After a contract is signed, emphasis is directed toward personalizing adjustment to the school system. If a new teacher is to be treated as an individual, it is imperative that a great deal is learned about him--his aspirations, experiences, abilities, attainments, travel background, and avocational interests. Names stick readily when such information becomes a part of the welcome. A teacher is considered more than an employee; she is a personality and a friend.

A copy of Professional Personnel Policies is provided for all teachers. "If policies which protect, stimulate, challenge,

and reward are understood by teachers, their work will be more enjoyable and their services more valuable," states Martin Essex, Superintendent of Schools, Lakewood, Ohio.

Orientation to a new school begins before a contract is signed. The Handbook is made available to teachers seeking employment in an effort to have them fully aware of current policies. At the time of employment a teacher should clearly understand his relation to the administrative organization, the salary schedule and other compensations for service, professional growth standards, and other policies governing the teachers.

"Arriving . . . Please Meet"

A complete schedule and information on the orientation program of the Rochester, Minnesota, public schools was received in reply to an inquiry. In part, the information states:

Several weeks before a new teacher comes to Rochester, he receives a letter of welcome. The letter includes offers to meet the arriving train or bus, and to help find living quarters.

A month of orientation begins August 1. During the first two weeks, discussions and demonstrations of technics are presented by administrators, counselors, nurses, and other consultants. The school is a twelve-month school system. On-the-job teachers are asked to discuss parent-teacher conferences, cumulative records, and other aspects of school.

Later, parents greet teachers individually. A room-mother

is chosen for each new teacher. At the first P. T. A. meeting all teachers are introduced, and new teachers are presented with corsages.

"You Are Cordially Invited . . ."

The Des Moines, Iowa, public schools have an orientation meeting and tea for new teachers (5) on the day before the fall conference opens. At this meeting the assistant superintendent in charge of personnel gives a talk and distributes a manual explaining the privileges, responsibilities, and obligations of teachers in the Des Moines schools.

The president of the local association welcomes the new teachers, tells about professional association memberships and activities, and distributes a brochure on local, state, and national association activities. The chairman of the insurance committee describes group-insurance plans for teachers. The courtesy committee chairman explains housing facilities, and distributes lists of available rooms, apartments, and houses.

"Hard Knocks"

Are school executives systematically and successfully facilitating the adaptation of their new teachers? Or must new teachers still rely on "hard knocks" in becoming adjusted to unfamiliar situations? The second question can not be answered in so many words but a well organized induction program can be an

enlightening period for new personnel and an aid to the administrator. These were questions raised by Gunkle (17) in his survey of orientation practices in schools of Cook County, Illinois.

Each time an individual moves from known acquaintances and work procedures to new surroundings he must pass through an orientation or adjustment period. The new teacher coming into a school for the first time as a faculty member, is surrounded by a new environment and needs help in becoming acquainted with the routine work and the varied services of the school. There should be some assistance given by administration and supervision that will make the orientation period pleasant and short. New teachers must be orientated as soon as possible. Value of the teacher begins when orientation, or adjustment, is reached. These are general conclusions that have been reached by Gunkle:

1. It would seem that the superintendent or other administrator would be relieved of a number of problems, both significant and insignificant, if a rather comprehensive orientation program were held for new teachers.
2. Philosophical principles and policies of education should not escape the new teacher. Good philosophy and sound policy are necessary in adjustment to healthful teacher attitudes.
3. If teachers had a better understanding of school organization the efforts of the administrator and his line and staff officers toward a more efficient organization would be facilitated.

Portland, Oregon, Greet Teachers

The public schools of Portland, Oregon, have developed a program (11) to facilitate the adjustment of the newly elected teachers to their school and community. A committee was appointed to study the needs of the new teacher. The general concurrence was that the following are major needs of new teachers:

1. To be adequately housed in an area as readily accessible as possible to the school in which they will teach.
2. To feel that they are working in a friendly atmosphere with teachers and administrators and a lay public, that "includes them in" and respects them as individuals.
3. To become familiar with the community and its environs--the social, cultural and recreational opportunities of the environment.
4. To become acquainted with their co-workers, from the teachers within their building to the members of the board of education, and to understand the operating relationships within the organization.
5. To know the philosophy and practices of the system so that they may be aware of what is expected of them.
6. To understand how and from whom they can obtain help in improving their teaching--with respect to methods and to teaching aids and supplies.
7. To be familiar with professional organizations, certification standards, in-service training requirements, health service plans, and even the teachers' credit union (since new teachers sometimes need financial assistance early in the first year).

The orientation period began two weeks before school opened in the fall and participation of new teachers was optional, since

no provision in the budget had been made for paying new teachers before school opened. The deciding factor for the length of the period was difficulty of housing between two hundred and three hundred new teachers. An up-to-date teachers' handbook was published and a housing bureau established. In mid-summer a letter was sent to the new teachers to determine their needs. A detailed chronology of the induction period was made known. New teachers were introduced to the school system, to the administration, the board of education, and the other teachers. A special committee was appointed to introduce the new teachers to the community. Many groups and organizations, such as the Portland Council of Parents and Teachers, The Women of the Kiwanis, and The Council of Church Women, participated in this phase of the orientation.

A New "Old Hand"

It has sometimes been the janitor who most helped the new teacher become acquainted with school policies. Many administrators are beginning to realize that it is as important to get a teacher started correctly as it is for a pupil to make a good start in school. Newton, Massachusetts, has developed a plan to welcome teachers (37). A letter of welcome was sent out to all new teachers, together with a booklet called Time Out For Fun. The community relations committee asked the principal in each building to choose sponsors for the new teachers. On

Sunday the local P. T. A. of each school had arranged for families to entertain the new teachers. Meetings of new teachers with the principal had been supplemented by city-wide meetings. Problems were analyzed and definite suggestions offered. Information and advice were given in a bulletin to the new teachers. The best of these practices are summarized:

1. Write the new teacher a friendly letter
2. Select a veteran member of the staff as his sponsor
3. Provide information on supervisory staff service
4. Send the teacher curriculum materials in advance
5. Conduct a tour of the school system
6. Arrange informal social functions
7. Help with plans for the first weeks
8. Prepare a school handbook
9. Be concerned with the teacher as a person.

Essentially, the orientation of new teachers is another aspect of good human relations. Principals skilled in working with their staffs in an atmosphere of mutual respect and harmony have wakened to this opportunity for establishing good relations with their new teachers.

During That First Year

Often the new teacher is forgotten or neglected, once he has been received into the new system and has begun his classroom duties.

Beginning teachers often fail for the following reasons, according to a report (10) by William Conklin: (1) poor discipline, (2) inability to cooperate, (3) failure to provide for individual difference, (4) poor methods of presenting subject matter, (5) lack of understanding, (6) lack of interest in teaching. He implies that supervisory work with the new teacher merely starts when school opens. A supervisor should make short visits to help, guide, and encourage the new teacher. After visitation there should be a post-teaching conference.

Conklin also suggests that the administrator can use the group meeting for praise, recognition, and suggestions for participation. The administrator should have available educational literature as a means of continuing professional study habits. He should encourage membership in professional organizations.

Participation in community activities which are conducive to good community-school relations will help the new member to his place as a community citizen, and offers an attractive outlet for energy in after school hours.

There are many demands on the administrator, but his major responsibility is the improvement of instruction. He must also be the teacher's friend.

Those Critical First Weeks

In another article by William Conklin (9) it is recommended that the teacher orientation program begin during the summer by

mailing bulletins and printed material to the newly assigned teacher. The new teacher is met upon arrival in the community by a teacher, an administrator, or a special group. Then some immediate community contact should be made, for living quarters and any personal needs. There should be a pre-teaching conference to iron out details and answer questions concerning the school and its operation. A conducted tour of the school is advisable, and perhaps of the city and community. There should also be group meetings to pool common solutions. Inexperienced teachers should be given a light assignment of work. The beginning weeks are the most important ones. With proper guidance during this period, a real contribution can be made toward launching the new teacher successfully on his professional career.

Becoming a Part of the Faculty

"New teachers have the problems of acquainting themselves with new professional associates, with unfamiliar regulations, with different texts, and with new social contacts," states W. R. Godwin, Superintendent of Schools, Hutchinson, Kansas (16). In the employment interview, questions are asked and answered concerning any problem that the new teacher or the administrator may have. The Chamber of Commerce sends the teacher a letter of welcome and a booklet concerning the city. In July, a letter is sent to the new teacher by the administration, which gives orientation information, and also notice of a "get-acquainted" party,

the day before the first general faculty meeting. Another social event is held for the teachers to meet the board of education. Also included is a questionnaire to evaluate the orientation program, as it has been conducted.

Getting Started

A major responsibility of the administrative staff of any school system is the orientation of the beginning teacher, according to Miriam Booth (4). The supervisor must attempt to put confidence and poise within the reach of all who are placed under his jurisdiction. The best means of bringing about this desired end is generally conceded to be the pre-teaching or pre-service conference.

One of the most significant functions of the pre-service conference is to acquaint the prospect with the objectives of courses of study and with the educational principles and the philosophy upon which they are founded. In order that the efforts of a beginning teacher may be both satisfying and fruitful of results they must be well-planned. An instructor must be left free to work out details according to his own design, so long as they do not violate basic premises.

A delicate problem facing the supervisor in dealing with a new member of his department is to establish good relations between principal, teacher, and staff. Another useful device which may be of benefit in solving the problems of the initiate is the

group meeting.

To assure such understanding and cooperation the school administrator must be to the beginning teacher a friend, counselor, professional guide, and fellow worker. Only when such a relationship exists can highest efficiency be coupled with that happiness which springs from satisfaction in a task well done.

Teacher Induction

The purposes of the program of Edwin G. Clark, District Superintendent, Reef-Sunset Elementary School District, Avenal, California, were (8):

1. To acquaint teachers with the school's philosophy and program.
2. To acquaint teachers with the living, social, educational, and recreational facilities of their community.
3. To acquaint teachers with what is considered successful work.

A handbook was sent out in July to all the new teachers. It included such items as:

1. Success in teaching
2. Cooperation with fellow workers
3. Community relationships
4. Instructional performance
5. Supervision policy
6. School day
7. Sick leave
8. Teacher-janitor relationships
9. Compensation-insurance benefits
10. Course of study
11. Salary schedule
12. Teacher-board relationships
13. Professional organizations.

The first six teachers' meetings were planned, as to time, purpose, method of dissemination, items covered, and person in charge.

ORIENTATION PRACTICES

Similar practices have been found in many schools. Most of these can be classified under personal, social, and professional adjustments. The most common practices reported in source material have been grouped together under the following headings:

Personal

1. Letters are written to the new teacher, pre-school.
2. The new teacher meets the faculty, upon arrival.
3. A community committee welcomes new teachers.
4. The teacher is given help to find adequate housing.
5. Social events are planned.
6. Transportation may be offered to new teachers.
7. School advice is given by co-workers.
8. Sports programs are encouraged weekly.
9. A guidance department is available.
10. Advertisements are run for teachers' housing needs.

Social

1. A social program is planned for school opening.
2. The local teachers' association sponsors a social event.
3. A family get-together is held by the school staff.
4. Members of the P. T. A. invite new teachers to their homes.

5. New teachers are honored by a luncheon by a local group.

Professional

1. A handbook is published for the new teacher.
2. A community booklet is given to the new teacher.
3. A periodic supplement to the handbook is issued.
4. Policies of the school board are given to the newcomer.
5. A list of community visiting places is supplied.
6. Information is supplied for purchasing supplies and equipment.
7. A file of printed material is available for the newcomer.

Planning the Program

The plans should be made by teachers for teachers with attention to real problems. Unless the orientation program is carefully planned it will do little or no good. Those responsible should keep certain principles in mind and should decide which devices would be most useful for presenting their program.

An important thing to remember is that the program should be so flexible that it can be suited to the differing needs of the new teachers (15). Those who already live in the community need no help with housing. The teacher who is changing from one school to another does not need to learn about the credit union or the retirement system, among other things. The beginning teacher who comes from outside the community needs everything that has already been suggested.

The emphasis for the whole program should be on voluntary cooperation (11). Neither the new teachers nor those already in the system should be required to take part unless the budget allows payment for the additional time. Teachers in the system, especially those active in the teachers' association, may be glad to have the opportunity to work with the new teachers, but may not be able to do more than advise on the plans. New teachers would be glad to have help with their problems, but unless they are informed well in advance, they may have conflicting obligations. The new teacher might take a summer job with the understanding that he could work until a certain date. He should not be expected to violate that agreement. If the orientation program is compulsory, the new teacher must be told when he will be expected to report, as soon as he agrees to accept the position.

The center of interest of the orientation program should be the immediate problems of the teacher, those he will meet and must solve in the first days or weeks of school. Teachers' meetings and conferences later can take up where the orientation program ended, but they belong primarily to the activities designed to help the teacher in service.

The orientation program is designed to help the beginning teacher bridge the gap from theory to practice, and the teacher who is undertaking new work to adjust to the new situation as rapidly as possible. Their problems are almost entirely practical ones, so the orientation program is not the place for theories.

Since their problems are not all professional, the program must touch on personal and social ones. Professional problems are more easily solved when the teacher is not worried about other matters.

Technics

Several devices are generally acceptable for presenting information and for giving assistance to the new teachers. Among these are the following:

1. The general meeting.--The general meeting can bring all new teachers together to make sure that they know where to go for needed information.
2. Small conference groups.--This gives the new teacher an opportunity to exchange ideas, and have explained the forms and items in the handbook.
3. Individual conferences.--The program of the new teacher can be discussed with the principal and supervisor.
4. Demonstrations.--The new teacher should be shown how to handle any equipment provided for the classroom.
5. Printed materials.--This will include a school handbook, and a community booklet and map.
6. Letters.--The superintendent should write a letter of welcome to the new teacher (27). Community groups may also do the same thing.
7. Free time.--The new teacher must have free time to take care of personal needs before school starts.

8. A teacher advisor.--Experienced teachers should be available to help new teachers, beginning during the orientation period and continuing during the first weeks of school.
9. Tours.--The teacher can be taken on a tour of the school building, the city, and the community.
10. Social.--Informal gatherings are the best way to help the new teacher to get acquainted, preferably away from school.

Compendium

It is encouraging to note that many things are being done for new teachers. Many communities are giving thought to the induction of new teachers (27). Pre-school orientation programs range in length from two days (38, 29) to two weeks, as in Portland, Oregon (11). Lakewood, Ohio (15), gives little time to group activities before the opening of school but tries to assign new teachers to their schools in June so that they will have a better chance to find suitable housing and make preparations for the opening of school. Much correspondence is carried on with the new teachers and many individual conferences held. The program of Portland, Oregon, is one of the most varied and comprehensive. It is especially notable for the number of groups in the community that contribute to it. They contribute not only during the induction period but throughout the year (11).

The growing list of communities where the school system makes a special effort to help the new teacher is proof of the belief of school administrators in the value of such activities.

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CHAPTER III

ANALYSIS OF QUESTIONNAIRE RETURNS

In the preceding chapters the need of an orientation program for new teachers has been shown, and the literature of current orientation practices surveyed. This chapter contains the analysis of the questionnaire returns.

Questionnaires were completed and returned by administrators from two hundred forty-nine schools in Minnesota and North Dakota. The data secured was compiled, analyzed, and interpreted to present current orientation practices. The twenty-five most common orientation items were listed in the questionnaire, as were three methods of explanation. A copy of the questionnaire is found in the Appendix.

The number of schools to which questionnaires were sent is shown in the Table of Compilation. It also shows the number and per cent of questionnaires completed and returned, each state tabulated separately. The percentages were computed from the total number of questionnaires returned.

The Table number corresponds to the number of the item in the questionnaire.

TABLE OF COMPILATION
NUMBER AND PER CENT OF THE SCHOOLS REPORTING

	Number of Questionnaires Distributed	Number of Questionnaires Received	Per cent of Schools Reporting
Minnesota	212	193	91
North Dakota	60	56	93
Total	272	249	91.54

Two hundred seventy-two questionnaires were sent out March 17, 1954, to the schools with fifteen and more teachers in the states of Minnesota and North Dakota, as explained in Chapter I. A total of one hundred eighty-six returns were received, or sixty-eight per cent. About two weeks later, on April 2, seventy-four follow-up post cards were sent out as a reminder to the schools which had not responded. Sixteen returns were received for a total of twenty-one per cent of the seventy-four post cards sent. This brought the total returns up to two hundred two, or seventy-seven per cent. On April 13 sixty-eight questionnaires

were sent out to the remaining schools which had not responded. On each questionnaire was a hand-written note stating: "I am interested in what you are doing in your school. Please check the items to complete my survey. Thanks." This second questionnaire brought forty-seven returns, for a total of sixty per cent of the sixty-eight questionnaires sent. At the time of this writing, the total returns from all three inquiries was two hundred forty-nine, or 91.54 per cent.

The total per cent of returns indicate the interest in the subject of teacher orientation. The administrators were very cooperative and prompt. The 91.54 per cent return on the total number of questionnaires sent may be considered a fair sampling, and should produce a reasonably accurate account of the conditions as they exist in the orientation field of the schools surveyed.

One superintendent in central Minnesota returned the questionnaire unanswered, with this comment: "We do not believe that questionnaires of this kind serve any useful purpose in educational research." It was the only one of its kind in the two hundred forty-nine returns.

Another superintendent from west central Minnesota returned a completed questionnaire with a terse remark: "We don't explain these--we do them." However, the returned questionnaire gave the response desired.

Together with returned questionnaires came seventeen requests for additional copies of the questionnaire itself. They were to

be used for teachers' meetings and as guides for construction of handbooks.

The last item on the questionnaire was the statement that the author would appreciate receiving copies of available handbooks. Twenty-nine superintendents responded by sending copies. Handbooks ranged from the very sketchy to those covering minute details. It is evident that much work, time, and effort had gone into the planning of the school handbooks.

From personal correspondence with other sources outside of the surveyed states, eleven papers were received. They indicate, as do the questionnaires, that there is a wide variety of programs, and that all are centered about the main theme of properly orienting the new teachers.

In the explanation for filling out the questionnaire the superintendents were asked to check the items as they applied to their school system. In the tabulation for item 1, which appears in Table 1 for example, more are shown for schools in North Dakota than the number of questionnaires sent for this state. The explanation is that each item had four possible places for a check, plus a write-in space. It is possible and probable that as many as three of the checks are applicable to each item. It seems to the writer that a really effective orientation program would require the problems to be explained in handbooks, discussed in faculty meetings, and talked over at an interview or conference.

TABLE 1
DAILY SCHEDULE

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	15	25	101	48	116	43
Faculty Meetings	41	68	151	71	192	71
Interview, Conference	32	53	46	22	78	29
Unnecessary in this School	1	1.7	0	0	1	.04

The data in Table 1 show that more schools in both the states of Minnesota and North Dakota explained the daily schedule to their new teachers through the medium of faculty meetings, than by any other means. The results indicate that explanation of this item is considered important for only one return replied it was unnecessary in this school. Not shown in the Table, a total of three hundred eighty-seven checks were made on this item in the two hundred forty-nine returns. This merely indicates that a great number of schools explain the item in several ways. This Table also shows the extent of handbook usage among the schools. Minnesota schools report a larger percentage of handbooks than do those in North Dakota. The remaining Tables

will serve to further prove that contention.

The first tabled item is also the first indicator that in lieu of a handbook many of the items are explained in an interview or conference.

TABLE 2
EXTRA-CURRICULAR RESPONSIBILITIES

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	15	25	80	36	95	35
Faculty Meetings	32	53	109	51	141	52
Interview, Conference	43	72	102	48	145	53
Unnecessary in this School	0	0	0	0	0	0

It is very important that the new teacher have explained to him or her what the duties are in addition to the teaching of academic subjects. North Dakota schools inform their teachers on this matter during interviews and conferences, almost as much as all other methods combined. Minnesota schools use the regular scheduled faculty meetings more than any other method. All schools reporting explain the item in some form to their new

teachers. Of all the items checked, this one had the largest total in the interview, conference column. A total of one hundred forty-five superintendents so indicated.

TABLE 3
HOMEROOM AND CLASSROOM RESPONSIBILITIES

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	13	22	79	37	92	34
Faculty Meetings	41	68	141	64	182	67
Interview, Conference	29	48	69	33	98	36
Unnecessary in this School	0	0	1	.47	1	.04

Table 3 illustrates that the highest per cent of schools in both surveyed states use the faculty meetings as a medium for explaining the homeroom and classroom responsibilities to their new teachers. Problems here may be problems common to all new teachers and could be explained to all concerned at one meeting. It seems to the writer that the one Minnesota school that does not concern itself with this problem is likely to have a disorganized school opening. Thirteen schools reported using bulletins

and one school reported using a letter written to the teacher to help orient him or her on this point.

TABLE 4
SCHOOL PHILOSOPHY

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	19	32	99	49	118	43
Faculty Meetings	45	75	152	73	197	72
Interview, Conference	16	27	47	22	63	23
Unnecessary in this School	1	.17	3	1.4	4	1.5

The new teacher needs to understand the school philosophy. In both states, a total of seventy-two per cent report they use the faculty meeting to explain the school philosophy to the new, inexperienced teacher. The school philosophy is a topic that should be explained to all the teachers assigned. Most of the handbooks that have been sent by superintendents had a written or printed copy of their philosophy contained therein. One Minnesota school explains this in a pre-school workshop. Three Minnesota schools and one North Dakota school reported no need

to explain the school philosophy at all, to their new teachers.

TABLE 5
LIBRARY AND PROFESSIONAL BOOKS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	10	17	36	17	46	17
Faculty Meetings	45	75	132	62	177	65
Interview, Conference	14	23	37	17	51	19
Unnecessary in this School	1	.17	6	2.8	7	2.6

Table 5 presents information on an important aspect of in-service training and the means of informing new teachers of the school's policy. Programs vary from required subscriptions to professional periodicals, to studying a new, professional book as a part of each faculty meeting. Table 5 clearly shows us that about three-fifths of the schools reporting explained the use of the library at one or more of the faculty meetings. This practice is more common than all the other methods combined. Ten schools reported that information on this item was distributed by means of bulletins. One school reported using a special

library bulletin, with directions for using, and a list of the new books as they were received. Almost three per cent of the Minnesota schools reporting had no plan for orienting the new teachers on library and professional books.

TABLE 6
PRE-SCHOOL WORKSHOPS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Explained in Handbook	4	7	33	16	37	14
Faculty Meetings	19	32	89	42	108	40
Interview, Conference	6	10	31	15	37	14
Unnecessary in this School	8	13	32	15	40	15

The information in Table 6 was obtained from item 6 on the questionnaire, and deals with the pre-school workshops. The item had a low percentage of response, but those who answered again indicated the frequent use of faculty meetings. The item drew several comments, most of them to the effect that the schools did not hold any pre-school workshops or that they were not needed. Forty per cent indicated that orientation on this topic

was unnecessary. This was the second largest method listed as such. It also may be an indication that the school did not hold any pre-school workshops. The same situation is again seen in later questions in the General Information. The identical total number and per cent use the handbook for their explaining as do those using the interview or conference. Four schools are using letters to their new teachers to give them advanced information.

TABLE 7
ROLL, ABSENCES, TARDINESS OF PUPILS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Explained in Handbook	20	33	103	49	123	45
Faculty Meetings	42	70	119	56	161	59
Interview, Conference	17	28	32	15	49	18
Unnecessary in this School	0	0	1	.47	1	.04

It is well for the new teacher to know before the first class bell rings such things as how to take roll properly, and what to do with absences and tardiness. Practices vary and it is therefore important to explain to the new teacher how this is

done. The two most common ways are the faculty meetings and the faculty handbooks, as reported in the survey. Seventy per cent of all North Dakota schools reporting make use of their faculty meetings to explain these to their new teachers. Eleven schools reported using bulletins to inform their teachers. Attendance is an important factor in school success and an uninformed teacher will be in no position to add to that success.

TABLE 8
POLICIES ON TEXTBOOKS AND WORKSHOPS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	19	32	90	42	109	40
Faculty Meetings	43	72	133	63	176	65
Interview, Conference	18	30	38	18	56	21
Unnecessary in this School	0	0	0	0	0	0

A new teacher must know and understand the school policy on textbooks and workbooks. Some schools may furnish both to the pupil; other schools, one or the other, and some furnish none. In any case the teacher must know what to do. A total of sixty-

five per cent of schools in both states explain the procedure at faculty meetings. North Dakota schools report seventy-two per cent in this method alone. All the schools reporting include this item in their program. Fourteen of the surveyed schools have the policy explained in bulletins sent from the administrator's office. The teacher should also be able to evaluate the merits of different textbooks and how to change a series, if necessary. Table 8 shows that Minnesota schools make more use of a handbook and less of interviews and conferences.

TABLE 9
OPENING DAY PROCEDURE

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	14	23	65	31	79	29
Faculty Meetings	45	75	158	74	203	75
Interview, Conference	14	23	24	11	38	14
Unnecessary in this School	0	0	0	0	0	0

The superintendents that answered the questionnaire indicate the importance of the opening day for the new teacher. The total

number of two hundred three is the largest response for any one item of the entire questionnaire. This was also explained at faculty meetings and it is understood that, almost without exception, there is at least one teachers' meeting before school opens. If there is no pre-school workshop there may be a faculty meeting the day prior to school. Every school that reported explained the opening procedure in some way. Eighteen schools explained it in the pre-school bulletin. These bulletins were issued in June at some schools, while others were distributed just prior to the opening day. Nearly all of the handbooks listed opening day procedure. One school reported that this was stated on the contract, and other schools listed workshops as their means of orienting the teachers.

When an emergency arises it is too late to inform the teacher what to do. The new teacher should know approved procedures in case of fire, accidents, illnesses, and any other cases of emergency. As shown in Table 10, all schools reporting in both states have indicated that something is done to inform the new teacher. Sixty-three per cent report giving out this information at faculty meetings. It is more common here than all the other methods combined. Some schools use directing signs, student assistance, and also signs within each room. Twenty-two schools issue periodic bulletins covering emergency regulations. One school reports explanation during pre-school workshop, and another school covers it by letter. It may be noted that in Minnesota

TABLE 10
EMERGENCY REGULATIONS (FIRE, ETC.)

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	16	27	107	53	123	45
Faculty Meetings	43	72	129	61	172	63
Interview, Conference	12	20	17	8	29	11
Unnecessary in this School	0	0	0	0	0	0

only eight per cent of the surveyed schools use an interview or conference, and this may be due to the fact that the item concerns all teachers alike and should be taken up at some type of group gathering.

Three schools reported the explanation of the visual aid program unnecessary to the new teacher, as indicated in Table 11. Once more the faculty meeting is the most frequent manner of informing. A new teacher must know the aids available, method of obtaining, and the proper care and handling in their usage. A new teacher should know the policy on student operators, rooms available, and time that the equipment may be used. An estimated two-thirds of the handbooks received have a section devoted

TABLE 11
USE OF VISUAL AIDS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	17	28	79	37	96	35
Faculty Meetings	40	67	139	66	179	66
Interview, Conference	17	28	40	19	57	21
Unnecessary in this School	1	.17	2	.94	3	1.1

to audio-visual aids. Thirty-five per cent of the surveyed schools report definition in their handbook. Fifty-seven per cent have checked interview and conference for the explanation of visual aids. This figure is much higher than was expected by the author. It indicates that this is very commonly regarded as an individual problem, by school administrators. One school reported using a letter, but it is doubtful if a letter alone would be sufficient to cover this item.

TABLE 12
FACULTY MEETINGS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	18	30	71	34	89	33
Faculty Meetings	37	62	122	58	159	58
Interview, Conference	11	18	22	10	33	12
Unnecessary in this School	0	0	0	0	0	0

It seems rather obvious that the item of faculty meetings would probably be explained at the first faculty meeting at the opening of the school year. The time and place is generally designated. Future programs may be planned and some central theme may be used for a semester or a year. Each teacher should know what he or she is expected to contribute. One hundred fifty-nine schools indicated explaining this item at faculty meetings. About one-third of the schools used the handbook. Nineteen schools issued this information through a bulletin.

TABLE 13
FACULTY PRIVILEGES

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	17	28	80	38	97	36
Faculty Meetings	37	62	122	58	159	58
Interview, Conference	13	22	29	14	42	15
Unnecessary in this School	0	0	3	1.4	3	1.1

It may be embarrassing to find out the wrong way what a teacher can do and what one should not do, as a faculty member. The new teacher should be told what is expected of him or her, and also what can be anticipated from the school, the city, and the community. Three schools reporting had experienced no need for explaining this to the new teacher, and on inspection of Table 13, one can see that the faculty meetings are used most frequently for explanation of privileges. It is interesting to note that the response shown for interview and conference is low, only fifteen per cent.

TABLE 14
ILLNESS AND MAKE-UP WORK

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Explained in Handbook	19	32	99	45	118	43
Faculty Meetings	41	53	117	55	158	58
Interview, Conference	18	30	27	13	45	17
Unnecessary in this School	0	0	0	0	0	0

The new teacher must know the school policy toward illness of children and what to do concerning make-up work. Some schools have very definite regulations pertaining to these items, such as: (1) all pupil illness should be reported to the school nurse, if there is one in the school system; (2) an important function of the teacher is to observe the health of the children in the school; (3) the teacher must know the policy on exclusion and admittance of pupils. Every school that reported explained this item to their teachers. Twelve schools issued bulletins, and the two methods most frequently checked were the faculty meetings and the handbook. North Dakota and Minnesota reported almost the same per cent using the faculty meetings for explaining the item.

TABLE 15
GRADING AND REPORT CARDS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Explained in Handbook	21	35	94	44	115	42
Faculty Meetings	42	70	146	69	188	69
Interview, Conference	15	25	37	17	52	19
Unnecessary in this School	0	0	0	0	0	0

Each school may have a different policy on grading and method of reporting. The new teacher should be familiar with reporting periods, the signing and return of cards, marking sheets and the key to marking. If the school has a no-failure policy it should be made known to the new teachers. This item received one of the heaviest tabulations. It seems from the report that all the schools include this item in their orientation program. Most superintendents use the faculty meetings for explanation of grading policies, and both North Dakota and Minnesota have about the same per cent indicated. Fourteen schools indicate that bulletins are used, and one school uses a letter to the new teacher. Symbols of pupil achievement, or lack of it, have

ranged all the way from corporal punishment to cash scholarships. The new teacher should know the school policy.

TABLE 16
IMMEDIATE SUPERVISOR

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	15	25	45	21	60	22
Faculty Meetings	26	43	79	37	105	39
Interview, Conference	13	32	57	27	70	26
Unnecessary in this School	4	7	18	8	22	8

A supervising teacher with whom the new teacher works is a professional leader, guide, confidential source of information and inspiration. Twenty-two schools indicated no need for orientation on this subject, the per cent being about equal in the schools surveyed of both states. North Dakota had a better per cent return in all headings. Six schools issued bulletins with this information for their new teachers. A pre-visit to the school and to the supervising teacher will facilitate orientation.

TABLE 17
ANNOUNCEMENTS AND BULLETIN BOARDS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	12	20	54	25	66	24
Faculty Meetings	40	67	138	60	168	62
Interview, Conference	8	13	22	10	30	11
Unnecessary in this School	1	.17	11	5	12	4.4

Bulletin boards may be used to display pictures and clippings, pupils' work, assignments, announcements, photographs, posters, maps, charts, diagrams, and other material related to the work taking place in the classroom. Various methods are used for making school announcements, from using a "runner" to the use of a loud speaking system. The new teacher should be oriented where to look for announcements and what to expect, and even to the time to expect routine announcements. Four per cent of all schools reporting found this item as unnecessary, and seventeen schools issued information in special bulletins. Faculty meetings are the most commonly used method of orienting the new teacher concerning announcements and bulletin boards.

TABLE 18
TEACHER APTITUDE TESTS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Number	Per cent	Number	Per cent	Number	Per cent
Explained in Handbook	3	5	10	5	13	5
Faculty Meetings	8	13	39	18	47	17
Interview, Conference	2	3	17	8	19	7
Unnecessary in this School	15	25	66	31	81	28

Eighty-one schools, or twenty-eight per cent, reported no need for explanation of teacher aptitude tests. This item was marked less than any other item on the questionnaire. Only twenty-nine schools gave any indication that a testing program was used. The impression was made that very few schools administer tests of any kind to new teachers after they are assigned. However, if tests are given, the new teacher should know when they are offered, what use is made of the results, and if such tests are mandatory. The item is found in very few handbooks, as shown in Table 18. Six schools mention the item through handbooks from the administrators' office.

TABLE 19
GUSTODIAL SERVICE

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	11	18	53	25	63	23
Faculty Meetings	31	52	101	48	132	48
Interview, Conference	17	38	27	13	44	16
Unnecessary in this School	3	5	18	8	21	8

Many of the items the teacher needs in the classroom must be obtained from the custodian. Often the school janitors have much more authority than a new teacher might be willing to assign them. Twenty-one schools report it is not necessary to inform a new teacher about the services of the janitor. Of those orienting teachers concerning this item, forty-eight per cent indicated the faculty meeting medium most often used. The report tends to signify that not much stress is placed on this item.

TABLE 20
LIST OF RULES AND REGULATIONS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	22	37	120	57	142	52
Faculty Meetings	36	60	101	48	137	50
Interview, Conference	11	15	22	10	33	12
Unnecessary in this School	0	0	2	.94	2	.35

Rules and regulations are closely related to school policy, and superintendents report explaining this item more often in their handbooks than any other method. This item was checked very frequently, although two schools indicate that there is no need. The new teacher must know the regulations as they apply to the pupils and to the faculty. School rules and regulations may have grown out of community need; if so, it is well for all teachers to be informed. The new teacher is concerned with rules as they apply to himself and to his immediate classroom. Seventeen bulletins and one letter are also used by schools surveyed, for acquainting the new teacher with rules and regulations.

TABLE 21
SICK LEAVE PROVISIONS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	20	32	106	50	125	46
Faculty Meetings	35	58	85	40	120	44
Interview, Conference	6	13	27	13	33	12
Unnecessary in this School	2	3	3	1.4	5	1.8

The new teacher should know the school policy on sick leave, deduction of pay, accumulative leave, and substitute teachers, as well as knowing emergency leave procedures. Forty-six per cent of returns explained this item in the school handbook. The faculty meeting is rated secondly, as forty-four per cent of the schools explain sick leave this way. Five schools reported that sick leave provisions are stated in the contract, and nineteen use the school bulletin. Five schools also noted that new teacher orientation on sick leave provisions was unnecessary.

TABLE 22
ASSEMBLY PROGRAMS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	14	23	69	33	83	30
Faculty Meetings	41	71	119	56	160	59
Interview, Conference	12	20	21	10	33	12
Unnecessary in this School	1	1.4	4	1.9	5	1.8

Some schools vary the time of assembly programs and others use specified school periods. Explanation is given during the faculty meetings, in fifty-nine per cent of the total returns. Almost one-third of the schools reporting have the item of the assembly program listed and explained in the school handbook. The new teacher needs to know if the assemblies will interfere or aid in the daily classroom program. Five schools deemed it unnecessary and nineteen schools explained the questions concerning assembly programs by means of a bulletin. One school reported explaining this item by personal letter to the new teacher before the fall opening of school.

TABLE 23
GUIDANCE PROGRAMS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Explained in Handbook	16	27	66	28	82	30
Faculty Meetings	39	65	128	60	167	61
Interview, Conference	15	25	44	21	59	22
Unnecessary in this School	1	1.4	3	1.4	4	1.5

Four returns were checked in the column indicating no need of orienting a new teacher on guidance programs. The faculty meeting is most often used and listed by one hundred sixty-seven schools. Almost one-third of the reporting schools have this item included in their handbook. Specific records may be demanded of the teacher in personality adjustment, health, recreation, social, educational, and occupational areas. In these areas the new teachers are informed by faculty meetings, handbooks, and fifty-nine report by interview or conference. One school listed the item in the teachers' contract.

TABLE 24
SCHOOL CALENDAR

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	16	27	106	50	122	45
Faculty Meetings	42	70	103	49	145	53
Interview, Conference	15	25	13	6	28	10
Unnecessary in this School	0	0	1	.47	1	.04

The school calendar is often listed on the first or second page of the faculty handbook. The calendar usually consists of teachers' meetings, holidays, athletic events, school vacations, and special events. Twenty schools explained the calendar in the administrators' bulletin, and one school used a letter. Fifty per cent of the Minnesota schools explained this item in the handbook, and about the same amount informed by faculty meetings. In North Dakota seventy per cent orient by the faculty meeting as compared to twenty-seven per cent by use of the handbook. There is a wide difference between the schools of the two surveyed states on this one point.

TABLE 25
HANDLING OF ACTIVITY FUNDS

Method	NORTH DAKOTA		MINNESOTA		TOTAL	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Explained in Handbook	14	23	75	35	89	33
Faculty Meetings	33	55	108	51	141	52
Interview, Conference	12	20	34	15	46	17
Unnecessary in this School	1	1.4	10	5	11	4

Improper handling of money, even though unintentional, may become disconcerting. If it is required that the new teacher make money transactions, it should be clear to the handler what the procedure is. Eleven schools indicate no need for this item, and the faculty meeting is again most used for instructing the new teacher on handling activity funds. Ten schools mention this item in the school bulletin. It would seem that a higher per cent would have checked the interview column, as special instruction is often given for specific tasks of handling money. One out of every three schools surveyed had this item explained in the school handbook.

Use of Community Resources

The orientation questionnaire is divided into two sections. The first part deals with teaching problems and is numbered from one through twenty-five. The second section, consisting of items thirty-one through forty-four, is again divided into two parts; the first part deals with the use of community resources in the orientation program, and the second part covers general information items.

It is apparent from Table 26 that eighty-one per cent of all the schools surveyed make use of the newspapers to inform the public of the teacher's assignment and arrival in the community. Part of this may be due to the efforts of the local newspaper editor. There is a possibility that those reporting no use of a newspaper did not have the facilities of such in their community.

Several write-ins indicated that the superintendent takes the responsibility to welcome the new teachers, and does not rely on community groups or local committees. In the schools surveyed in Minnesota, the same per cent report having a welcoming committee as those not having one. In North Dakota one out of every two schools surveyed reported having no special planned welcome for the new teacher.

Adequate housing is one of the major personal problems of a teacher coming into a new community. Many schools today are becoming more actively concerned with housing for teachers. North Dakota schools appeared to be more concerned with billeting

TABLE 26
IS USE MADE OF THE FOLLOWING RESOURCES?

Item	Yes	Per cent	No	Per cent
31. Newspapers to inform of teacher's assignment and arrival.				
North Dakota	49	82	5	8
Minnesota	170	80	13	6
Total	219	81	18	7
32. Committee or local group to welcome the new teacher.				
North Dakota	18	30	35	58
Minnesota	89	42	90	42
Total	107	40	125	46
33. Local group or school plan to aid teachers with housing.				
North Dakota	46	76	6	10
Minnesota	142	66	43	20
Total	188	69	49	18
34. Provision of a city map.				
North Dakota	9	15	36	60
Minnesota	25	12	149	70
Total	34	13	185	68
35. Introduction to church affiliation.				
North Dakota	22	37	27	45
Minnesota	62	29	112	52
Total	84	31	139	51

than do the Minnesota schools surveyed, as ten per cent more schools indicated so in the answers to the questionnaire. Only eighteen per cent of all schools responding had no provisions for a local group or school plan to aid the teachers with their housing problems.

Few schools provide a city map for the new teachers. The need for a city map may vary directly with the size of the city. Sixty-eight per cent of all schools reporting do not make provision of map distribution to the new teachers.

One of the ways to become established in a community is through membership in a religious organization. About half of the surveyed schools do not provide any introduction of the new teacher to a church affiliation. Over one hundred administrators gave no reply to this question.

General Information

Seventy-five per cent of all schools reporting indicate that the new teachers know which professional organizations he or she is expected to join. This may be a trend in professionalizing educators. The new teacher may be told before signing a contract what organizations with which to become associated, or to join.

The positive indications that appear on voluntary insurance plans are the same as in the previous item on professional organizations. This has the highest affirmative response of any item in the questionnaire. Three-fourths of the surveyed schools provide information to their new teachers concerning credit unions, hospitalization, retirement, and other voluntary insurance plans.

About half of all the schools that reported indicate that some type of a directory was provided by the school administration for the new teachers, that lists the members of the school board, administrative officers and directors, and supervisors of the local board. Some superintendents indicated by writing that only a part of the above list was included in their school directory.

The new, inexperienced teacher is concerned about supervisory visitation. Seventy-five per cent of the school supervisors make more frequent visits to the new, inexperienced teacher than they do to the experienced teacher. Eleven per cent make less visits, and five superintendents indicated that they make both more and less visits to the new teacher's classroom. This situation is highly improbable; the question may have been misinterpreted.

TABLE 27
GENERAL INFORMATION

Item	Yes	Per cent	No	Per cent
36. Understanding of professional organizations expected to join.				
North Dakota	40	66	3	5
Minnesota	164	77	17	8
Total	204	75	20	7
37. Information provided about voluntary insurance plans.				
North Dakota	40	66	15	25
Minnesota	164	77	17	8
Total	204	75	32	12
38. Directory provided of school administration.				
North Dakota	34	57	14	23
Minnesota	110	47	71	34
Total	144	53	85	31
39. More supervisory visits to new inexperienced teacher.				
North Dakota	48	80	4	7
Minnesota	155	73	20	9
Total	203	75	24	9
40. Less supervisory visits to new inexperienced teacher.				
North Dakota	9	15	41	68
Minnesota	22	10	151	71
Total	31	11	192	71

General Information

Questionnaire items forty-one and forty-two seemed to be difficult for a large number of superintendents to answer, as demonstrated by many write-in remarks. Over half of all the schools reporting have no plan to pay their teachers any salary for a pre-school workshop, unless it is specified in their contract. Only nineteen per cent of the school systems do pay extra salary when the teachers are requested to report in advance of the school opening. Six per cent of the schools indicated expenses only were paid for their teachers during the time of pre-school workshop. Again, over half of the schools responded that they do not pay expenses or salary to the new teachers before the opening day of school.

Special days may be set aside in the orientation program for new, inexperienced teachers. Slightly less than half of the surveyed schools follow this procedure, and forty-five per cent do not. There is not much of a trend in either direction. Almost twice as many Minnesota schools in the survey have special days for new teacher orientation, than do those in North Dakota.

A companion teacher may be assigned to help the new, inexperienced teacher become acquainted with the school, teaching procedure, and community affairs. This practice is being followed in only one out of every five schools surveyed. The percentage is almost the same in the schools of both states reporting. Eighteen per cent of all the superintendents did not answer.

TABLE 28
GENERAL INFORMATION

Item	Yes	Per cent	No	Per cent
41. Do your new teachers receive salary for pre-school workshop?				
North Dakota	8	13	35	58
Minnesota	44	21	114	54
Total	52	19	149	55
42. Do your new teachers receive only expenses for workshops?				
North Dakota	5	8	28	47
Minnesota	12	6	115	54
Total	17	6	143	53
43. Special orientation days for the new teacher?				
North Dakota	17	28	33	55
Minnesota	91	43	90	43
Total	108	40	123	45
44. Is a companion teacher assigned to the new teacher?				
North Dakota	11	18	40	67
Minnesota	43	20	130	61
Total	54	20	170	62

SUMMARY

It is clear from the returns that administrators in the school systems surveyed believe in the value of orientation for the new, inexperienced teacher. Teachers who are new to a particular school need supervisory help in becoming oriented to an unfamiliar situation. Beginning teachers need competent help, but too frequently they receive none, and are dependent upon themselves for answers to their own problems.

The faculty meeting is the most common means of explaining items of orientation to the new, inexperienced teacher, of the schools surveyed in both states of North Dakota and Minnesota. Twenty-two of the twenty-five listed items were explained the greatest number of times by the faculty meeting. In two items the handbook was used most frequently. The interview-conference was checked most frequently on only one orientation item. In addition, twenty-two schools reported using bulletins sent out from the administrators' office; five schools had the items indicated in the contract; four listed workshops; and four administrators used a personal letter to the new teacher.

In Chapter III the Table numbers correspond to the same numbered items on the questionnaire. The one single item that received the most replies was the item of opening day procedure, explained in faculty meetings. Of the total two-hundred forty-nine questionnaires received, two hundred three checked this

item. The least was the item of teacher aptitude tests that was listed a total of thirteen times in handbooks. The item checked most often as unnecessary in this school was teacher aptitude tests, listed eighty-one times. Pre-school workshops were indicated forty times, as being unnecessary. Minnesota schools report a larger percentage of handbooks than do those of North Dakota. The item of homeroom and classroom responsibility was explained by a greater per cent of North Dakota and Minnesota schools by the use of faculty meetings, than by any other method.

The school philosophy is explained to the new teachers at the faculty meetings in seventy-two per cent of all Minnesota and North Dakota schools surveyed. Fifteen per cent of all reporting schools indicated no need for orientation on pre-school workshops. Over half of the schools have no plan to pay teachers any salary or expenses for a pre-school workshop, unless specified in their contract.

About three out of every four schools reporting in North Dakota explain the roll, absences, and tardiness of pupils to the new teacher at faculty meetings. The same situation applies to opening day procedures of the schools.

More schools report using bulletins from the administrators' office to explain emergency regulations to their faculty, than any other listed item. Over half of the schools reporting explain teacher privileges at the faculty meetings. New teachers are oriented on pupil illness and make-up work at both faculty

meetings and by the use of handbooks. Established school policies are found frequently in the school handbook. Grading and report cards seem to be on all administrators' check lists when it comes to orientation of the new teachers. Schools from both surveyed states have about equal returns on this item.

According to the returns there is little need to explain the assignment of an immediate supervisor. Eight per cent of all schools intimated it was unnecessary. The size of the school is probably the determining factor.

Rules and regulations appear to be a part of most school programs and are found in the school handbook of over half of the schools reporting. Almost the same is true for teacher sick leave provisions. Every other school reporting explained the school calendar at faculty meetings, and forty-five per cent list it in their handbooks.

Three out of every four schools make use of newspapers to inform the community of the assignment and arrival of new teachers. In Minnesota, two-thirds of the schools surveyed have some plan to aid the teacher in finding adequate housing, and almost half of the schools have some plan to welcome the new teachers. Half of the surveyed schools provide no introduction to any church affiliation, and about one-fourth do.

In seventy-five per cent of all surveyed schools, the supervisor makes more frequent visits to the new, inexperienced teacher than he does to the classroom of the experienced teacher.

In one out of ten schools, less supervisory visits are made to the new teacher. Over fifty per cent of reporting schools pay no salary or expenses for pre-school workshop. Sixty-two per cent of all surveyed Minnesota and North Dakota schools have no plan to assign a companion teacher to aid in the orientation of the new, inexperienced teacher.

CHAPTER IV

CONCLUSIONS

This study has surveyed teacher orientation practices in high schools having fifteen or more teachers in the states of North Dakota and Minnesota. The total return of over ninety-one per cent of the questionnaires gives an adequate portrayal of customary actions in present day teacher orientation.

The interpretations of the survey have been presented in detail in Chapter III. In this final chapter appear conclusions which have been generalized from the analysis of the data obtained from the returned questionnaires.

1. The high per cent of completed questionnaires returned indicates the interest of school administrators in this professional problem. Further evidence of interest appears in the numerous requests for extra copies of the questionnaire.

2. The orientation of the new, inexperienced teacher is considered an essential phase of public school administration by those who responded. Every school from which data were secured, totaling more than ninety-one per cent, is reported to be using a considerable number of teacher orientation procedures. In no case were more than three items checked as unnecessary in the

school, on any single questionnaire returned.

3. Many methods are used to orient the new teacher. Frequent use of the three methods of orientation listed in the questionnaire--namely, handbook, faculty meetings, and interviews or conference--was reported. Use is also made of special and routine bulletins, contract clauses, workshops, and letters. Community resources are drawn upon to help facilitate teacher orientation. The faculty meeting was most frequently reported as a method of explanation.

4. The orientation programs surveyed tend toward diversity instead of uniformity. The returns indicate that the schools reporting have some methods or media to explain orientation items to their new teachers. The method of orienting and the items of orientation vary among schools. The survey of the literature on orientation problems also indicates that there is great variation from one school to the next on both methods and items.

5. The five orientation items most frequently checked as being explained to the new teachers ranged in frequency from three hundred eighty-eight to three hundred fifty-five. They are as follows: (1) school philosophy, questionnaire item 4, indicated three hundred eighty-eight times; (2) daily schedule, item 1; (3) extra-curricular activities, item 3; (4) homeroom and classroom management, item 3; (5) grading and reporting, item 15.

The five orientation problems least often checked as being explained to the new teacher ranged in frequency from eighty-one to two hundred seventy-four. They are as follows: (1) teacher aptitude tests, questionnaire item 18, checked eighty-one times; (2) pre-school workshop, item 6; (3) immediate supervisor, item 16; (4) announcements and bulletin boards, item 17; (5) library and professional books, item 5.

7. The extent of orientation practices proves their feasibility in schools of comparable size in our area. Orientation procedures that can be used successfully in these schools can also be applied in similar situations.

Orientation of New Teachers

This questionnaire is a survey to determine the extent of new teacher orientation practices. The information will be compiled for a Master's thesis. Please check the items below as they apply to your system.

How are the following items explained to new teachers in your school?

	Explained in handbook	Faculty meetings	Interview, Conference	Unnecessary in this school	Other ways: Please List
1. Daily schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. Extra-curricular responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. Homeroom and classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. School philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. Library and professional books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. Pre-school workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7. Roll, absences, tardiness of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. Policies on textbooks and workbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. Opening day procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10. Emergency regulations (fire, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
11. Use of visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
12. Faculty meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
13. Faculty privileges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
14. Illness and make-up work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
15. Grading and report cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
16. Immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
17. Announcements and bulletin boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
18. Teacher aptitude tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
19. Custodial services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
20. List of rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
21. Sick leave provisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
22. Assembly programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
23. Guidance programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
24. School calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
25. Handling of activity funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Others: (Please list)					
26. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
27. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
28. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
29. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
30. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Is use made of the following community resources?

31. Newspapers to inform the public of teacher's assignment and arrival	Yes <input type="checkbox"/>	No <input type="checkbox"/>
32. Committee or local group to welcome the new teachers	Yes <input type="checkbox"/>	No <input type="checkbox"/>
33. Local group or school plan to aid the teachers to find adequate housing	Yes <input type="checkbox"/>	No <input type="checkbox"/>
34. Provision of a city or community map	Yes <input type="checkbox"/>	No <input type="checkbox"/>
35. Introduction to church affiliation	Yes <input type="checkbox"/>	No <input type="checkbox"/>

General Information:

36. Does the teacher understand which professional organizations he or she is expected to join	Yes <input type="checkbox"/>	No <input type="checkbox"/>
37. Is information provided about credit unions, hospitalization, retirement, and other voluntary insurance plans?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
38. Does your school provide a directory that lists members of the school board, administrative officers and directors, and supervisors of the local board?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
39. Do you as a supervisor make more frequent visits to the classes of the new inexperienced teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
40. Do you as a supervisor make less frequent visits to the classes of the new inexperienced teacher, than the experienced one?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
41. Do your new teachers receive salary for preschool workshops?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
42. Do your new teachers receive only expenses for preschool workshops?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
43. Are special days set aside for the orientation program for the new teachers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
44. Is a companion teacher assigned to help the new, inexperienced teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Use reverse side for comments. I would appreciate receiving a copy of your faculty handbook.

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