

student-teaching experiences, clinics, on the playground, and in the community. The teachers-college curriculum will need constant revision and reorganization in order that prospective teachers

continually may be aware of current developments in child study and able to make applications of research findings in their understanding and guidance of children.



Courtesy Kansas State Teachers College, Emporia
Both beginners share experiences

No Time Limit on Learning

More and more, teacher education is being visualized as a continuous, never-ending process. In-service education has become as important a part of the professional consideration as is pre-service education. However, in too many instances, the two still are not viewed as integral and interweaving parts of one complete whole. Only as the latter point is more thoroughly accepted will colleges and public schools accept joint responsibility in the total program of teacher education. As such cooperative planning moves forward, programs of education for beginning teachers will be truly continuous and uninterrupted.

*"Super" vision and the Beginning Teacher*_____

BESS A. LEWIS

A plea for a vision which sees and puts into practice, joint planning by colleges and school systems is made by Bess Lewis, West Side High School, Newark, N. J. Miss Lewis makes concrete suggestions as to how such cooperative planning by the two groups as well as by various groups within each institution may provide better guidance for beginning teachers.

IN THE DAYS of the old West, out in the frontier saloons, there were often signs—so they tell us—which read:

"DON'T SHOOT THE PIANO PLAYER! HE'S DOIN' THE BEST HE CAN."

Teachers colleges, too often, have hung out just such a sign to ward off and to block criticism of poor selection

and preparation of candidates in the teaching field. Supervisors, too, have hung out the sign when, after one or two years of classroom teaching under their supervision, the so-called beginning teacher is considered ineffective in his work and unsuited for the career which he has chosen.

Something is wrong with such appar-

ently ineffectual methods of selection, preparation, and supervision. If teachers colleges and supervisors in the schools are doing their best, then it is plain that they have got to do better than their best! It is time they pulled in that old sign and put up a new one reading, "BETTER 'SUPER'VISION FOR THE BEGINNING TEACHER!" No longer can they justify programs of instruction and old-fashioned routine supervision which do not bridge the gap from pre-service education to the teaching job.

Leaders in the educational field state that much of this gap is unfortunately due to the lack of proper coordination between the colleges and the school—and inadequate supervision on the teaching job. The matter of adequate coordination and supervision is one of the most urgent needs in education today. It demands a "super" vision in the awakening of the community to its responsibility in teacher selection, a "super" vision of the part colleges play in the field of education, and an eye-to-eye understanding among all educators regarding the responsibilities of training on the job. In other words, there must be a "super" vision of teacher-supervisor relationships with the view to making education a living thing through the sharing of objectives and a "super" vision of the end results—successful teachers of our future citizens.

There is no doubt but that we have come a long way in teacher education, but we've still a long way to go. We cannot sit back and bemoan this still-existing lack of coordination and cooperative supervision of beginning teachers. We must move ahead toward getting it. It was Oliver Wendell

Holmes who, in the *Autocrat of the Breakfast Table*, once wisely remarked that "the great thing in this world is not so much where we stand as in what direction we are moving." Well! Let's get moving toward complete coordination and more-than-ordinary-vision in supervision which will link in a forged chain the community, the pre-service experiences, and the school system.

Demands Must Be Met

Today we are facing a critical teacher shortage, due, in major part, to the fact that other careers look far brighter financially to the average boy and girl graduating from high school. We can't blame these young people. Preparation for the profession is costly and time consuming, and professional growth on the job demands even greater outlay of money. If we are to have teachers who are worthy and capable of guiding future America, then we must—in the realization that good teachers are the most valuable asset any community can have—pay for this teaching. It's time that an awakened public meets the imperative demand for good teachers with a commensurate wage that will guide into the profession the boys and girls who have a genuine interest in teaching.

This community awakening should be the joint project of the colleges and the educational systems of the nation. It should be realized that teacher education is not the responsibility of one group, but of three—the community, the college, and the school system. The cooperation of civic groups, such as the Chamber of Commerce, The Kiwanis, Rotary Club, labor groups, and others should be solicited in this community-responsibility awakening. The public

must be made to realize that a school organization is not better than the teachers employed. Once the community is awakened to its responsibility, however, it will have the right to ask "What are we getting for our money—a dollar spent must be equaled by value received."

The College Selects and Guides

To those institutions engaged in educating teachers falls the initial or fundamental step of selection of candidates. Unless they take greater care in this selection, criticism of beginning-teacher material will continue. It is amazing to know how little thought is actually given to selection of teacher candidates outside of scholastic standing, and how little guidance they receive in relation to their chosen field. Intelligence and scholastic standing alone do not make the successful teacher. In fact, a candidate with just these qualifications may be a miserable failure. Other qualities, such as good health, character traits, personality, mental health, interest in teaching, good work habits, and leadership need to be taken into consideration.

During the pre-service period, the guidance department should be the vital force in directing the period of general education which will lead into specialized professional training. Complete cumulative records in the guidance office, based on frequent contact with the trainee and training instructors, should indicate the candidate's desire and ability to teach and his potential success, or should suggest guidance into other vocations.

Guidance and cooperative supervision should follow the individual through his entire program. It is crucial in the

student-teaching period. It should provide for cooperative planning between classroom teachers, supervisors, and advisers in order to provide the student with the best possible teaching experiences. Some of the great weaknesses in the training period are: (1) Too many of our experienced teachers have not recognized their important contribution to education through guidance of a student toward successful teaching. (2) Too often the supervisors from colleges turn the student teacher over to the school system without working closely with the cooperating teacher. Many times this lack of adequate supervision is due to the heavy load placed on the shoulders of the supervisors by the college. (3) There has not been the necessary coordination among different divisions or departments *within* the college.

Participation in the Placement Job

Teacher placement is not the sole responsibility of the college by any means. It should be shared cooperatively by the school system employing beginning teachers. Coordination thus continues to play an important role in the total pattern of growth.

The teachers college should carry its share of the placement by establishing such a department headed by competent personnel directors who are guidance workers. This department, as well as maintaining close contact with the schools in the area it serves, should suggest and encourage visits to the college by school superintendents and others in charge of teacher selection so that firsthand acquaintance with the college program as well as with candidates and their records may result. The place-

ment officials should also know as much as possible about the candidate to be placed. They should have all cumulative records covering the professional development of the potential teachers, and should know the type of position the candidate would prefer so that, as nearly as possible, he can be placed according to his choice—in an environment conducive to success.

The school system has just as important part to play as the training school in this matter of teacher placement. Too often, those in charge of selection feel that they are “too busy” to go to the college, or if they do go, the visit is hurried and many bases for selection are ignored. Too often, supervisors are not willing to devote time and care to “breaking in” the beginning teachers and they rule that all candidates for their districts must have at least one or two years’ experience. As the result of such a ruling, many potentially excellent teachers are forced to take positions in schools where there is not adequate supervision and where they may develop habits which definitely limit the efficiency of their teaching for years to come.

Careful consideration of personal and professional qualifications of candidates by board members, superintendents, and supervisors is important in good selection. An encouraging practice now in operation in some schools is to consult teachers as well when making placements. The necessity for cooperative decision, with contributions from those who work in a specific situation and see the total picture of building needs, is recognized by administrators sensitive to human requirements.

It is time the colleges and universities and the schools work more closely in placing these beginners. They must remember that these young people are but adolescents on the threshold of their chosen field, and if the training schools and the school systems are to fulfill the charge society has placed in them, they must guide these adolescents to effective maturity. Indeed educators might well profit from a study of newer methods of selection and initial placement used by business and industry today.

Supervision “on the Job”

The institution responsible for pre-service education also has an important share in the in-service supervision of the beginning teacher. The college supervisors should keep in close contact with the beginning teacher, should be aware of his progress—from his own, as well as his supervisor’s reports, and should work with in-service supervisors in planning conferences, workshops, and various professional experiences, both in the local school environment and on the college campus.

The school systems carry the major portion of the on-the-job supervisory responsibility in regard to the beginning teacher. Some of the aspects of this supervision which should have as its goal, happy, contented, and successful teachers are:

1. As soon as possible after the beginning teacher has been employed by the school district, he should be invited to meet with the principal and any supervisors working in the building where he is to teach. As many personal contacts as possible before employment are desirable. In the case of a beginning teacher assigned to a rural school, he should be invited to meet with the county superintendent, super-

- visor, or helping teacher who works with the county superintendent. In New Jersey, these helping teachers are doing a remarkable piece of work in inducting and guiding beginners, and in eliminating instances in which beginning teachers are never invited to meet with any supervisor before starting on the job. It is a known fact that sometimes supervisors never get around to visit some of the job-struggling teachers until months have passed.
2. The principal or supervisor should offer his help in securing pleasant living quarters for the new employee. He should realize that much depends on pleasant surroundings outside of the school's four walls.
 3. The first meeting with the principal or supervisors should inspire confidence and respect, and lead to a cooperative teacher-supervisor relationship in the future. Just what is the beginning teacher's responsibility can be discussed openly and clearly in a friendly and helpful way in informal situations in which the awareness of human values is pre-eminent.
 4. Once the beginning teacher is on the job, the supervisor should:
 - a. Make frequent friendly visits to the classroom—visits which are obviously to guide, help, and encourage.
 - b. Invite confidence regarding classroom problems and arrange for conferences with the beginner in which solution is a cooperative matter and suggestions for new procedures may come from the young teacher as well as the supervisor.
 - c. Commend and suggest participation in community activities which are conducive to good community-school coordination, which help the teacher to take her place as a community citizen, and which offer an attractive outlet for her in after-school hours.
 - d. Encourage an attitude that will first of all create a desirable emotional climate for living and learning.
 - e. Make the beginner realize his own potentialities and abilities to the point where he will rise professionally to these potentialities.
 - f. Work in close contact with the colleges in regard to in-service improvement and suggest and encourage further study through summer sessions, workshops, after-school courses, group conferences, demonstration classes, and travel courses.
 - g. Encourage membership in professional organizations.
 - h. Carefully plan meetings or conferences of the teacher group so that they will develop teacher participation and be a means of professional development—especially keeping in mind the young teacher.
 - i. Utilize experienced and understanding teachers in the guidance of those who are beginning. A cooperative decision based, in part, on the judgment of one who has a background of experience acquaints the new teacher with some of the characteristics of group planning, so vital to professional maturity.

Internships Offer Opportunities

Some school systems have experimented with an apprenticeship or internship system. It is one way in which beginning teachers' needs are more adequately met. Such a system often includes features such as the following: (1) a light teaching load; (2) salary appropriate to the load, ideally a living wage for a single person; (3) experience in a great variety of tasks, as for example, extracurricular, administrative, and teaching; (4) adequate and competent supervision; (5) correlated graduate work; (6) an opportunity to study the work of teaching as a "whole" before being limited to the teaching of a single subject or grade; (7) an arrangement truly professional which guar-

antees that the internship concept will not be used as a means of hiring a cheap teacher to replace a more expensive but experienced teacher; (8) the selection of teachers for the permanent staff based in part on the way that the candidate adjusts to the particular school and the community in the trial period; and (9) an opportunity for effective observations in sharp contrast to the prevailing practice in which student teachers are required to make varied and numerous observations so early in their professional

work that they cannot see very much.¹

Cooperative supervision must become a vital force in the professional growth of the beginning teacher. Colleges and school systems must realize the necessity of working together in molding that raw material into teachers who will capably assume the responsibility in their trust—the guidance and development of the future citizens of America.

¹ Schorling, Raleigh, in the Twenty-third Yearbook of the National Society of College Teachers of Education, p. 173. Chicago: University of Chicago Press. 1935.

Help for the Neophyte

H. D. BEHRENS

A variety of ways for follow-up work with graduates is being used by teachers colleges today. H. D. Behrens, chairman, Department of Education, State Teachers College, Geneseo, N. Y., recounts how this institution is experimenting with an Educational Clinic as one part of the follow-up program.

IT IS A MATTER of fairly general agreement in education circles today—on a theoretical basis at least—that there is no specially designated time in the period of teacher education at which the college may call its responsibility completed. In actual practice the majority of teacher-education institutions assume responsibility for placement of graduating students. Too often, however, here responsibility ends. From this point on the beginning teacher either goes it alone or finds her help in the situation where she is teaching.

All institutions of higher learning that have for their purpose the education of teachers and give more than mere lip service to the principle of cooperative planning for all phases of teacher education must certainly assume some responsibility in helping their graduates

adjust to their new positions. The schools into which these neophytes go likewise have a responsibility. Not only the principals and supervisors but also the more experienced teachers must help the beginning teacher become acclimated if she is to realize fully her teaching capacity.

Let us take a look at this beginning teacher. Measured in terms of present standards, the quality of her preparation has been excellent. She has done her practice teaching, that part of her preparation which most nearly approaches the actual teaching situation. Yet, as one talks to her, in the light of the new responsibility, one realizes that pre-service experiences take on new meaning.

The knowledge of human growth and development, which at one time in her

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