

A SURVEY OF
BEGINNING TEACHERS IN B.C. PUBLIC SCHOOLS

by

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Abstract

This study was undertaken in an attempt to provide information regarding the attitudes of beginning teachers toward teaching in B.C. schools. The information obtained is relevant to the more general problem of the shortage of teachers in B.C. The study sought to:

1. Describe the beginning teacher biographically
2. Describe her teaching situation
3. Describe her attitudes toward teaching
4. Describe her attitudes toward her teacher training

In order to achieve a most representative sample, all beginning teachers in 1958 - 59 were sent a questionnaire. This study analyzed the first 80% of the returns and comparisons were made between the attitudes and opinions expressed by:

1. B.C. and U.S. beginning teachers
2. Men and women beginning teachers
3. Elementary level and secondary level beginning teachers
4. Urban and rural beginning teachers
5. Beginning teachers trained at the U.B.C. College of Education and at Victoria College

Some 591 beginning B.C. teachers in 1958 - 59 answered 91 questions, thereby providing a broad base on which to build future studies concerning related problems in this area.

It is felt that the findings obtained in this study can be useful to further research.

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Chapter I

INTRODUCTION AND STATEMENT OF THE PROBLEM

One of the most pressing needs in B.C. education to-day is the acquisition of qualified teachers for the public schools. This need has been existent for some time but in recent years a greater appreciation of the problem has been felt by both educators and public alike. Rapid advances in the sciences and arts have led people to inquire into our educational strength and resources and it is partly with this purpose in mind that the present study was undertaken. An attempt has been made to provide new information about teachers and the teaching profession in B.C.

Little has been known about the beginning B.C. teacher prior to the present survey, therefore several objectives are intended:

1. To attempt to find some possible reasons for the shortage of teachers through an analysis of beginning teachers, their teaching situation, and their problems.
2. To determine the adequacy of the beginning teacher's training in the light of her actual experience in teaching.

3. To provide a factual and definitive description of the beginning teacher and her attitudes toward teaching as a career in 1958-59.

4. To establish a base on which to structure long term studies relative to teaching in B.C.

The study is limited to those teachers who began teaching in the school year 1958-59 in B.C. There are several reasons for choosing this group. Most of them have taken teacher training and commenced teaching the following term. Their reactions toward teaching thus stem from the actual situation, not from what they think teaching might be like. The first year in the classroom is also important because of the formation of attitudes toward teaching as a career and as a profession. It is likely, too, that the majority of the problems in teaching are confronted during the first year, hence some insight may be gained into the nature and effect of these problems on beginning teachers.

The research is limited to the urban and rural public schools of British Columbia. Moreover, the facts reported apply to the school year 1958-59 only and do not necessarily reflect conditions prior to this year.

A beginning teacher in this survey is "a regular, full-time teacher who devotes half or more of his time to classroom teaching at any level from kindergarten through grade 12 who has not held a regular full-time paid position

for a full term prior to the current school year (1958-59) in any school system". (3)

The study was conducted in the Spring of 1959 by means of two questionnaires. Results were tabulated by question number and are treated as individual questions in the study. Inter relationships and comparisons between certain items and with comparable items in similar studies are also made, where applicable.

This study deals with questions which provide information about beginning teachers on such matters as age, certification, education, social status, relation to community, career plans, job requirements and problems encountered. It also gives information about the beginning teacher's attitudes toward the adequacy of her teacher training.

Chapter II

HISTORY AND PRESENT STATUS OF PROBLEM

Although concern about the problem of the beginning teacher is old, an actual systematic study of it was undertaken only in recent times.

The first of these studies was conducted by the Virginia Education Association in 1952-53 (4). On the basis of 315 questionnaires completed by beginning teachers in that state, problems relating to community attitudes, restriction of personal life, class size, teaching preparation and certification were considered. Certain limitations such as small sample, restricted geographical area and limited quantity of subject matter made further research by other agencies necessary. The study itself roused the curiosity of the National Education Association (2). The N.E.A. wondered about other questions and about the U.S. nation as a whole and, in April 1955, sent a questionnaire to a national sample of 5000 beginning teachers. However, only 2600 or 52% returned it. Conclusions based upon such a sample might have many limiting factors. Moreover, the fact that the N.E.A. study included only urban schools makes comparisons with other studies difficult since later studies in this area concern representative

samples of all beginning teachers. Greater consideration might have been given to questions which described the beginning teacher's work situation, both as it existed and as it was perceived by the teacher. More emphasis might also have been placed on the kinds of things beginning teachers want in an ideal job situation.

Limited returns, small sample, and untouched problem areas prompted the Office of Education in the United States Department of Health, Education and Welfare to conduct a larger scale survey of the beginning teacher in 1956-57 (3). Their study was more comprehensive than earlier surveys. Over 10,000 questionnaires went out in the Spring of 1957 to a representative sample of beginning teachers in continental U.S. The response rate was 86% and varied insignificantly between urban and rural systems. The sample was designed to give representation to all parts of the country and all six school district sizes.

The questionnaire used by the Office of Education was more inclusive than earlier surveys. It acquired more information about the beginning teacher's work situation and an analysis of teaching as a career.

There appears to have been no attempt to study the problems of the beginning teacher either in Britain or Canada, hence comparisons are restricted to research done in the United States.

The present study was extended to include the beginning teacher's evaluation of her teacher training. Many small studies pertaining to specific institutions have been undertaken in the United States but none are relevant to the British Columbia College of Education. In 1953 the Faculty of Education at the University of Manitoba did a study dealing with graduate student evaluation of a teacher training program (1). It appears to be the only Canadian study of its type to date and because of certain limitations, comparison with the present study will not be valid. In the Manitoba experiment sampling was partial, 70% of the population, and only 48% of the sample returned the questionnaire. The study was based on 68 cases of a possible 199. Any attitudes expressed by these graduates would have to be considered in the light of the sample size and method of sample determination.

The present study compares beginning British Columbia teachers in 1958-59 with beginning United States teachers in 1956-57. It also describes the attitudes of the British Columbia beginners towards their teacher training in British Columbia, either at the University of British Columbia or Victoria College.

Chapter III

METHOD OF PROCEDURE

The first problem was to determine who were the beginning teachers during the school year 1958-59 in B.C., according to the definition given above. The initial step was to compile a list of 742 teachers who reported zero years teaching experience as of September 30, 1958, to the Department of Education in Victoria, B.C. In February, 1959, a school district questionnaire (see Appendix A) was sent to all district superintendents of schools in B.C., asking for the names and addresses of all beginning school teachers who met the stated definition. By adding new names from the district questionnaire to the original list, an augmented group of 820 teachers was obtained. Returns from the school district questionnaire regarding names of new teachers were 100%.

It should be borne in mind that some of these 820 teachers were not beginners in that some were listed by superintendents in error and others had simply failed to state their years of experience on the September Government departmental form.

At the end of March, 1959, questionnaires were mailed

to all teachers on the augmented list. Of 820 forms mailed, 653 were returned from beginning teachers who met the definition requirements and 70 from individuals who were not beginners in the teaching field. It is highly probable that between 740 and 750 teachers began their first year of teaching in B.C. in 1958-59. Of this group, 653 or 88% returned their questionnaires. Due to time limitation this report covers a detailed analysis of the first 591 teachers or 80% of the population.

The beginning teacher questionnaire (see Appendix B) was designed to compare certain aspects of the 1956-57 U.S. study with the beginning B.C. classroom teacher. It was mailed on March 27, followed by three follow-up letters (see Appendix C) at 3 week intervals. Supplementary mailings to teachers occurred as school district questionnaires came in after March 27 with names of new teachers who were not already on the mailing list.

Since the findings to be presented are based on 80% of the total population of B.C. beginning teachers in 1958-59, the results are referred to in the form of percentage tables.

Table I shows the response rate to the beginning teachers' questionnaire, by size of school district. The largest centres were somewhat higher in their rate of response (95%) while the remainder differed little (83% - 90%). It is likely that the group analyzed in this study is a representative one in terms of urban rural distribution and the overall response ratio of 88%.

B.C. BEGINNING TEACHER 1958 - 59

TABLE I - RESPONSE RATE FOR BEGINNING TEACHER FORM, BY SIZE OF SCHOOL DISTRICT

School District Enrolment size 1958 - 59	Number of Forms Mailed to Beginning Teachers	Number of Beginning Teacher Respondents	Beginning Teacher Response Rate (%)
25,500 or More	114	108	95
6,300 - 25,499	172	142	83
1,500 - 6,299	353	309	83
300 - 1,499	99	89	90
1 - 299	6	5	83
Total All Districts	744	653	88

Chapter IV

ANALYSIS OF THE DATA

ANALYSIS OF RESULTS OBTAINED FROM SCHOOL DISTRICT QUESTIONNAIRE

The School District Questionnaire (see Appendix A) was primarily intended to elicit the names of all the beginning teachers in B.C. in the school year 1958-59 who met the terms of the definition of a beginning teacher (see page 2). This information could then be cross-checked with the list of beginning teachers prepared from the Dept. of Education's Form J which asks information about teachers in B.C.

Added to the questionnaire are a number of questions which attempt to assess school district superintendents' attitudes toward the hiring of and providing for teachers, particularly beginning teachers. A brief discussion of the results follows.

Information relating to the questions was received from 96 school districts, 3 failing to report. However, all districts submitted lists of beginning teachers names.

Questions 3, 4, & 5 dealt with supplementary data not relevant to this particular study.

Question 6 concerned itself with whether or not the school district includes a settled place of 2500 or more population. It was found that 46% of the school districts possessed such a settled place whereas over half (53%) of the school districts in B.C. did not include a settled place of 2500 or more population.

Question 7, on "length of school term", is usually prescribed by the Dept. of Education and responses to this question indicated a range of 188 - 195 school days in the school year 1958-59. The modal frequency (46 districts) was 190 school days.

Question 8, on "paid sick leave", is also provincially determined and is the same in all school districts throughout B.C., i.e. 10 days for a school year.

Question 9, on "employment of married women", asks whether or not a school district has any rule or regulation prohibiting the employment of married women as classroom teachers. Results indicated that 94% of the districts reported no regulation and the practice was not discouraged. Another 4% said "no" but the practice was discouraged. Some 2% stated "yes" to this question but the rule is not enforced.

Question 10, on "supplementary employment", attempts to provide information concerning the existence of rules or regulations prohibiting classroom teachers from engaging in a second occupation during the school year. Less than half (46%)

of the districts said "no" and the practice was not discouraged. Some 42% of the districts said "no" also but the practice was discouraged. Three percent of the school districts said they did have rules and these rules were enforced, prohibiting supplementary employment.

Question 11, on "accelerated classes", asks whether or not the district subscribes to the practice of requiring a superior pupil to complete 4 years work, either in elementary or secondary school, in 3 years. To this question 9% of the school districts said "yes", entirely, 74% said partly, and 16% said "no", not at all. Districts reporting "no" to accelerated classes were predominantly rural and in the south eastern section of the province.

Question 12 asks whether or not the district employed beginning teachers of Industrial Arts, Physical Education or Home Economics at a salary above the scale for that particular district. Some 7% of the districts said they employed beginning Industrial Arts teachers above the salary scale for their district. In order to obtain beginning Physical Education teachers, 9% of the districts paid over and above their scale while 7% of the school districts did likewise in obtaining beginning Home Economics teachers. It is probable that even more districts may have paid above scale salaries in the attempt to get beginning teachers in other specialized fields such as art and music, hence caution must be exercised when

attempting to determine the kinds of specialists that are in demand in B.C. at the present time.

Question 13, on "recruitment", considers the practices followed by a school district in locating applicants for teaching positions. When asked to check those practices which are most productive, 56% of the school districts reported that the publishing of announcements of positions to be filled was the most productive for them. Another 10% found the use of applications sent in voluntarily by candidates most productive while 9% of the districts said they located most applicants through making inquiries at conventions and other similar gatherings. Of the districts reporting, 22% did not specify a productive practice. Since this represents one-fifth of the school districts, it may be that more consideration might be given by these districts to an evaluation of their recruitment methods in an attempt to measure the productivity of their techniques in obtaining teachers.

Question 14 asks, "How many years of educational preparation beyond high school graduation are required for initial appointment as a full-time regular teacher in your school district?"

According to Table II most school districts say they want one year of educational preparation beyond high school for teachers at the elementary level, 2 years preparation for teachers at the junior high level and 5 years preparation

for teachers of senior high programs.

It is shown too, that a number of districts will accept less preparation than that mentioned above, in fact, nearly one-fifth (19%) of the districts reported that they would require 0 or 1 year of educational preparation beyond high school for teachers employed at the senior high level.

The number of years post high school preparation required by a given school district is probably related to the districts' ability to attract and retain regular teachers.

Question 15, deals with age limits set for new appointees to the teaching staff, and was answered negatively by all 96 districts reporting.

B.C. BEGINNING TEACHERS 1958 - 59

TABLE II - NUMBER OF YEARS EDUCATIONAL PREPARATION BEYOND HIGH
SCHOOL REQUIRED FOR INITIAL APPOINTMENT AS REGULAR
TEACHER, BY SCHOOL LEVEL, 96 SCHOOL DISTRICTS

School Level	YEARS REQUIRED BEYOND HIGH SCHOOL GRADUATION, BY PERCENTS							Total
	0	1	2	3	4	5	Not Stated	
Elementary	6	68	25				1	100
Junior High	6	19	29	8	9	15	14	100
Senior High	5	14	2	2	7	54	16	100

Question 16 was negated because of the negative responses to question 15.

Question 17 asks whether or not married women are given appointments as new full-time regular teachers. Nearly all districts, (98%) said "yes" to this question and 2% reported rarely, under special conditions.

Question 18 - IF MARRIED WOMEN MAY BE APPOINTED AS NEW TEACHERS, IS THERE A PREFERENCE FOR SINGLE WOMEN WHEN QUALIFICATIONS ARE EQUAL?

To this question, 69% of the school districts said "yes" whereas 31% reported a "no" preference for single women. These findings appear inconsistent with the results shown in Table LXI of Question 57 where it is noted that 71% of the single women beginning teachers said they definitely or probably would leave teaching in 5 years whereas 53% of the married women beginning teachers indicated similar likelihood of leaving the profession. It is possible that likelihood of leaving teaching is not the primary factor being considered by school boards who state they prefer single women. Instead the school districts may be more concerned with the direction and emphasis of responsibilities as they apply to single and married women but this too can be a questionable criterion for hiring teachers. The data do not indicate any reasons why school boards should tend to prefer single rather than married women.

Questions 19 and 20 did not apply to any school district in 1958-59 and were marked as such.

Question 21 contributes further information about the hiring of married women as regular full-time teachers. While 1% of the districts reporting said that marriage was more of an impediment to find employment in their school system, as compared with 1950, 27% of the districts said the impediment

was about the same. Some 66% stated marriage was less of an impediment in their district and 6% did not comment on the question. From these data one might generalize that there is a growing acceptance of married teachers as beginning teachers in B.C.

Question 22 - HOW MANY YEARS OF PREVIOUS TEACHING EXPERIENCE
ARE REQUIRED FOR INITIAL APPOINTMENT AS A FULL-
TIME REGULAR TEACHER IN YOUR SCHOOL DISTRICT
(minimum)

Most of the school districts (86%) said 0 years were required, 4% asked for one year, 2% two years and 1% required three years previous teaching experience prior to initial appointment with their system.

Question 23 was answered by all districts in a similar way since the policy of notice time is laid down in the Public Schools Act and is generally recognized by the school districts in their regulations.

Question 24 - HOW MANY TEACHERS WHO HAD BEEN EMPLOYED
REGULARLY IN YOUR SCHOOLS FOR FIVE YEARS OR MORE
HAVE BEEN DISMISSED OR DENIED RE-EMPLOYMENT
WITHIN THE LAST THREE YEARS BECAUSE OF UNSATIS-
FACTORY SERVICE?

To this question, 9 school districts reported dismissing or denying re-employment within the last three years to a total of 41 teachers who had been employed regularly in their schools for five years or more. This does not necessarily mean that these 41 teachers actually left the teaching field but were more likely to be hired by another school district and retained by the province public school system.

In view of the total number of teachers in the profession presently, (10,853), 41 teachers leaving or part of them finding it necessary to relocate in another district is a very small fraction of the total teaching force and accordingly it is to be expected that beginning teachers find that teaching enables them to look forward to a stable, secure future (see Table LXXIII).

Question 25 - ARE YOU REQUIRING MORE TEACHERS THIS SCHOOL YEAR, 1958-59, THAN YOU PRESENTLY HAVE, IN ORDER TO GIVE AN ADEQUATE EDUCATIONAL PROGRAMME IN YOUR SCHOOL DISTRICT?

Some 46% of the districts reporting answered "yes" to this question while 53% said they did not require more teachers this school year.

Of the 46% who said they needed more teachers, the number stated as required by them totalled 146 elementary teachers and 287 secondary, a total of 433 teachers.

It is difficult to interpret these findings since the definition of an adequate educational program was not given in the question. Some boards may determine their needs on the basis of pupil-teacher ratios, others on additional services such as specialists and consultants. Nevertheless, it can be inferred from the data that a number of school districts seem to feel that they require more teachers and whether it is simply a matter of supply and demand or financial restrictions is a moot question.

ANALYSIS OF RESULTS OBTAINED FROM THE BEGINNING TEACHER QUESTIONNAIRE

Due to the quantity of material covered in the questionnaire it was decided for the purpose of this thesis to confine the analysis to those items for which ample data had been reported and which seemed to be directed to critical issues. Moreover, in the selection of items for analysis due cognizance was given to overlapping information in the questionnaire and to the availability of comparative material from closely related studies conducted in the United States and additional material bearing on the British Columbia School system. Wherever the data on a particular item proved inadequate or where the wording of the item may have been at fault, such facts have been noted, for it is believed that the research aims in studies of this nature are to be realized only when deficiencies and inadequacies in the basic tool viz. the questionnaire item have been discovered. (In dealing with the questionnaire items, only the significant parts of the questions are shown. For a full description of the item the reader may consult the questionnaire shown in Appendix B).

Question 1 - (A) IS YOUR PRESENT JOB A REGULAR FULL-TIME POSITION?

(B) DO YOU DEVOTE HALF OR MORE OF YOUR TIME TO CLASSROOM TEACHING?

(C) IS THE SCHOOL YEAR 1958-59 YOUR FIRST YEAR AS A REGULAR CLASSROOM TEACHER?

A "yes" answer to each part of this question defines a beginning teacher and formed the basis for securing those teachers who formed the population of teachers upon whom this study is based.

Question 2 - GRADES INCLUDED IN YOUR SCHOOL

This question was not analyzed in view of the fact that there is a degree of overlap between it and the information yielded by questions #3, #14 and #15.

Question 3 - YOUR TEACHING LEVEL

The factual information yielded by this question provides a numerical account of the grade levels at which beginning teachers enter the British Columbia school system. The grade level frequencies are shown in Table III and are based on tabulations of the grade most taught during the year 1958-59. Beginning teachers taught at all grade levels from kindergarten to grade 12 but more frequently at the grade 6 level. In the elementary schools, 4 out of 5 beginners were women who taught in every grade from kindergarten to grade 6; similar proportions in grades 2, 3, 4 and 6. The beginning men, as expected, did not teach in any of the primary grades, 1 - 3, but were assigned largely to grades 5 and 6.

At the secondary level, beginning men outnumbered beginning women, comprising 62% of the total number entering secondary classes for the first time. Both men and women beginners taught at all secondary grade levels, the proportion being similar at the grade 12 level.

In Table IV the percentages of beginning teachers teaching in each grade is compared with the percentage of all other British Columbia teachers found in each grade. It should be noted, however, that a strict comparison between the two percentage columns cannot be made since the grade percentages for all other British Columbia teachers were obtained

from another study in which the tabulations represent a combination of single grades and lowest grade taught - the latter representing the teaching level of teachers employed to do multiple grade teaching.

One-quarter of the beginning teachers were appointed to primary grades (1, 2 and 3) a proportion comparable to all British Columbia teachers. A third (34%) of the beginning teachers started in intermediate grades (4, 5 and 6), this being somewhat higher proportionately than the 21% of all the British Columbia teachers who teach at these levels. This difference may be attributed to an increase in pupil enrolment in these grades, accompanied by a higher frequency of teachers leaving the field (who teach) at the intermediate level.

Some 40% of the beginning teachers began in a junior senior grade (7 - 12), a proportion equal to the ratio of all British Columbia teachers teaching at that level.

B.C. BEGINNING TEACHERS 1958 - 59

TABLE III - TEACHING LEVEL, BY SEX

Teaching Level	Elementary				Secondary				All Teachers	
	Men		Women		Men		Women		No.	%
	No.	%	No.	%	No.	%	No.	%		
Not Stated	2	3	1						3	1
Kindergarten			3	1					3	1
1			32	11					32	5
2			67	23					67	11
3			53	19					53	9
4	5	7	52	18					57	10
5	24	34	21	7					45	8
6	40	56	57	20					97	16
Total	71	100	286	100					357	
7					19	13	12	14	31	5
8					32	22	19	22	51	9
9					35	24	21	24	56	9
10					13	8	8	9	21	4
11					22	15	7	8	29	5
12					25	17	21	24	46	8
Total					146	100	88	100	591	100

B.C. BEGINNING TEACHERS 1958 - 59TABLE IV - COMPARISON BETWEEN GRADE TAUGHT BY BEGINNING
TEACHER AND ALL OTHER B.C. TEACHERS

B.C. Beginning Teachers (Grade Most Taught)			All Other B.C. Teachers *	
<u>Grade</u>	No.	% ¹	No.	% ¹
Not Stated	3	1	777	8
Kindergarten	3	1	55	.5
1	32	5	1394	14
2	67	11	747	7
3	53	9	786	8
4	57	10	906	9
5	45	8	754	7
6	97	16	534	5
7	31	5	1840	18
8	51	9	532	5
9	56	9	776	8
10	21	4	764	8
11	29	5	136	1
12	46	8	45	.4
13			7	
<hr/>			<hr/>	
	591	100	10053	100

* Source: Data from analysis of Form J - Beginning Teachers excluded. Number based on single grades and lowest grade for multiple grade teachers.

1. Percents do not necessarily add to 100 because of rounding.

Other information concerning this question is summarized in Table V where a comparison is made with beginning teachers in the United States (3). In this table it is noted that elementary schools in British Columbia acquired 60% of all the beginning teachers as compared with 56% in the United States. However, on interpreting all comparisons with the United States study the fact that it was conducted in 1956 - 57 - two years earlier than the British Columbia study should be noted. School population changes in the direction of a younger school age population between the intervening years might easily account for the differences shown.

The ratio of men beginning their career at the elementary level differed little between British Columbia and the United States, being 20% and 21% respectively. The ratio of women was also similar for the two elementary groups, British Columbia receiving 80% to the United States' 79%.

The secondary schools in both British Columbia and the United States drew more men than women. British Columbia acquired 62% men and 38% women at the secondary level, not unlike the United States ratio of 59% men and 41% women. These facts also are likewise subject to some influences due to school age population shifts between the intervening years that separate the two studies.

B.C. BEGINNING TEACHERS 1958 - 59TABLE V - SEX OF BEGINNING TEACHERS IN RELATION TO TEACHING
LEVEL (ELEMENTARY VERSUS SECONDARY)(B.C. AND U.S.* COMPARISONS)

Teaching Level	Total No. in Group	% B.C.	Total No. in Group	% U.S.
Elementary	357	60	2296	56
Secondary	234	40	1769	44
Total	591	100	4065	100

Teaching Level	Total Men B.C.	% Total Men B.C.	Total Men U.S.	% Total Men U.S.	Total %
Elementary	71	20	482	21	100
Secondary	146	62	1044	59	100
Total	217		1526		

Teaching Level	Total Women B.C.	% Total Women B.C.	Total Women U.S.	% Total Women U.S.	Total %
Elementary	286	80	1814	79	100
Secondary	88	38	725	41	100
Total	374		2539		

* Source: A Survey of New Teachers in the Public Schools, 1956 - 57. U.S. Department of Health, Education and Welfare, 1958.

Question 4 - PRESENT ENROLMENT OF THE SCHOOL IN WHICH YOU
TEACH

This question was not analyzed in view of the fact that errors in judgement on the part of beginning teachers in stating enrolment figures were noticed when checked against school records.

Question 5 - NUMBER OF REGULAR FULL-TIME TEACHERS IN YOUR
SCHOOL

This question was also omitted from the analysis in view of the apparent lack of accurate knowledge beginning teachers have regarding the number of part-time or full-time teachers on the staff of larger schools.

Question 6 - THE SEX OF THE BEGINNING TEACHER

Table V, dealt with under Question 3, contains the information regarding the sex of the beginning teacher in relation to the United States study. The comparative percentages shown are as follows:

	<u>Men</u>	<u>Women</u>
B.C. (1958 - 59) beginning teachers	37%	63%
U.S. (1956 - 57)	37%	63%

Of the beginning teachers in both the British Columbia and the United States studies 37% were men and 63% women.

Question 7 - MARITAL STATUS

Shown below is a comparison of the marital status, by sex, of British Columbia beginning teachers with all other British Columbia teachers and beginning teachers in the United States.

Group	Men Married	Women Married	Total % Married
B.C. beginning * teachers (1958 - 59)	57%	23%	35%
All other B.C. teachers * (1958 - 59)	81%	51%	64%
U.S. beginning teachers (1956 - 57)	64%	41%	50%

* Married includes separated, divorced and widowed because of the proportionately small number involved.

The higher percentage of married men and women among other than beginning British Columbia teachers is in the expected direction in view of age differences. However an interesting point is noted in the fact that 51% of the experienced women teachers were married.

Of the British Columbia men beginning teachers 57% were married as compared with 64% in the United States whereas 23% of the British Columbia women beginning teaching are married as compared with 41% in the United States. These differences in part reflect the fact that United States beginning teachers enter the occupation at a slightly older age. (See Table VII for differences in age.)

Table VI shows a breakdown of British Columbia beginning teachers by sex and marital status in relation to elementary or secondary level teaching. It is noted that whereas single women constitute the largest group of beginning teachers who are appointed at the elementary teaching level, married men constitute the largest group appointed at the secondary level.

B.C. BEGINNING TEACHER 1958 - 59

TABLE VI - SEX OF BEGINNING TEACHERS, BY MARITAL STATUS AND TEACHING LEVEL

	<u>Elementary</u>				<u>Secondary</u>				Total
	Men		Women		Men		Women		
	Single	Marr-oth	Single	Marr-oth	Single	Marr-oth	Single	Marr-oth	
Number Beginning	43	28	232	54	50	96	56	32	591
Percent ¹	7	5	39	9	8	16	9	5	100

1. Percents do not necessarily add to 100 because of rounding

Question 8 - AGE

Table VII shows an age by sex comparison of British Columbia and the United States beginning teachers. It is noted that British Columbia beginning teachers as a group were a little over a year younger than their United States counterparts. This finding in part may account for the fact that a smaller percentage of British Columbia beginning teachers were married. The men in both samples were somewhat older than the women and yielded similar median ages viz. 25.3 for British Columbia and 25.5 for the United States.

Table VIII showing the age by sex and teaching level indicates that the men and women beginning teachers entering the British Columbia secondary school level of teaching were about three years older than their elementary school counterparts. However, a more pertinent finding is shown in the fact that 53% of the women who entered the elementary level of teaching were twenty years of age or under and 232 (figure from previous Table VI) of the 286 were single. It is reasonable to assume then that marriage is likely to prove to be a critical factor in the loss and turnover of the beginning teacher in British Columbia.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE VII - AGE OF BEGINNING TEACHERS, BY SEX

(B.C. AND U.S. COMPARISONS)

<u>Age</u>	All Beginning Teachers, B.C. 1958 - 59	All Beginning Teachers, U.S. 1956 - 57	<u>Sex</u>			
			Men B.C.	Men U.S.	Women B.C.	Women U.S.
Total in Group	591	4,065	217	1,523	374	2,542
Median Age	22.3	23.6	25.3	25.5	21.3	22.8
<u>Percentage</u>						
<u>Distribution</u>						
20 or Under	31	6	7	2	44	8
21	16	9	7	3	20	13
22	11	29	11	15	12	37
23 - 24	13	21	19	20	9	22
25 - 26	7	12	15	24	3	4
27 - 29	5	10	10	22	2	3
30 - 34	7	6	15	10	3	4
35 - 39	4	4	8	4	1	4
40 or Over	6	4	6	3	6	5
Total ¹	100	100	100	100	100	100

1 Percents do not necessarily add to 100 because of rounding.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE VIII - AGE BY SEX AND TEACHING LEVEL

	<u>Elementary</u>		<u>Secondary</u>	
	All Men	All Women	All Men	All Women
Total in Group	71	286	146	88
Median Age	23.1	20.0	25.8	23.1
 <u>Percent</u> <u>Distribution</u>				
20 or Under	13	53	5	18
21	17	24	3	9
22	18	9	8	19
23 - 24	20	5	18	24
25 - 26	4	2	21	3
27 - 29	11	1	10	5
30 - 34	6	2	20	6
35 - 39	4	1	10	1
40 or Over	7	3	5	14
Not Stated			1	
Total ¹	100	100	100	100

¹ Percents do not necessarily add to 100 because of rounding.

Question 9 - TYPE OF TEACHING CERTIFICATE YOU HOLD

This question was poorly answered and is attributed to the fact that few beginning teachers actually recalled what certificate they held at the time of completing the questionnaire. Therefore, in so far as the present study is concerned it was not possible to arrive at a conclusive statement regarding this item of information. However, data from a supplementary study produced the information shown in Table IX .

This table shows that the teaching certificates of British Columbia beginning teachers do not compare unfavourably with the certificates held by all other teachers when allowances are made for differences in age.

B.C. BEGINNING TEACHER, 1958 - 59

TABLE IX - CERTIFICATE LEVEL, BEGINNING VS. ALL OTHER B.C. TEACHERS¹

<u>Certificate Level</u>	B.C. Beginning Teacher		All Other B.C. Teachers	
	No.	%	No.	%
Not Stated	25	3	139	1
ET	39	5	103	1
EC	226	28	858	9
EB	266	33	3745	37
EA	23	3	1036	10
ST	36	5	41	
SC	48	6	398	4
SB	87	11	1920	19
SA	11	1	1695	17
PC	7	1	56	.5
PB	31	4	54	.5
PA	1		8	
Total	800	100	10053	100

¹ Source: Analysis of Form J, Dept. of Education, Victoria, Sept. 1958

Questions 10 and 11 - IF BASIC OR ADVANCED: HOW MUCH OF YOUR
TIME DO YOU SPEND TEACHING GRADES OR
SUBJECTS YOU ARE NOT CERTIFIED TO TEACH?

IF SUB-BASIC: ARE YOU PREPARING YOUR-
SELF FOR A BASIC CERTIFICATE?

Answers to these questions are both affected by
answers to question #9 and therefore conclusions could not
be drawn. No information from supplementary sources was avail-
able at the time of this writing.

Question 12 - EDUCATION: WHAT IS THE HIGHEST LEVEL OF
EDUCATION YOU HAVE COMPLETED?

Table X shows the educational level attained, by sex and placement in the elementary and secondary levels of teaching. As expected, it is noted that British Columbia beginning teachers in the secondary schools, particularly women, have had more university training than those teaching at the elementary grades. Also 55% of all beginning teachers have had one or two years of university education while another 40% have had more than two years.

The women beginning their teaching career in the secondary school tend to have had more university training than the secondary men, a greater percentage of women having their bachelor's degree or higher. In spite of this, the secondary men earn a higher median salary and intend to obtain a larger increase in salary next school year. This matter is dealt with more thoroughly in Question 34, Table XXXI.

Table XI provides a more detailed breakdown of the data in terms of marital status. Here, the outstanding fact shown is the expected one, that, in general, the married woman teacher employed at the secondary level has had more education than the single woman teacher so employed. No marked differences in marital status or sex are reflected in the trends shown elsewhere in the table. However the fact concerning the married woman teacher suggests that perhaps a

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE X - EDUCATION LEVEL BY SEX AND TEACHING LEVEL

<u>Highest Level of Education</u>	<u>Elementary</u>		<u>Secondary</u>		<u>All Beginning Teachers</u>	
	Men	Women	Men	Women	Total	Percent
Percent Distribution Not Stated - (OTH)		1	5	6	16	3
1. No formal education beyond high school	1	1	6	3	17	3
2. Two years university or less	68	76	25	25	323	55
3. More than 2, up to 4 years university. No bachelors	25	17	16	11	101	17
4. Bachelor's degree	4	3	16	27	59	10
5. One year or less beyond Bachelor's. No Master's	1	1	21	20	53	9
6. More than 1 year beyond Bachelor's. No Master's		2	9	3	17	3
7. Master's degree			1	2	3	1
8. One or more years beyond Master's. No Doctor's degree		2		1	2	
Percent Total	100	100	100	100		100
Total No. of Teachers	71	286	146	88	591	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XI - HIGHEST LEVEL OF EDUCATION COMPLETED, BY SEX, MARITAL STATUS AND TEACHING LEVEL

PERCENTAGE DISTRIBUTION									
	Elementary Teachers				Secondary Teachers				
	% ¹ Male		% Female		% Male		% Female		
	Single	Marr-Oth	Single	Marr-Oth	Single	Marr-Oth	Single	Marr-Oth	
1. No formal education beyond high school	0	4	0	5	2	8	2	6	45
2. Two years university or less	72	61	76	74	26	25	32	13	
3. More than 2, and up to 4 years university, No B.A.	26	25	19	9	20	15	18	0	
4. Bachelor's Degree	2	7	3	4	18	16	21	38	
5. One year or less beyond Bachelor's. No Master's	0	4	1	2	20	22	21	19	
6. More than one year beyond Bachelor's. No Master's	0	0	0	2	14	6	2	6	
7. Master's Degree	0	0	0	0	0	1	0	6	
8. One or more years beyond Master's. No Doctor's	0	0	0	2	0	0	0	3	
Not stated			1	2	0	7	4	9	
Percent Total	100	100	100	100	100	100	100	100	
Total No. of Teachers	43	28	232	54	50	96	56	32	

1 Percents do not necessarily add to 100 because of rounding

most worthwhile source of capable teachers is to be found here.

Table XII shows a comparison between the educational levels of British Columbia and the United States beginning teachers. By adding percentages across the tops of the columns it is indicated that, in 1956 - 57, 86% of the beginning United States teachers had at least completed their bachelor's degree whereas this was true for only 23% of the British Columbia beginning teachers in 1958 - 59. Males, whether single or married in both the British Columbia and the United States samples, on the whole show a higher level of educational attainment than women. The only discrepancy noted is in the British Columbia sample where proportionately more women than men have completed a master's degree or more. On the other hand, both married men and women have had more training than teachers of single marital status.

In evaluating the United States figures it should be noted that state requirements of a bachelor's degree in part accounts for the higher level of educational attainment shown for the United States beginning teacher.

Table XIII shows that the larger the school district is (expressed as total school enrolment), the higher the proportion of teachers who have completed a bachelor's degree or more of university level training. Similar trends are indicated in both the British Columbia and the United States studies. In interpreting the British Columbia trend it is to

B.C. BEGINNING TEACHERS 1958 - 59

TABLE XII - HIGHEST LEVEL OF EDUCATION COMPLETED, BY SEX AND MARITAL STATUS

(BEGINNING TEACHERS), B.C. AND U.S. COMPARISONS 1958 - 59 TO 1956 - 57

SEX AND MARITAL STATUS	<u>Percent by Highest Level of Education Completed</u>												
	Total No. in Group	Total No. in Group	% Total B.C.& U.S.	1 Less than a Bachelor's Degree	A Bachelor's Degree	Less than one year beyond a Bachelor's Degree	One or more years beyond a Bachelor's Degree. No or more Master's	A Master's Degree					
	B.C.	U.S.		B.C.	U.S.	B.C.	U.S.	B.C.	U.S.	B.C.	U.S.		
All Beginning Teachers	591	4,065	100	77	14	10	58	9	17	3	6	1	5
<u>Men</u>	217	1,523	100	65	8	12	49	15	24	6	11	0	9
Single	93	527	100	71	9	11	52	11	19	7	11	0	9
Married ²	124	982	100	61	7	14	47	18	25	5	11	1	9
<u>Women</u>	374	2,542	100	83	18	9	63	6	13	1	3	1	3
Single	288	1,431	100	88	17	6	65	5	13	0	3	0	2
Married ²	86	1,045	100	66	18	16	63	8	12	3	4	5	3

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1. Percents do not necessarily add to 100 because of rounding.

2. Widowed, Separated and Divorced are included with Married for B.C. figures only since cases were too few to show separately.

B.C. BEGINNING TEACHERS, 1958 - 59TABLE XIII - HIGHEST LEVEL OF EDUCATION COMPLETED
BY SCHOOL DISTRICT SIZE

(B.C. & U.S. COMPARISONS)

Percentage DistributionB.C. 1958 - 59

Enrolment	¹ No College Degree	Bachelor's Degree	More than a Bachelor's	Total %	Total in Group
25,500 or more	59	20	21	100	100
6,300 - 25,499	79	7	14	100	130
1,500 - 6,299	81	8	11	100	283
300 - 1,499	82	10	8	100	73
1 - 299	100	0	0	100	5
<hr/>					
In all size School Districts	77	10	13	100	591

U.S. 1956 - 57

Enrolment	¹ No College Degree	Bachelor's Degree	More than a Bachelor's	Total %	Total in Group
25,000 or more	4	61	35	100	696
6,000 - 24,999	10	63	27	100	870
1,500 - 5,999	8	61	31	100	1,057
300 - 1,499	16	58	26	100	1,015
1 - 299	50	35	15	100	427
<hr/>					
In all size School Districts	14	58	28	100	4,065

1. Includes not stated, 16 cases of 591.

be noted that School Districts in the more attractive urbanized areas can be more selective in their choice of beginning teachers and in addition to other criteria probably chose these having the best educational qualifications.

Table XIV shows educational level completed by the British Columbia beginning teachers in relation to grade taught. An important finding shown in this table is that 34% of the beginning teachers teaching grades 10 - 13 do not hold a university degree. Some of these teachers however, are engaged in teaching non-academic subjects such as industrial arts and physical education. On the whole, it is shown that the higher the grade taught the better has been the academic training of the beginning teacher.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XIV - HIGHEST LEVEL OF EDUCATION BY GRADE TAUGHT

<u>Teaching</u> <u>Level</u>	<u>Percentage Distribution</u>									Total %	Total in Group
	No Formal Education Beyond High School	2 Yrs. Univ. or Less	More Than 2 Yrs. Up To 4 Yrs. Univ. No Bachelor's	Bach- lor's Degree	1 Yr. or Less Beyond Bach. No Master's	More Than 1 Yr. Beyond Bach. No Master's	Mas- ter's Degree	1 or More Yrs. Be- yond Mas- ter No Doctor's	Not Stated		
Kinder- garten grades		67		33						100	3
1 - 3	1	77	15	3	1	1		1	1	100	152
4 - 6	1	73	22	3	1					100	199
7 - 9	6	36	10	17	22	5	1		3	100	138
10 - 12	4	9	21	26	20	9	2	1	7	100	96
Not Stated		67		33						100	3
Total No. of Teachers	17	323	101	59	53	17	3	2	16		591

1. Percents do not necessarily add to 100 because of rounding

Question 13 - TYPE OF INSTITUTION YOU ATTENDED FOR MOST OF
YOUR UNDERGRADUATE EDUCATION

From Table XV it is seen that during 1958 - 59 55% of the British Columbia beginning teachers came from the 1st year emergency course, (28%), or the 2nd year College of Education course (27%). From an average of additions across the rows in the table it is seen that 29% of the elementary beginning teachers were products of the 1 year emergency course which another 31% had taken 2 years in the College of Education. In regard to secondary school beginning teachers, 16% were products of the 1 year emergency course and another 31% were trained in some other unit of a university - probably the Faculty of Arts. All of the indicated trends are subject to a degree of distortion in view of the large percentage (15%) who provided no data in this question; the teachers placed in secondary level training yielding a larger percentage of unstated replies than those placed in the elementary grades.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XV - TYPE OF UNDERGRADUATE EDUCATION, BY TEACHING LEVEL, SEX, AND MARITAL STATUS

Percent by Sex, Marital Status and Level

TYPE OF INSTITUTION ATTENDED	<u>Elementary</u>						<u>Secondary</u>						Total No. in Group	Total %	Total Men	Total Women		
	Men			Women			Men			Women								
	Single	Marr	Oth	Single	Marr	Oth	Single	Marr	Oth	Single	Marr	Oth						
Not stated	9			10		11	22		21			23		38	90	15	16	15
No formal educ. beyond high school						2	2		6			2		3	10	2	3	1
1st yr. univ.	2	21		5		7	4		3			2			28	5	6	4
1 yr. emer- gency course																		
Coll. of Educ.	42	32		30		50	16		25			14		9	166	28	27	29
2 yrs. Coll. of Education	33	18		51		22	14		9			18		3	176	30	16	38
3 yrs. Coll. of Education	7	7		1					3			4			13	2	4	1
4 yrs. Coll. of Education	2	4		2		2	8		7			5		13	25	4	6	3
Other unit of a univ.	5	18		1		6	34		25			32		34	83	14	22	9
Total ¹ No. in Group	100 43	100 28	100 232	100 54	100 50	100 96	100 56	100 32	100 32	100 56	100 32	100 56	100 32	100 32	591	100	100 217	100 374

1. Percents do not necessarily add to 100 because of rounding.

Question 14 - PRINCIPAL TYPE OF SUBJECT YOU ARE TEACHING IN
SECONDARY SCHOOL (For Secondary Teachers Only)

Table XVI indicates that 20% of the beginning teachers in British Columbia schools started teaching in Mathematics or one of the natural sciences. This compares with 21% of the United States beginning teachers teaching in secondary grades. Another 21% in the British Columbia study began teaching with other academic subjects whereas 37% in the United States study fall in this category. Thirty-nine percent in the British Columbia study as compared to 42% in the United States study are placed in teaching assignments involving non-academic courses. The higher percentage placed in work involving non-academic courses tends to suggest the existence of a high demand for teachers in this part of the curriculum. The British Columbia figures however are subject to a degree of error in view of the high percentage of unstated answers.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XVI - PRINCIPAL TYPE OF SUBJECT TAUGHT IN SECONDARY SCHOOL, BY SEX

(B.C. AND U.S. COMPARISON)

	<u>B.C. Secondary</u>		<u>All Secondary Beginning Teachers (B.C.)</u>		<u>All Secondary Beginning Teachers U.S. Percent</u>
	<u>All Men %</u>	<u>All Women %</u>	<u>Total</u>	<u>Percent</u>	
Not Stated	19	21	47	20	
Academic Mathematics or Natural Science	28	6	46	20	21
Other Academic Subjs. e.g. English, Social Studies, Lang.	18	27	50	21	37
Non-academic Subjects Shop Courses, Phys.Ed.	35	45	91	39	42
Total Percent ¹	100	100		100	100
Total in Group	146	88	234		

1. Percents do not necessarily add to 100 because of rounding

Question 15 - NUMBER OF HOURS OF STUDENT OR PRACTICE TEACHING
IN YOUR CLASSROOM PER TERM

To this question 95% of the beginning teachers reported none. The question was ambiguously interpreted in that some teachers answered in relation to their own practice teaching prior to full-time teaching, while others answered on the basis that some other student teacher had practised in their classroom during 1958 - 59. It is highly improbable that a student teacher would be assigned to a beginning teacher's classroom for practice teaching except in one or two special instances. A majority of 'none' responses is therefore expected.

Question 16 - IS YOUR SCHOOL ON A SINGLE OR DOUBLE SCHEDULE?

This question concerns single and double sessions or swing shifts in the school programming. All beginning teachers reported their school was on a single shift or session in 1958 - 59.

Question 17 - is dependent upon 16 and is negated because no double session schedules occurred in schools that had beginning teachers in 1958 - 59.

Question 18 - INDICATE THE NUMBER OF CLASSES OF A GIVEN SIZE
WHICH YOU TEACH

Teaching load could not be reported because of a failure on the part of the beginning teachers to read and follow the directions. Over 90% placed a check mark instead of a number in the appropriate box, hence no adequate analysis or conclusion could be arrived at. Question 73 asks about too large classes and their size. Treatment of responses to that item provides a partial picture of teaching load.

Question 19 - HOW MANY DIFFERENT COURSES DO YOU TEACH?

Table XVII indicates that elementary beginning teachers have a proportionately higher number of different courses to teach than do secondary beginning teachers. Moreover, over 50% of all women beginners teach more than seven subjects whereas 31% of all beginning men have a similar subject load. The fact that beginning women teach more subjects than men is due in part to the fact that they are predominant in primary grade teaching where they teach all subjects to their classes. The planning of teacher training programs might in part be considered in relation to the differing sex roles in teaching.

Table XVIII shows that in general, the larger the school district size as reflected by enrolment, the fewer beginning teachers there are that teach more than seven different subjects. One would expect greater specialization and fewer subjects taught in the larger urban districts and this appears to be borne out in these findings.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XVII - NUMBER OF DIFFERENT SUBJECTS TAUGHT, BY TEACHING LEVEL, SEX, AND MARITAL STATUS

PERCENT BY LEVEL, SEX AND MARITAL STATUS

NO. OF DIFFERENT SUBJECTS TAUGHT	<u>Elementary</u>						<u>Secondary</u>						Total No. in Group	%	All Men	All Women
	Men			Women			Men			Women						
	Single	Marr	Oth	Single	Marr	Oth	Single	Marr	Oth	Single	Marr	Oth				
Not Stated	7	7	15	22	4								53	9	3	12
1	5		4	7	2	12	25	6		45	8	7	8			
2	2		3		16	22	25	22		57	10	14	7			
3		4	2	2	16	12	14	13		38	6	10	5			
4		4		2	20	17	9	13		38	6	12	3			
5	2	11	1		12	8	7	22		32	5	8	4			
6	2	7	2	2	6	9	5	3		24	4	7	2			
7	12	7	10		8	6	2	6		43	7	8	7			
More than 7	70	61	63	65	16	12	12	16		261	44	31	52			
Total ¹	100	100	100	100	100	100	100	100		100	100	100				
No. in Group	43	28	232	54	50	96	56	32		591		217	374			

1. Percents do not necessarily add to 100 because of rounding

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XVIII - NUMBER OF DIFFERENT SUBJECTS TAUGHT, BY SIZE OF SCHOOL DISTRICT

SCHOOL DISTRICT ENROLMENT	NUMBER OF DIFFERENT SUBJECTS TAUGHT BY PERCENT									Total No. in Group	Total ¹ Percent
	1	2	3	4	5	6	7	More Than 7	Not Stated		
25,500 or more	18	20	3	5	8	2	7	31	6	100	100
6,300 - 25,499	1	8	8	11	7	5	7	42	11	130	100
1,500 - 6,299	8	8	7	4	4	5	8	45	11	283	100
300 - 1,499	4	4	5	8	4	1	7	62	4	73	100
1 - 299				20		20		60		5	100
Total	45	57	38	38	32	24	43	261	53	591	

19

1. Percents do not necessarily add to 100 because of rounding

Question 20 - AVERAGE NUMBER OF CLOCK HOURS PER WEEK THAT
YOU DEVOTE TO YOUR JOB.

This question was further elaborated upon in that teachers were asked to include all the time they spend on activities they are expected to do whether at school, home or elsewhere.

Table XIX shows that elementary beginning teachers tend to spend slightly more hours per week on their job than do secondary beginning teachers. Small sex differences are shown also between married men and women at the elementary level and both single and married women at the secondary level.

Table XX considers clock hours in relation to teaching level. Some 58% of the grade 1 - 3 beginning teachers spend 50 or more hours per week on the job; this compares with 54% of the grade 4 - 6 beginners, 46% of the grade 7 - 9 teachers and 57% of the grade 10 - 12 beginning teachers.

Whether such differences are valid is a moot question since little control can be exercised in a questionnaire on the judgement a teacher might make about teaching time spent at home or elsewhere. For this reason the use of more refined statistical devices to compute the reliability of the differences shown seemed unwarranted. The trends however do suggest the need for more controlled investigation of such matters.

For it is conceivable for example that married women teachers

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XIX - NUMBER OF CLOCK HOURS PER WEEK DEVOTED TO JOB,
BY TEACHING LEVEL, SEX AND MARITAL STATUS

PERCENT DISTRIBUTION

CLOCK HOURS PER WEEK	<u>Elementary</u>						<u>Secondary</u>						Total No. in Group	%	All Men	All Women	
	Men			Women			Men			Women							
	Single	Marr	Oth	Single	Marr	Oth	Single	Marr	Oth	Single	Marr	Oth					
Not Stated		4		1		2	2						6	1	1	1	63
Under 30										2			1				
30 - 34				2		2	2					6	9	2		2	
35 - 39		4		3		9	6	5		7		9	29	5	4	5	
40 - 44	21	14		15		9	12	16		16		19	88	15	16	14	
45 - 49	23	21		22		33	26	24		34		16	146	25	24	25	
50 - 54	33	29		25		28	30	27		27		34	161	27	29	26	
55 - 59	14	18		20		13	10	17		5		3	89	15	15	15	
60 - 64	7			5		4	8	11		5		9	38	6	8	5	
65 or More	2	11		6			4			4		3	24	4	3	5	
Total	100	100		100		100	100	100		100		100	100	100	100	100	
No. in Group	43	28		232		54	50	96		56		32	591		217	374	
Median Hours	51.1	51.8		51.4		49.4	50.6	51.0		48.7		49.5	50.5		50.9	50.4	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XX - NUMBER OF CLOCK HOURS PER WEEK DEVOTED TO JOB, BY TEACHING LEVEL

CLOCK HOURS PERCENT

TEACHING LEVEL	Under 30	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 or More	Not Stated	Total Percent	Total No. of Teachers
Kindergarten and Not Stated												6
Grades 1-3		2	3	9	28	24	22	6	5	1	100	152
Grades 4-6		1	5	19	21	28	15	3	6	2	100	199
Grades 7-9		1	7	17	28	30	8	7	1		100	138
Grades 10-12	1	1	6	13	22	27	15	11	3	1	100	96
Total No.	1	9	29	88	146	161	89	38	24	6		591

1. Percents do not necessarily add to 100 because of rounding

as a group may not be in a position to devote as much time to their jobs as single women teachers and married men.

Table XXI in which British Columbia beginning teachers are compared with United States beginning teachers, both studies show an inverse trend toward more clock hours per week spent on teaching in relation to a decline in the size of district enrolment. The explanation for this is a complex one involving such factors as differences in the educational aids available to teachers. The larger districts are probably better endowed in this respect and consequently reduce the number of hours required for lesson preparation and other teaching duties. Another factor is that the possibility for extra-school demands on a teacher's time and opportunity for involvement in a wider variety of extra curricular activities may be greater in the larger urban centre.

However, the difference in time spent in teaching between British Columbia beginning teachers and their United States counterparts is another matter. The contaminating factor in the comparison shown is as noted previously, that the United States study was made two years earlier. Hence the question arises whether the difference of approximately three hours in the medians of the two samples is valid or whether it merely reflects the fact that beginning teachers in 1958-59 are spending approximately three hours more in their jobs than they did in 1956-57. No conclusive statement can be made on

these points from these data. In any case all of the data reflect what teachers say they spend on teaching - whether they do in fact spend the time they report on teaching is another question and calls for a different kind of study.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXI - MEDIAN CLOCK HOURS PER WEEK DEVOTED TO JOB, BY DISTRICT SIZE

B.C. AND U.S. COMPARISONS

B.C. 1958 - 59		U.S. 1956 - 57	
<u>Enrolment</u>	<u>Median Hours</u>	<u>Enrolment</u>	<u>Median Hours</u> ¹
25,500 or More	48.8	25,000 or More	46.6
6,300 - 25,499	50.7	6,000 - 24,999	47.5
1,500 - 6,299	50.4	1,500 - 5,999	47.7
300 - 1,499	51.2	300 - 1,499	49.0
1 - 299	52.0	1 - 299	49.4
In All School Districts	50.6	In All School Districts	47.8

1. Median Hours Are Midpoints Between Elementary and Secondary Level Medians

Question 21 - EDUCATIONAL LEVEL OF BEGINNING TEACHERS'
PARENTS

This question attempts to determine the educational level of beginning teachers' parents and provides some data on parents whose children actually enter the teaching career. It is noted in Table XXII that the modal frequency for both father and mother was the completion of grade school but not high school. Also noted is the fact that the modal frequency was the same for parents of elementary, secondary, male, female, single and married beginning teachers in 1958 - 59. This level contrasts with the modal level of educational attainment of between one and two years university training for beginning teachers themselves (see question 12).

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXII - HIGHEST LEVEL OF EDUCATION COMPLETED BY PARENTS

EDUCATION	<u>Father</u>		<u>Mother</u>	
	Total	Percent ¹	Total	Percent ¹
Not Stated	20	3	17	3
1. Did Not Complete Grade School	97	16	80	14
2. Completed Grade School But Not High School	262	44	261	44
3. Completed High School But Not University	108	18	161	27
4. Completed One But Less Than Four Years of University	46	8	50	8
5. Completed a Four Year University Program	23	4	18	3
6. M.A., Ph.D. or a Professional Degree	35	6	4	1
Total	591	100	591	100

1. Percents do not necessarily add to 100 because of rounding

Question 22 - OCCUPATION OF FAMILY MEMBERS BY TEACHING LEVEL

This question yielded further information respecting the parents and spouses of beginning teachers. What occupational levels are represented and what differences occur among the parents and spouses of elementary and secondary beginners? Table XXIII shows that the elementary beginning teachers differ from those beginning at the secondary level in terms of fathers' occupation. Some 22% of the elementary teachers' fathers were skilled craftsmen or foremen whereas the modal occupational frequency (21%) for secondary teachers' fathers was proprietors, managers and executives.

Mothers for both elementary and secondary beginners were reported as being more frequently engaged in clerical or sales work than in any other occupation. The large number of 'unstated' responses in regard to mothers' occupation may have masked any differences that may have existed between elementary and secondary teachers.

The occupation of spouses as shown in Table XXIV differed for elementary and secondary beginners. More elementary beginning teachers had more spouses working in clerical or sales work than in any other occupation. Secondary beginners had spouses who were, in the main, either teachers or homemakers. More spouses of beginning elementary teachers than beginning secondary teachers were students. This is in keeping with age difference trends.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXIII - OCCUPATION OF PARENTS, BY TEACHING LEVEL

OCCUPATION	FATHER				MOTHER			
	<u>Elementary</u>		<u>Secondary</u>		<u>Elementary</u>		<u>Secondary</u>	
	Total	Percent ¹	Total	Percent ¹	Total	Percent ¹	Total	Percent ¹
Not Stated	11	3	3	1	148	41	84	36
1. Teacher or Other Educator	19	5	7	3	41	11	33	14
2. Professional or Semi-Prof.	22	6	36	15	21	6	14	6
3. Farmer or Farm Manager	55	15	37	16	11	3	6	3
4. Proprietor, Manager, or Executive (except farm)	64	18	50	21	4	1	7	3
5. Clerical or Sales	23	6	22	9	58	16	47	20
6. Skilled Craftsman or Foreman	77	22	38	16	2	1	6	3
7. Semi-Skilled Operative	28	8	17	7	15	4	6	3
8. Service Worker (domestic, protective etc.)	16	5	6	3	45	13	24	10
9. Laborer (either farm or non-farm)	42	12	18	8	12	3	7	3
Total	357	100	234	100	357	100	234	100

1. Percents do not necessarily add to 100 because of rounding

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXIV - OCCUPATION OF SPOUSE, BY TEACHING LEVEL

OCCUPATION	SPOUSE			
	<u>Elementary</u>		<u>Secondary</u>	
	Total	Percent ¹	Total	Percent ¹
Not Stated	5	6	7	5
1. Teacher or Other Educator	11	13	29	23
2. Professional or Semi-Prof.	5	6	27	21
3. Farmer or Farm Manager				
4. Proprietor, Manager or Executive (except farm)	2	2	2	2
5. Clerical or Sales	23	28	13	10
6. Skilled Craftsman or Foreman	7	9	4	3
7. Semi-Skilled Operative	1	1	6	5
8. Service Worker (domestic, protective etc.)	5	6		
9. Laborer (either farm or non-farm)	6	7	1	1
10. Homemaker	7	9	36	28
11. Student	10	12	3	2
Total	82	100	128	100

1. Percents do not necessarily add to 100 because of rounding

Question 23 - GROSS ANNUAL SALARY

This question sought information concerning salaries paid to beginning teachers in British Columbia in comparison to teachers starting their career in the United States. Table XXV reports the median salaries of beginning teachers in both countries and compares sex and teaching level. Secondary teachers in both British Columbia and United States earn more annually than elementary teachers, due partly to the differences in academic training. A two year difference between the British Columbia and the United States studies will also account for certain differences in beginning salaries and should be kept in mind when interpreting the results. The British Columbia medians exclude teachers whose salaries are below \$2,400 since these represent less than a full year's employment. This criterion excludes those earning salaries of \$1,900 and less for elementary beginners and \$2,360 and less for secondary teachers; and involved a total of 12 teachers.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXV - GROSS ANNUAL SALARY BY SEX AND TEACHING LEVEL

(B.C. AND U.S. COMPARISONS)

B.C. (1958-59)	<u>Elementary</u>			<u>Secondary</u>		
	All Men	All Women	Total	All Men	All Women	Total
Median Salary	3210	3155	3161	4021	3867	3954
Range	2500 - 6300	2400 - 4700	2400 - 6300	2500 - 5800	2800 - 4800	2500 - 4800
Total Number	69	285	354	142	83	225
Percent Not Stating	3		1	3	6	4
U.S. *(1956-57)						
¹ Median Salary	3600	3450	3500	3700	3500	3600
Total Number	485	1800	2285	1033	732	1765

* No additional information given in source.

1. Median Salaries have been rounded to the nearest \$25 for U.S. report.

Question 24 -

This question was used as a check on Question 23 to insure that salaries reported and included in the gross annual salaries were for a full years work and not for just a part of a year.

Question 25 - ADDITIONAL INCOME FROM JOB OR BUSINESS

Less than 1% of the sample reported any additional income from the designated sources and involved small sums of \$100 - \$300.

Question 26 expands on Question 25 and no responses were obtained from beginning teachers.

Question 27 - SUMMER INCOME

This question supplements Question 26 and attempts to measure the earning ability of student teachers prior to entering teaching. It is likely too that some beginning teachers attended summer sessions in 1958 in order to make up course deficits and would not be included as earners in this analysis.

One would expect the beginning men to earn more during the summer interval than women and this is borne out in Table XXVI. Just over half of the beginning teachers reported summer earnings which ranged from \$100 to \$2,000.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXVI - SUMMER INCOME, 1958, BY SEX AND TEACHING LEVEL

TOTAL AMOUNT EARNED JUNE 30 TO FALL TERM 1958	<u>Elementary</u>			<u>Secondary</u>		
	All Men	All Women	Total	All Men	All Women	Total
Median Income	571	310	445	583	325	507
Range	100 - 1300	100 - 800	100 - 1300	100 - 1000	100 - 2000	100 - 2000
Total Number Reporting	40	116	156	70	36	106
Percent Not Stating	44	60	56	52	58	55

Question 28 - OTHER INCOME

This question was intended to show other sources of income for beginning teachers but no other income was reported by the sample. This should not mean that beginning teachers do not have additional sources of income but rather that they may feel disinclined to report such sources of income.

Question 29 - INCOME OF SPOUSE

This question attempts to assess the earning power of the beginning teachers' spouse in the case of those who are married. Less than a quarter of the beginning teachers indicated that they had husbands or wives who were earning an income in 1958 - 59 and the range of earnings reported was very wide, \$75 - \$8,500 (see Table XXVII). It is possible that an increase in the number of academic years of training prior to entering teaching would mean an older beginning teacher, one more likely to be married and having a working spouse. This succession of changes will tend to modify the earning power of beginning teachers indirectly.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXVII - SPOUSE'S INCOME, HUSBAND OR WIFE FOR 12 MONTHS ENDING JUNE 30, 1959

	<u>Spouse's Income</u>
Median Income	3040
Range	75 - 8500
Number Reporting	135 or 23%
Number Not Stated or Unmarried	456 or 77%
Total Number	591

Question 30 - INCOME LAST YEAR

This question endeavors to find out how much money is actually earned by teachers in training during the year prior to their commencing teaching. It should be noted that some beginning teachers were not taking teacher training or attending school last year but came instead from jobs outside teaching. This tends to account for salary ranges earned in previous employment as wide as 100 - 9,600 for men (beginning teaching) in the elementary schools.

Table XXVIII reflects a higher earnings for the men, particularly those men beginning teaching at the secondary teaching level. A considerable number did not report any income for last year. It is also noted that women beginning teachers employed at the elementary level show the lowest median income. However, this group includes a large number of single women 20 years old and under. In view of the fact that many of these women come from areas removed from teacher training centers it is probable that some degree of hardship is experienced during the teacher training year. In this regard it is worth noting that entries into teacher training from the smaller urban and rural communities are proportionately higher than those from the larger urban centers (see information given under Question 40).

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXVIII - INCOME EARNED LAST YEAR BY SEX AND TEACHING LEVEL

	<u>Elementary</u>			<u>Secondary</u>		
	All Men	All Women	Total	All Men	All Women	Total
Median Income	975	495	590	1570	785	1300
Range	100 - 9600	100 - 3600	100 - 9600	300 - 7800	100 - 4600	100 - 7800
Number Reporting	42	106	148	97	42	139
Total No.	71	286	357	146	88	234

Question 31 - INCOME FROM ALL OTHER SOURCES

This question produced five responses and was inadvertently given a separate number. It is in fact a part of Question 30.

Question 32 - NUMBER OF DEPENDENTS

This question is directed toward some description of the size of family of married beginning teachers. It is noted from Table XXIX that some 20% of all beginning teachers in 1958 - 59 had dependent children, 7% with 1, 5% with 2, 4% with 3, 2% with 4 and 1% with 5 children. Whether or not the married women in the sample are listing children as their dependents rather than their husbands' dependents cannot be determined from the data. Some 252 children were dependent upon beginning teachers in 1958 - 59. Relative to the number of married beginning teachers this sample yields an average ratio of 1.2 children - a rate that compares with the average ratio of 2.4 for British Columbia as a whole.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXIX - NUMBER OF DEPENDENT CHILDREN, BY SEX AND TEACHING LEVEL

NUMBER OF DEPENDENTS	<u>Elementary (Married)</u>						<u>Secondary (Married)</u>					
	Men		Women		Total		Men		Women		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
'0' or Not Stated	10	36	36	67	46	56	31	32	17	53	48	38
1	6	21	6	11	12	15	26	27	5	16	31	24
2	7	25	3	6	10	12	19	20	3	9	22	17
3	3	11	7	13	10	12	11	11	3	9	14	11
4	2	7	2	4	4	5	7	7	1	3	8	6
5							2	2	3	9	5	4
Total	28	100	54	100	82	100	96	100	32	100	128	100

Question 33 - OTHER DEPENDENTS - COST OF SUPPORT THEREOF

Some description of the cost of dependents other than those in the immediate family was sought so as to provide some indication of the financial obligations that confront the beginning teacher. Table XXX shows that only 9% of the beginning teachers reported a cost incurred by other dependents. Among these proportionately more of the secondary school beginning teachers had a somewhat greater financial responsibility in this matter. Though a few teachers are involved the trend shown is in the expected direction in view of the older age of the secondary level beginning teacher.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXX - ANNUAL COST OF OTHER DEPENDENTS BY SEX AND TEACHING LEVEL

OTHER DEPENDENTS DOLLARS PER YEAR	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹
Not Stated	12	17	67	23	79	22	22	15	29	33	51	22	130	22
None	56	79	194	68	250	70	110	75	48	55	158	68	408	69
1 - 49			3	1	3	1							3	1
50 - 99			4	1	4	1							4	1
100 - 299	2	3	6	2	8	2	6	4	4	5	10	3	18	3
300 - 499			7	2	7	2	4	3	3	3	7	3	14	2
500 - 749	1	1	3	1	4	1	1	1	3	3	4	2	8	1
750 - 999			1		1		1	1	1	1	2	1	3	1
1000 - 1999			1		1		2	1			2	1	3	1
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

1. Percents do not necessarily add to 100 because of rounding

Question 34 - HOW MUCH OF AN INCREASE IN ANNUAL SALARY ARE
YOU LIKELY TO RECEIVE NEXT YEAR?

Except under unique circumstances, teachers salaries in British Columbia are geared to a schedule of increments which varies by small amounts from one district to another. The competitive motive among districts tends to maintain a fairly uniform schedule of increments governed by level of certification and experience. All teachers are aware of these facts. however, a rather contradictory phenomenon has turned up in the data regarding the beginning teachers' expectations of salary increments. It is noted in Table XXXI that the secondary beginning men teachers though on the whole having lower academic qualifications than their women counterparts are expecting higher increments for the next school year 1959 - 60. This trend would seem to reflect a current demand by school districts for male industrial arts and physical education teachers at the secondary level and are paying above certification scale in order to obtain skilled teachers in these fields.

The interpretation of those who reported an expectation of no salary increment must be qualified by the fact that some beginning teachers do not expect to be teaching next year and the fact that certain teachers, particularly married teachers are actually hired at a higher salary with

the understanding that no increment will be paid the following year.

Over half, 55% of the elementary beginning teachers expect to receive an increment ranging from \$100 to \$199 for the next school year whereas 60% of the secondary teachers expect increments ranging from \$150 - \$249. This difference is largely to be accounted for by the explanation given above.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXI - INCREASE IN ANNUAL SALARY, BY SEX AND TEACHING LEVEL

ANNUAL SALARY INCREASE (DOLLARS)	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total		No.	% ¹
	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹		
Not Stated	2	3	15	5	17	5	9	6	4	5	13	6	30	5
None	4	6	13	5	17	5	11	8	10	11	21	9	38	6
1 - 49	2	3	25	9	27	8	2	1	3	3	5	2	32	5
50 - 99	2	3	19	7	21	6	3	2	2	2	5	2	26	4
100 - 149	15	21	66	23	81	23	8	5	10	11	18	8	99	17
150 - 199	27	38	89	31	116	32	38	26	27	31	65	28	181	31
200 - 249	13	18	46	16	59	16	52	36	23	26	75	32	134	23
250 - 299	1	1	3	1	4	1	7	5	1	1	8	3	12	2
300 or more	5	7	10	3	15	4	16	11	8	9	24	10	39	7
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

1. Percents do not necessarily add to 100 because of rounding

Question 35 - THE LENGTH OF TIME IN MONTHS WHICH YOU ARE
REQUIRED TO WORK FOR YOUR SCHOOL YEAR

This question taken from the United States study
had no relevance to the British Columbia school situation
since the number of school days are standard throughout the
province.

Question 36 - NON-TEACHING EMPLOYMENT EXPERIENCE PRIOR TO
BEGINNING TEACHING

This question was designed to provide some insight into the employment backgrounds of beginning teachers and the influence that such employment may have in affecting a decision to enter teaching. Table XXXII indicates that two-thirds of the beginning teachers employed at the elementary level reported no previous non-teaching work experience whereas 45% of those beginning at the secondary level reported no previous work experience. A number of men employed at the secondary level, 20%, report having had 10 or more years of work experience. Some of these men are skilled tradesmen and music teachers who bring important practical experience to the school system. This accounts for the higher salaries and higher pay increments both paid and expected by the beginning men teachers at the secondary level.

Table XXXIII shows that while British Columbia and the United States beginning teachers seem to be very similar in their prior non-teaching work experience, British Columbia men in general have had more non-teaching work experience than the United States men who enter teaching. Again, this fact should be interpreted with due allowance to the two year differential that separates the two studies.

Table XXXIV shows, as expected, that more of the

married men in both the British Columbia and United States studies have had previous employment experience than the single men. On the other hand more of the British Columbia married men (79%) have had previous employment experience than the married men beginning teaching referred to in the United States study (55%). This difference in part may be ascribed to differences in labor market trends and changes in salary schedules, the influence of which factors might easily have occurred during the interval separating the two studies.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXII - AMOUNT OF NON-TEACHING EMPLOYMENT EXPERIENCE BY SEX AND TEACHING LEVEL

NON- TEACHING EXPERIENCE	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹	No.	% ¹
Not Stated	2	3	20	7	22	6	3	2	4	5	7	3	29	5
None	35	50	205	72	240	67	49	34	56	64	105	45	345	58
Less Than One Year	3	4	20	7	23	6	7	5	5	6	12	5	35	6
One Year Less Than Three	12	17	21	7	33	9	19	13	10	11	29	12	62	10
Three Years Less Than Five	6	8	8	3	14	4	12	8	4	5	16	7	30	5
Five Years Less Than Ten	3	4	5	2	8	2	27	18	3	3	30	13	38	6
Ten Years, Or More	10	14	7	2	17	5	29	20	6	7	35	15	52	9
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

1. Percents do not necessarily add to 100 because of rounding.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXIII - AMOUNT OF NON-TEACHING EMPLOYMENT, BY SEX

(B.C. AND U.S. COMPARISONS)

AMOUNT OF NON-TEACHING EMPLOYMENT	PERCENT					
	<u>B.C. (1958 - 59)</u>			<u>U.S. (1956 - 57)</u>		
	Both Sexes	Men	Women	Both Sexes	Men	Women
None (Includes No Answer)	63	41	76	66	53	74
Less Than One Year	6	5	7	7	9	6
One Year But Fewer Than Three	11	14	8	10	13	9
Three But Fewer Than Five Years	5	8	3	7	11	4
Five But Fewer Than Ten Years	6	14	2	6	9	4
Ten Years or More	9	18	3	4	6	2
Total ¹	100	100	100	100	100	100
(No. in Sample)	591	217	374	4,065	1,523	2,542

1. Percents do not necessarily add to 100 because of rounding.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXIV - PRIOR NON-TEACHING EMPLOYMENT, BY SEX AND MARITAL STATUS

(B.C. AND U.S. COMPARISONS)

SEX AND MARITAL STATUS	<u>B.C. (1958 - 59)</u>				<u>U.S. (1956 - 57)</u>			
	Total No. in Group	Total ¹	With Prior Empl.	Without Prior Empl.	Total No. in Group	Total ¹	With Prior Empl.	Without Prior Empl.
Men	217	100	59	41	1,523	100	47	53
Single	93	100	32	68	527	100	33	67
Married	124	100	79	21	982	100	55	45
Women	374	100	24	76	2,542	100	26	74
Single	288	100	18	82	1,431	100	16	84
Married	86	100	43	57	1,045	100	36	64
All Beginning Teachers	591	100	21	79	4,065	100	34	66

96

1. Percents do not necessarily add to 100 because of rounding.

Question 37 - ACTIVITY LAST YEAR

The responses to this item suggest that British Columbia beginning teachers in the main arrive directly from a school setting. Table XXXV shows that a similar trend is indicated in the United States study. In addition, the United States study shows higher percentages of beginning teachers who came from a homemaking situation or employment outside of education. However, due to the different times at which the two studies were conducted a cautious interpretation of the latter differences is indicated. In any case the differences shown might be ascribed to age difference and difference in marital status of the beginning teachers in the two studies.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXV - TYPE OF ACTIVITY PRIOR TO ENTERING TEACHING BY SEX

(B.C. AND U.S. COMPARISONS)

TYPE OF ACTIVITY (B.C. As Of April 1 1958) (U.S. As Of April 1 1956)	<u>B.C. (1958 - 59)</u>			<u>U.S. (1956 - 57)</u>		
	%Both Sexes	Men	Women	%Both Sexes	Men	Women
Attending School	69	70	68	73	68	76
Homemaker	4		7	10		15
In Military Service	-2	-2		4	11	-2
Substitute Teaching	3	3	2	7	7	7
Student or Prac. Teaching	41	34	45	34	27	38
Working in Education in a Non-Teaching Job	1		1	2	2	2
Working For Pay Outside of Education Full-Time	8	16	3	17	26	11
Seeking Employment	4	4	3	7	7	7
Total in Group	591	217	374	4,065	1,523	2,542

100

1. Percents do not add to 100 either by rows or columns. Each row is a separate item, and the activities are not mutually exclusive i.e., beginning teacher could be engaged in more than one activity.

2. Less than $\frac{1}{2}$ of 1 percent.

Question 38 - GRADE AT WHICH DECISION TO ENTER TEACHING WAS
MADE

Judging from Table XXXVI the decision to enter teaching as a career may occur at various grade levels but for the majority it occurs either in Grades 11 - 12 or after high school but before University. In 1958 - 59 beginning men teachers employed at the elementary level tended to decide after high school whereas their women counterparts were deciding to teach by the time they were pupils in Grades 11 - 12. Choosing still later in their academic training were the women teachers employed at the secondary level. Though a large percentage of the men employed at the secondary level make a decision to enter teaching at a time comparable to that indicated for those employed at the elementary level, a sizeable percentage (24%) do not make this decision until after university. Perhaps with a more favorable beginning salary paid to teachers as compared to salaries paid in other vocations more of this group might be induced to arrive at an earlier decision to enter teaching.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXVI - DECISION TO ENTER TEACHING, BY SEX AND TEACHING LEVEL

DECISION	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	3	4	6	2	9	3	3	2	3	3	6	3	15	3
In Grade 6 or Before	1	1	70	24	71	20	1	1	12	14	13	6	84	14
In Grades 7 - 10	12	17	48	17	60	17	5	3	10	11	15	6	75	13
In Grades 11 - 12	14	20	91	32	105	29	18	12	15	17	33	14	138	23
After High School But Before Further Education	24	34	31	11	55	15	36	25	10	11	46	20	101	17
In University Before Beginning of 3rd Year	9	13	34	12	43	12	32	22	18	20	50	21	93	16
In University During 3rd or 4th Year	2	3	1		3	1	16	11	12	14	28	12	31	5
After University	6	8	5	2	11	3	35	24	8	9	43	18	54	9
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 39 - PARENT'S ATTITUDE TOWARD GOING INTO TEACHING

This question attempts to provide some description of the attitudes parents of beginning teachers had toward their going into teaching. Table XXXVII shows that in general the attitudes of parents are either fairly or very favorable. A more favorable attitude is reported for the parents of beginning teachers at the elementary level than by those employed at the secondary level. Differences in the ages of these groups of beginning teachers and the pattern of complex factors that a difference in age implies would account for the difference in the trend shown.

B.C. BEGINNING TEACHER, 1958 - 59

TABLE XXXVII - PARENTS ATTITUDE TOWARD GOING INTO TEACHING, BY TEACHING LEVEL

	FATHER				MOTHER			
	<u>Elementary</u>		<u>Secondary</u>		<u>Elementary</u>		<u>Secondary</u>	
	Total	% ¹	Total	% ¹	Total	% ¹	Total	% ¹
Not Stated	10	3	12	5	6	2	11	5
Very Favorable	245	69	126	54	268	75	134	57
Fairly Favorable	70	20	58	25	64	18	66	28
Fairly Unfavorable	10	3	4	2	6	2	3	1
Very Unfavorable	4	1	4	2	1		4	2
Deceased	18	5	30	13	12	3	16	7
Total	357	100	234	100	357	100	234	100

Question 40 - SIZE OF THE COMMUNITY IN WHICH YOU RESIDED
DURING MOST OF YOUR CHILDHOOD

This question was designed to furnish information about the size of the community from which British Columbia beginning teachers come. It covers longest residency up to the age of 17. Table XXXVIII shows that in the school year 1958 - 59 the beginning teachers at the elementary level have residency backgrounds in a wide range of community sizes with proportionately more men than women coming from communities of under 10,000 population. A similar but less marked trend is indicated for the men and women employed at the secondary level. However, proportionately more of the beginning teachers at the secondary level than at the elementary level seem to have residency backgrounds in communities of over 100,000 population.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXVIII - SIZE OF RESIDENCE COMMUNITY, BY SEX AND TEACHING LEVEL

SIZE OF COMMUNITY	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			8	3	8	2	1	1			1		9	2
Farm or Open Country	16	23	28	10	44	12	18	12	11	12	29	12	73	12
A Village Less Than 2,500	11	15	47	16	58	16	17	12	9	10	26	11	84	14
2,500 - 9,999	12	17	49	17	61	17	25	17	14	16	39	17	100	17
10,000 - 24,999	5	7	56	20	61	17	16	11	12	14	28	12	89	15
25,000 - 99,999	12	17	39	14	51	14	18	12	7	8	25	11	76	13
100,000 or More	15	21	59	21	74	21	51	35	35	40	86	37	160	27
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Table XXXIX provides a relationship of the size of the community in which beginning teachers resided most during childhood and the size of school district in which they are employed. It is shown that 27% of the 1958 - 59 beginning teachers accepted teaching appointments in communities equivalent in size to the one's in which they resided (this percentage value is obtained from combining the values of 52, 40, 54 and 15 yielding a total of 161 as a percentage of 591). A further finding is that 26% of those whose residency was in communities of under 10,000 population taught in communities of over 100,000 population. However, over two-thirds of the beginning teachers whose residency was in communities of 100,000 population or more were teaching in smaller communities and 11% of them were teaching in small districts with school enrolments of under 1,500.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XXXIX - RESIDENCE COMMUNITY SIZE IN RELATION TO TEACHING COMMUNITY SIZE

COMMUNITY SIZE OF RESIDENCY	<u>Teaching in School District Size (Enrolment) Of:</u>									
	25,500 or More	6,300-25,499		1,500-6,299		300-1,499		1-299		All Size Districts
	No. & %	No.	%	No.	%	No.	%	No.	%	No. %
Not Stated	2	2	2	4	1	1	1			9 2
Farm or Open Country	4	11	8	50	18	7	10	1	20	73 12
A Village Less Than 2,500	12	15	12	36	13	21	29			84 14
2,500 - 9,999	10	11	8	64	23	15	21			100 17
10,000 - 24,999	10	13	10	54	19	12	16			89 15
25,000 - 99,999	10	40	31	23	8	3	4			76 13
100,000 or More	52	38	29	52	18	14	19	4	80	160 27
Total	100	130	100	283	100	73	100	5	100	591 100

Question 41 - LIVING ARRANGEMENTS

This question attempted to provide information regarding the living arrangements of beginning teachers in British Columbia. In Table XL it is noted that the largest percentage (42%) of the beginning teachers who started their career in an elementary grade were living with parents or other relatives whereas the largest percentage of those employed at the secondary level were living with their husband or wife as would be expected in view of the older age and higher proportion of those married found in this group. Proportionately more of the women than the men beginning teachers employed at both the elementary and secondary levels are living with friends or alone. One might infer from the data shown that proportionately more of the men beginning teachers were living under more controlled home circumstances.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XL - LIVING ARRANGEMENTS, BY SEX AND TEACHING LEVEL

LIVING ARRANGEMENTS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			1		1								1	
Live Alone	7	10	29	10	36	10	15	10	10	11	25	11	61	10
Live With A Friend (s)	6	8	58	20	64	18	13	9	15	17	28	12	92	16
Live With Husband or Wife	25	35	43	15	68	19	91	62	29	33	120	51	188	32
Live With Parents or Other Relatives	24	34	125	44	149	42	18	12	22	25	40	17	189	32
Other	9	13	30	10	39	11	9	6	12	14	21	9	60	10
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 42 - LIVING QUARTERS

This question describes the living quarters of British Columbia beginning teachers in 1958 - 59, the results of which are reported in Table XLI. It is noted that more beginning teachers, 40%, were renting a house or apartment than either buying a house or renting a room. A smaller percentage of beginning teachers at the secondary level than elementary level are renting rooms but more of the secondary beginners are renting houses. Although the differences shown are small they are in the expected direction since the secondary beginning teachers includes proportionately more who are older, married and are receiving higher incomes.

The higher proportion of women over men at the elementary level who are renting a house or apartment is in keeping with the previous finding that more of the women than men beginners are living with friends, probably on a shared accommodation basis.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLI - LIVING QUARTERS, BY SEX AND TEACHING LEVEL

LIVING QUARTERS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			8	3	8	2	1	1	1	1	2	1	10	2
Own or Buy- ing House or Apartment	18	25	65	23	83	23	39	27	28	32	67	29	150	25
Rent a Room (With or Without Board)	23	32	85	30	108	30	24	16	15	17	39	17	147	25
Rent a House or Apartment	19	27	103	36	122	34	76	52	38	43	114	49	236	40
Neither Own Nor Rent Living Quarters	11	16	25	9	36	10	6	4	6	7	12	5	48	8
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 43 - RESIDENCE: DO YOU RESIDE IN THE COMMUNITY IN WHICH YOU TEACH?

This question gives the ratios of beginning teachers who did or did not reside in the community in which they taught their first year, 1958 - 59. It is noted from Table XLII that 69% of the beginning teachers reported they lived in the community in which they taught. Of the beginning teachers at the secondary level, 74%, a figure slightly above that reported by the beginning teachers in the elementary grades, said they resided in the community in which they taught. Although the men and women beginning teachers in secondary positions differed little in terms of residing where they taught, the men who began teaching in elementary grades reported markedly different residence situations in comparison with the women beginning teachers in the elementary grades. Nearly half (44%) of the beginning men in elementary resided in a community other than where they actually taught.

The responses as reported in the foregoing table are in part accounted for by the fact that there is a greater discrepancy between place of residence and teaching locale as one moves from the more remoted, rural communities to those adjacent to a large urban centre. Thus, for example, there is a greater discrepancy between residency and place of teaching for beginning teachers living in the Greater Vancouver

area than for teachers living in such communities as Alert Bay. A trend of this nature is implied in the classification of responses concerning residency shown in Table XLIII where it is seen that the percentage of disagreements between residency and teaching locale decreases with the remoteness of the area from the Vancouver area shown as area Group I.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLII - RESIDENCY IN COMMUNITY IN WHICH TEACHING IS DONE,
BY SEX AND TEACHING LEVEL

RESIDENCY IN TEACHING COMMUNITY	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	1	1	2	1	3	1							3	1
Yes	39	55	197	69	236	66	106	73	68	77	174	74	410	69
No	31	44	87	30	118	33	40	27	20	23	60	26	178	30
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLIII - RESIDENCY IN TEACHING LOCALE, BY SCHOOL DISTRICT ENROLMENT SIZE

	<u>% Teaching in School District (Enrolment) Size Of:</u>					
	25,500 or More	6,300-25,499	1,500-6,299	300-1,499	1-299	All Size School Districts
Not Stated		2				1
Yes	73	53	69	92	100	69
No	27	45	30	8	0	30
Total	100	100	100	100	100	100
Total No. in Group	100	130	283	73	5	591

Question 44 - LENGTH OF RESIDENCE

This question asks the length of time the beginning teacher has lived in the community where he resides during the school year. It appears from Table XLIV that in 1958 - 59, more beginning teachers in British Columbia, 51%, had resided less than one year in the community lived in during teaching than any other period of time. Beginning male teachers in secondary school grades (64%) were more likely to have spent less than one year in the community where they resided during the school year than beginning male elementary teachers (45%). In the case of women beginning teachers proportionately more of those employed at the elementary level than those employed at the secondary level had resided all their life in the community in which they taught.

It is noted in Table XLV that an inverse relationship exists between school district enrolment size and number of beginning teachers who have resided less than one year in the community lived in during the school year. The smaller the school districts, the higher the proportion of 'less than one year' beginning teachers. This is due in part to higher staff turnover in smaller districts, thereby providing more vacancies for beginning teachers. Conversely, there is a direct relationship between the size of the community and the proportion of teachers who had spent all their lives in the community in which they taught.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLIV - LENGTH OF RESIDENCE IN COMMUNITY RESIDED IN DURING SCHOOL YEAR,
BY SEX AND TEACHING LEVEL

LENGTH OF RESIDENCE	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			4	1	4	1	1	1	1	1	2	1	6	1
Less Than One Year	32	45	137	48	169	47	93	64	42	48	135	58	304	51
1 - 3 Years	7	10	23	8	30	8	15	10	6	7	21	9	51	9
4 - 5 Years	2	3	9	3	11	3	5	3	8	9	13	6	24	4
6 - 10 Years	6	8	22	8	28	8	11	8	9	10	20	9	48	8
Over 10 Years But Not Born Here	13	18	40	14	53	15	8	5	16	18	24	10	77	13
All My Life	11	16	51	18	62	17	13	9	6	7	19	8	81	14
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLV - LENGTH OF RESIDENCE IN COMMUNITY RESIDED IN DURING SCHOOL YEAR,
BY SCHOOL DISTRICT ENROLMENT SIZE

	<u>Teaching in School District (Enrolment) Size Of:</u>										<u>All Size</u>	
	<u>25,500 or</u>		<u>6,300-25,499</u>		<u>1,500-6,299</u>		<u>300-1,499</u>		<u>1-299</u>		<u>School</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Not Stated	2	2	1	1	3	1					6	1
Less Than One Year	20	20	44	34	172	61	63	86	5	100	304	51
1 - 3 Years	15	15	15	12	19	7	2	3			51	9
4 - 5 Years	9	9	7	5	8	3					24	4
6 - 10 Years	12	12	18	14	16	6	2	3			48	8
Over 10 Years But Not Born Here	13	13	22	17	39	14	3	4			77	13
All My Life	29	29	23	18	26	9	3	4			81	14
Total	100	100	130	100	283	100	73	100	5	100	591	100

Question 45 - RELATION TO THE COMMUNITY

This question sought information concerning beginning teachers attitudes toward the community where they resided during the school year. Table XLVI shows the beginning teachers reporting either a sense of belonging to or feeling close to the community where they resided in 1958 - 59. Beginning male teachers at the secondary levels more so than at the elementary levels tended to feel quite close to their community but not consider it to be their homes. This is related to the fact that a higher proportion, 64%, of the beginning men in secondary schools had lived less than one year in this particular community and are therefore not as likely to consider it home.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLVI - RELATION TO COMMUNITY RESIDED IN DURING SCHOOL YEAR,
BY SEX AND TEACHING LEVEL

RELATION TO COMMUNITY	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			1		1		1	1			1		2	
Belong Here And This is Home Comm.	31	44	144	50	175	49	45	31	45	51	90	38	265	45
Quite Close To This Comm. But Not Considered Home	28	39	100	35	128	36	76	52	27	31	103	44	231	39
Do Not Feel Very Close To This Comm.	12	17	34	12	46	13	21	14	14	16	35	15	81	14
Feel Like A Complete Stranger in This Comm.			7	2	7	2	3	2	2	2	5	2	12	2
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 46 - DO YOU ENJOY WORKING WITH THE STUDENTS IN YOUR CLASSES?

This question attempts to provide some information concerning beginning teachers' attitudes toward working with their students and is summarized in Table XLVII. Nearly three-quarters, 72%, of the beginning teachers stated that they enjoyed working with their students a great deal. Of the teachers beginning their career in an elementary grade, 78% enjoyed working with their students a great deal whereas 60% of the beginners at the secondary level enjoyed working with their students to the same extent, about one-third of them tending to report their enjoyment as being 'fairly well'. No explanation for the difference shown is provided in the present data but the reports by beginning teachers of a higher frequency of disciplinary and motivation and interest problems encountered in the secondary grades may well play a part. The data for the latter are given under Question 79.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLVII - ENJOY WORKING WITH STUDENTS, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated							1	1	1	1	2	1	2	
Yes, A Great Deal	54	76	228	80	282	78	84	57	56	64	140	60	422	72
Yes, Fairly Well	16	23	56	20	72	20	60	41	30	34	90	38	162	27
No, Not Very Much	1	1	2	1	3	1	1	1	1	1	2	1	5	1
No, Not At All														
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 47 - HOW GOOD A JOB DO YOU FEEL YOU ARE DOING IN
TEACHING YOUR STUDENTS IN THE HUMAN RELATIONS
ASPECTS OF TEACHING?

In Table XLVIII it is noted that the beginning teachers in 1958 - 59 generally felt that they were doing a good job of teaching human relations, the beginning teachers in the elementary grades reporting this fact to an even greater extent than beginners in the secondary levels. Apart from the fact that it is difficult to appreciate what the teacher may have in mind in replying to a question of this nature the findings re secondary level teachers are compatible with those reported for Questions 46 and 79.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLVIII - TEACHING STUDENTS IN HUMAN RELATIONS ASPECTS,
BY SEX AND TEACHING LEVEL

HUMAN RELATIONS ASPECTS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	3	4	7	2	10	3	2	1	1	1	3	1	13	2
Excellent	8	11	18	6	26	7	18	12	3	3	21	9	47	8
Good	44	62	209	73	253	71	92	63	56	64	148	63	401	68
Fair	16	23	51	18	67	19	31	21	28	32	59	25	126	21
Poor			1		1		3	2			3	1	4	1
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 48 - HOW GOOD A JOB DO YOU FEEL YOU ARE DOING IN
TEACHING YOUR STUDENTS SUBJECT MATTERS?

This question seeks to obtain some information concerning British Columbia beginning teachers opinion regarding their teaching of subject matters to their students. It is noted in Table XLIX that 69% of the beginners in 1958 - 59 reported they were doing a good job of teaching subject matters and another 27% stated they were doing a fair job. Differences shown for men and women beginners at either the elementary or secondary levels were small, beginning elementary women tending to report a slightly higher proportion of 'good' responses than the rest of the beginning teachers. The difference in favor of women beginning teachers at the elementary level may in part be due to the greater emphasis they have received over their male counterparts in their "primary methods" training while in teacher training. Male teachers as a rule are not earmarked for primary grade teaching and consequently do not receive as much training in "primary methods". Thus, it may be inferred from this finding that perhaps the male teacher who as a rule is being trained to teach the intermediate elementary grades is not receiving a comparable fund of skills and techniques for that level of teaching.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XLIX - TEACHING STUDENTS IN SUBJECT MATTERS, BY SEX AND TEACHING LEVEL

TEACHING SUBJECT MATTERS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	% ¹	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	3	4	7	2	10	3			2	2	2	1	12	2
Excellent	2	3	6	2	8	2	2	1	2	2	4	2	12	2
Good	47	66	205	72	252	71	97	67	58	66	155	66	407	69
Fair	19	27	67	23	86	24	45	31	26	30	71	30	157	27
Poor			1		1		2	1			2	1	3	1
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 49 - WAS TEACHING YOUR FIRST OCCUPATIONAL CHOICE OR
WOULD YOU RATHER HAVE GONE INTO SOME OTHER KIND
OF WORK?

This question attempts to obtain data on the beginning teachers' strength of interest in teaching as opposed to an interest in some other occupation. Of the beginning teachers reporting, Table L shows that 72% claimed that teaching was their first occupational choice. Some 60% of the beginning teachers in the secondary level stated teaching was their first choice whereas 78% of the elementary beginning teachers placed teaching first. This difference is in the expected direction in view of the age and training differences between elementary and secondary level beginning teachers and the opportunities for selecting from a broader pattern of career possibilities which thereby arise.

The fact that proportionately more of the beginning teachers at the secondary level than at the elementary level "would have preferred to do something else" is not wholly unrelated to the greater difficulty such teachers seem to experience in the secondary teaching situation.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE L - WAS TEACHING FIRST OCCUPATIONAL CHOICE, BY SEX AND TEACHING LEVEL

FIRST CHOICE	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				129
	Men		Women		Total		Men		Women		Total				
	No.	% ¹	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated	8	11	9	3	17	5	17	12	5	6	22	9	39	7	
Teaching Was First Choice	47	66	235	82	282	78	79	54	62	70	141	60	423	72	
Would Have Preferred To Do Something Else	16	23	42	15	58	16	50	34	21	24	71	30	129	22	
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100	

Question 50 - IF YOU HAD IT TO DO OVER AGAIN, WOULD YOU ENTER
TEACHING?

It is noted in Table LI that 61% of the beginning teachers said they would definitely enter teaching again whereas 34% felt they probably would. Of the beginning teachers working in elementary grades, 69% stated they would definitely re-enter teaching whereas just under half, 49%, of the beginners in secondary grades were as decisive. It may be that the beginners in secondary grades feel that, because of their academic and practical qualification, vocations other than teaching might be considered as possibilities whereas beginners in elementary grades might be more limited vocationally. It is also possible that the beginners at the secondary level could not achieve their desired vocational goals because of academic limitations and decided to enter teaching instead.

In regard to sex differences it is noted that at both the elementary and secondary levels proportionately more women than males would enter teaching again. This trend is to be expected in view of the fact that males have better opportunities than women to plan careers outside of teaching.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LI - WOULD YOU ENTER TEACHING AGAIN, BY SEX AND TEACHING LEVEL

ENTER TEACHING AGAIN?	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Definitely Yes	47	66	200	70	247	69	69	47	45	51	114	49	361	61
Probably Yes	21	30	77	27	98	27	64	44	35	40	99	42	197	34
Probably No	2	3	7	2	9	3	11	8	6	7	17	7	26	4
Definitely No	1	1	2	1	3	1	2	1	2	2	4	2	7	1
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 51 - LIFE GOALS: DO YOU FEEL THAT YOU CAN ACHIEVE
YOUR LONG-RUN LIFE GOALS BY CONTINUING IN
CLASSROOM TEACHING AS A CAREER?

This question attempts to provide information concerning the career plans and life goals of beginning teachers in British Columbia. It is shown in Table LII that 42% of the beginning teachers reported that their life goals could probably be achieved through classroom teaching and another 29% stated that they could definitely achieve their long-run goals in classroom teaching.

The beginning teachers in elementary grades differed in certain respects from their secondary level counterparts in that 30% of the elementary beginning teachers reported they probably or definitely could not achieve their life goals in classroom teaching whereas 23% of the beginners in secondary levels reported a similar opinion. The percentage difference in this case arises because of the higher proportion (47%) of secondary beginning teachers who stated that they probably could achieve their life goals in teaching. Proportionately more of the beginning women, particularly in the secondary grades, reported they probably or definitely could not achieve their long-run goals in classroom teaching. This is understandable in view of social attitudes regarding the role of women in society of women's plans for marriage, homes and the rearing of children.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LII - ACHIEVING LIFE GOALS IN CLASSROOM TEACHING,
BY SEX AND TEACHING LEVEL

LIFE GOALS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			8	3	8	2	1	1	2	2	3	1	11	2
Definitely Yes	23	32	82	29	105	30	46	31	21	24	67	29	172	29
Probably Yes	35	49	104	36	139	39	77	53	32	36	109	47	248	42
Probably No	11	16	59	21	70	20	15	10	23	26	38	16	108	18
Definitely No	2	3	33	11	35	10	7	5	10	11	17	7	52	9
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 52 - YOUR PLANS FOR THE NEXT SCHOOL YEAR

This question attempts to provide some indication as to what beginning teachers are planning to be doing during the next school year, 1959 - 60. Table LIII shows that 87% of the beginning teachers reported they intended to continue teaching. Over twice as many, 13%, of the teachers who began teaching in secondary grades as compared with 6% of the elementary level beginners stated their intention of going back to school for further training, both in and outside of education. Some 2% of the beginning teachers stated they planned to devote time to full-time homemaking next year.

In Table LIV it is noted that 69% of the British Columbia beginning teachers state they expect to teach in this school district next year whereas 67% of the beginning teachers in the United States study report a similar intention. A larger number of British Columbia beginners, 10%, than United States beginners, 3%, expect to go back to school for further education. This is to be expected in view of the higher academic training of the United States beginning teachers.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LIII - PLANS FOR NEXT SCHOOL YEAR, BY SEX AND TEACHING LEVEL

PLANS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			1		1		1	1	1	1	2	1	3	1
1. Expect To Teach In This School District	53	75	195	68	248	70	100	68	64	73	164	70	412	69
2. Expect To Teach In Another School District	8	11	66	23	74	21	20	14	11	13	31	13	105	18
3. Working In Education But Not As A Classroom Teacher							1	1			1		1	
4. Expect To Devote Time To Full-Time Homemaking			8	3	8	2			3	3	3	1	11	2
5. Go Back To School For Further Training in Ed.	8	11	15	5	23	6	18	12	6	7	24	10	47	8
6. Go Back To School For Further Training Outside Education			1		1		6	4	2	2	8	3	9	2
7. Expect To Be Gainfully Employed Outside Of Ed.	2	3			2	1							2	
8. Other									1	1	1		1	
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LIV - PLANS FOR NEXT SCHOOL YEAR, BY SEX

(B.C. AND U.S. COMPARISONS)

PLANS FOR NEXT SCHOOL YEAR	<u>Percent Checking Plan For Next School Year, By Sex</u>					
	B.C. (1958 - 59)			U.S. (1956 - 57)		
	Both Sexes	Men	Women	Both Sexes	Men	Women
Not Stated	1	(1)	(1)			
I Expect To Teach In This School District	69	71	69	67	67	67
I Expect To Teach In Another School District	18	13	21	17	14	18
I Expect To Be Working In Education But <u>Not</u> As A Classroom Teacher	(1)	(1)		(1)	(1)	(1)
I Expect To Devote My Time To Full-Time Homemaking	2		3	5		7
I Expect To Be in Military Service				3	9	
I Expect To Go Back To School For Further Training In Education	8	12	6	2	2	2
I Expect To Go Back To School For Training In A Field Outside Of Ed.	2	3	1	1	2	1
I Expect To Be Gainfully Employed Outside Of Education	(1)	1		3	4	2
Other	(1)		(1)	2	2	2
Total	100	100	100	100	100	100
Total No. In Group	591	217	374	4,065	1,523	2,542

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(1) Less Than $\frac{1}{2}$ Of 1 Percent

Question 53 - CERTAINTY OF PLANS FOR NEXT YEAR

This question is related to Question 52 and endeavors to assess the certainty of the beginning teachers' plans described in the preceding question. Table LV shows that most of the beginning teachers, 92%, state that they are either very or fairly certain about plans for the next school year. There is a little more uncertainty, (10%) reported by beginning teachers at the secondary levels than at the elementary levels (6%). This finding, reflecting a more unsettled attitude on the part of secondary beginning teachers is in keeping with responses to other items in which secondary teachers report a greater difficulty in coping with the teaching situation along with a preference for occupations other than teaching.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LV - CERTAINTY OF PLANS FOR NEXT YEAR, BY SEX AND TEACHING LEVEL

CERTAINTY OF PLANS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Certain	34	48	146	51	180	50	69	47	35	40	104	44	284	48
Fairly Certain	34	48	121	42	155	43	64	44	42	48	106	45	261	44
Fairly Uncertain	3	4	16	6	19	5	11	8	10	11	21	9	40	7
Very Uncertain			3	1	3	1	2	1	1	1	3	1	6	1
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 54 - CAREER PLANS RELATIVE TO TEACHING

This question extends Question 52 and seeks information about the beginning teachers in terms of a longer period of time. It is noted in Table LVI that 23% of the beginning teachers reported an intention to teach until retirement while another 18% stated they expected to continue in education but move from classroom teaching into some other area of education. Forty-two percent of the beginning teachers were women who expected to leave for homemaking but would want to return to teaching later whereas 10% stated they either would not want to return to teaching or expect to leave for another occupation.

Some 35% of the beginning teachers in secondary grades and 15% in the elementary grades expressed an intention of teaching until retirement. This difference is due principally to the large number of women teachers in elementary grades who plan to leave for homemaking. Considerably more (71%) of the elementary level beginning women than secondary women (53%), plan eventually to leave for homemaking. Differences in age and academic training may account for the different career plans in this instance.

It is noted in Table LVII that more of the men beginning teaching in British Columbia in 1958 - 59 than men beginning teaching in the United States in 1956 - 57 stated

they expected to continue teaching until retirement, 44% as compared with 28%. A slightly higher percentage of the United States beginning men (50%) than British Columbia men (44%) said they expected to move into some other area of education. In viewing the limited opportunities for doing so it is questionable whether such a goal will be realized by this proportion of men in both countries. More of the British Columbia beginning women teachers (67%) than their United States counterparts (56%) report an intention to return to teaching after a period of homemaking.

Some 14% of the United States women teachers say they expect to continue teaching until retirement whereas 11% of the British Columbia women teachers expect to do the same.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LVI - CAREER PLANS, BY SEX AND TEACHING LEVEL

CAREER PLANS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	1	1	5	2	6	2	2	1	2	2	4	2	10	2
1. Expect To Continue Teaching Until Retirement	29	41	26	9	55	15	66	45	15	17	81	35	136	23
2. Continue in Ed. Move From Class Teaching Into Other Area	30	42	8	3	38	11	64	44	3	3	67	29	105	18
3. Leave For Homemaking Would Not Want To Return To Teaching			23	8	23	6			9	10	9	4	32	5
4. Leave For Homemaking Would Want To Return To Teaching			204	71	204	57			47	53	47	20	251	42
5. Expect To Leave Ed. For Another Occupation	8	11	8	3	16	4	9	6	3	3	12	5	28	5
6. Other	3	4	12	4	15	4	5	3	9	10	14	6	29	5
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LVII - CAREER PLANS, BY SEX

(B.C. AND U.S. COMPARISONS)

CAREER PLANS	<u>Percent Checking Career Plan, By Sex</u>					
	B.C. (1958 - 59)			U.S. (1956 - 57)		
	Both Sexes	Men	Women	Both Sexes	Men	Women
Not Stated	2	1	2			
I Expect To Continue Teaching Until Retirement	23	44	11	20	28	14
I Expect To Continue In The Field Of Education Until Retirement But Hope To Move From Classroom Teaching Into Some Other Area Of Education	18	43	3	24	50	8
I Expect To Leave Teaching In Order To Devote My Time To Homemaking; Would <u>Not</u> Want To Return To Teaching Later	5		9	8		14
I Expect To Leave Teaching In Order To Devote My Time To Homemaking; Would Want To Return To Teaching Later	42		67	35		56
I Expect To Leave Education For Another Occupation	5	8	3	9	17	5
Other	5	4	6	4	4	3
Total	100	100	100	100	100	100
Total No. In Group	591	217	374	4,065	1,523	2,542

Question 55 - ARE YOUR CAREER PLANS DEPENDENT UPON ANY OF THE FOLLOWING FACTORS?

Table LVIII shows some of the factors that affect the career plans of beginning teachers. Factors such as marriage, rearing a family and salaries were the important ones in 1958 - 59. Marriage was a determinant for 77% of the elementary women and 63% of the secondary women beginners. The possibility of having children was considered to be a factor affecting the careers of 61% of the married elementary women and 37% of the women in secondary grades.

Men were more concerned with the problem of earning enough money (57% of the secondary married men, 32% elementary married men). About one quarter of all the men (20% elementary single, 25% elementary married, 28% secondary single, 27% secondary married) reported their career plans were dependent upon their getting a better teaching job than they had now. This was proportionately higher than the women (8%, 13%, 7%, 12%) who apparently were quite satisfied with their present teaching job.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LVIII - FACTORS ON WHICH CAREER PLANS ARE DEPENDENT, BY SEX,
MARITAL STATUS AND TEACHING LEVEL

FACTORS	<u>Percent Distribution</u> ¹							
	<u>Elementary</u>				<u>Secondary</u>			
	Men		Women		Men		Women	
	Single	Married	Single	Married	Single	Married	Single	Married
1. Getting Married	28		77		14		63	
2. Having a Baby			21	61		3	7	37
3. Spouse Finishing School			8	20		1	4	12
4. Spouse's Job		4	5	24			5	16
5. Spouse's Income			6	28		3	9	16
6. Being Able To Support a Family On a Teacher's Salary	23	32	1	6	36	57		6
7. Getting a Better Teaching Job Than I Have Now	20	25	8	13	28	27	7	12
8. Other	18	14	7	9	18	16	16	16
Total in Group	43	28	232	54	50	96	56	32

1. The percents do not add to 100 either by rows or columns. Each row is a separate item, teachers were allowed more than one choice.

Question 56 - SPOUSE'S ATTITUDE: WHAT IS THE ATTITUDE OF YOUR HUSBAND OR WIFE TOWARD YOUR CONTINUING IN A TEACHING CAREER?

This question asks for information concerning spouses of beginning teachers and therefore is limited to a smaller group viz. the married beginning teachers consisting of 210 teachers. Responses to this question were not received from 11 of these. Table LIX classifies the responses for 199 married teachers. In general, the spouses of married beginning teachers were reported as being either very (64%) or fairly (24%) favorable toward their continuing in a teaching career. Spouses of beginning teachers at the secondary level reported to be somewhat more favorable (71%) than spouses of beginners at the elementary level (54%).

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LIX - SPOUSE'S ATTITUDE TOWARD CONTINUING TEACHING, BY SEX AND TEACHING LEVEL

SPOUSE'S ATTITUDE	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				146 971
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated	2	7	3	6	5	6	2	2	4	13	6	5	11	5	
1. Very Favorable	22	79	22	41	44	54	76	79	15	47	91	71	135	64	
2. Fairly Favorable	3	11	23	43	26	32	15	16	10	31	25	19	51	24	
3. Fairly Unfavorable			4	7	4	5	3	3	3	9	6	5	10	5	
4. Very Unfavorable	1	4	2	4	3	4							3	1	
Total ¹	28	100	54	100	82	100	96	100	32	100	128	100	210	100	

Question 57 - LIKELIHOOD OF LEAVING TEACHING

What is the likelihood of your leaving classroom teaching within the next five years?

It is shown in Table LX that if those beginning teachers who said they definitely would leave in five years are combined with those who said they probably would leave, 48% of the new teachers do not expect to be teaching five years later.

In Table LXI it is noted that the likelihood of leaving teaching within five years is reported as being considerably greater for single teachers than married, elementary than secondary, women than men. According to these data, single women in elementary grades are more likely to leave teaching within five years than any other group entering the teaching field in British Columbia.

In comparison with the United States findings of 1956 - 57, British Columbia beginning teachers differ in their intended length of stay in teaching. Married British Columbia teachers, particularly men (11%) report less likelihood of leaving within five years than their American counterparts (23%). Twelve percent of British Columbia's male beginners at the secondary level expect to leave teaching within five years as compared with 27% reported in the United States study.

Whereas British Columbia could expect to lose 14% of the 1958 - 59 beginning men from teaching within five years and 68% of the beginning women, the United States study reports similar losses of 25% of the beginning men and 66% of the women for the year 1956 - 57.

Table LXII compares British Columbia and United States beginning teachers in relation to salary and likelihood of leaving teaching. The data indicate a more pronounced trend in the British Columbia beginning teachers, the expected loss for those earning under 3000 being 60% whereas the possible loss for those earning 4000 or more is 28%. Salary does appear to be one factor that influences the likelihood of a teacher leaving the field, but salary is also related to age, sex, and academic qualifications and therefore cannot be assumed to be the only factor that accounts for teacher turnover. There is also a wider discrepancy between the leaving rates at different salary levels in the 1958 - 59 British Columbia study than in the 1956 - 57 United States study.

In regard to the problem of teacher supply the findings for British Columbia suggest that perhaps more effort should be exerted to attract more into the teaching profession and the level of salary paid would seem to play a part in this endeavour.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LX - LIKELIHOOD OF LEAVING TEACHING, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
LEAVING:	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	1	1	4	1	5	1	3	2	3	3	6	3	11	2
Definitely Leave Teaching Within One Year	5	7	11	4	16	4	3	2	5	6	8	3	24	4
Definitely Leave Within Three Years			17	6	17	5	3	2	6	7	9	4	26	4
Definitely Leave Within Five Years	1	1	11	4	12	3			3	3	3	1	15	3
Probably Leave Within One Year	2	3	4	1	6	2	1	1	5	6	6	3	12	2
Probably Leave Within Three Years	1	1	60	21	61	17	8	5	19	22	27	12	88	15
Probably Leave Within Five Years	2	3	92	32	94	26	3	2	20	23	23	10	117	20
Might Leave Within Five Years But It is Not Likely	12	17	58	20	70	20	32	22	13	15	45	19	115	19
Extremely Unlikely That I Would Leave Teaching Within Five Years	47	66	29	10	76	21	93	64	14	16	107	46	183	31
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXI - LIKELIHOOD OF LEAVING TEACHING WITHIN FIVE YEARS, BY SEX AND MARITAL STATUS,
BY SEX AND TEACHING LEVEL

B.C. AND U.S. COMPARISONS

CLASSIFICATION	<u>Definitely Or Probably Leaving, By Sex</u>											
	<u>B.C. (1958 - 59)</u>						<u>U.S. (1956 - 57)</u>					
	% Both Sexes	% Men	% Women	Tot. No.	No.	In Group	% Both Sexes	% Men	% Women	Tot. No.	No.	In Group
All Beginning Teachers	48	14	68	591	217	374	51	25	66	4,065	1,523	2,542
<u>By Marital Status</u>												
Single	59	18	71	381	93	288	56	30	66	1,958	527	1,431
Married	31	11	53	210	124	86	47	23	69	2,027	982	1,045
<u>By Teaching Level</u>												
Elementary	57	15	68	357	71	286	55	20	64	2,296	488	1,808
Secondary	33	12	67	234	146	88	46	27	72	1,769	1,035	734

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXII - LIKELIHOOD OF LEAVING TEACHING WITHIN FIVE YEARS, BY SALARY

B.C. AND U.S. COMPARISONS

SALARY	<u>Percent Definitely Or Probably Leaving</u>	
	<u>B.C. (1958 - 59)</u>	<u>U.S. (1956 - 57)</u>
	All Beginning Teachers	All Beginning Teachers
All Beginning Teachers	48	51
\$4000 Or More	28	46
3,500 - 3,999	44	51
3,000 - 3,499	54	53
Under 3,000	60	57
Total No. In Group	579 ¹	4,050 ²

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1. Does Not Include 12 Teachers Who Earned Less Than \$2400
2. Does Not Include 15 Teachers Who Did Not Answer The Salary Item

Question 58 - REASONS FOR LEAVING TEACHING

Regardless of the likelihood of your leaving teaching within the next five years, under what conditions would you leave voluntarily (or for what reasons do you expect to leave?).

This question provides specific expressed reasons why beginning teachers would leave the profession. It is noted in Table LXIII that 23% of all beginning teachers did not state any reasons why they would leave teaching voluntarily; this includes 39% of the men and 14% of the women teachers. The marked discrepancy between the sexes and their failure to give reasons for leaving teaching may be indicative of differences in attitudes toward their teaching position and their future in teaching. If a man were to place a certain amount of dependency on his position as a teacher, it is conceivable that he may be reluctant to state reasons why he would leave for fear of jeopardizing his position. A woman, on the other hand, expecting to leave teaching in order to marry or rear a family may not likely be as reluctant to say so.

Marriage is the principal reason given by beginning women teachers both in elementary and secondary schools when asked their reasons for leaving teaching. Men, on the other hand, report 'other employment' as the most likely reason for leaving the field, along with a desire for further education.

Salary does not seem to be an important factor in causing a beginning teacher to want to leave teaching. Women teachers did not mention income at all in their reasons, although thirteen men stated insufficient income would be a reason. However, as shown in the next question salary plays a part in a more specific sense in creating dissatisfaction with the teaching position.

Table LXIV compares British Columbia and United States beginning teachers' reasons for leaving teaching. Similar trends occur in both countries in that most women are lost from teaching because of marriage and for family reasons whereas proportionately more men plan to go to another occupation than leave for any other reason. British Columbia beginning teachers appear to be more satisfied than their American counterparts concerning money matters and salaries if little or no mention of pay as a reason for leaving can be interpreted as a measure of satisfaction with this factor. Few British Columbia beginners (3% men) gave working conditions as a reason for leaving the teaching profession. If this is in fact the case, external factors are probably more influential in limiting the numbers of qualified teachers entering the field. The problem becomes one of recruitment rather than one of reducing the loss of teachers since women are going to leave the profession even though the pay and working conditions are good.

It is to be expected that proportionately more British Columbia than United States beginners would leave teaching in order to further their education since they have less formal training, on the average, than the American beginners.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXIII - REASONS FOR LEAVING TEACHING, BY SEX AND TEACHING LEVEL

REASON	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	27	38	41	14	68	19	57	39	10	11	67	29	135	23
Marriage			123	43	123	34			30	34	30	13	153	26
Rearing Family			75	26	75	21			19	22	19	8	94	16
Further Education	13	18	12	4	25	7	17	12	10	11	27	12	52	9
Other Employment	15	21	7	2	22	6	27	18	3	3	30	13	52	9
Ill Health	1	1	13	5	14	4	8	5	5	6	13	6	27	5
Job Dissatisfaction	5	7	2	1	7	2	14	10	5	6	19	8	26	4
Insufficient Income	3	4			3	1	10	7			10	4	13	2
Travel			8	3	8	2			4	5	4	2	12	2
If Teaching Unsatisfactory	4	6	2	1	6	2	3	2	1	1	4	2	10	2
Other	3	4	3	1	6	2	10	7	1	1	11	5	17	3
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXIV - REASONS FOR LEAVING TEACHING, BY SEX, EXCLUDING NOT STATES

B.C. AND U.S. COMPARISONS

REASONS FOR LEAVING	<u>Percent By Sex²</u>				156
	<u>B.C. (1958 - 59)</u>		<u>U.S. (1956 - 57)</u>		
	Men	Women	Men	Women	
<u>A. Extrinsic Reasons</u>					
1. Family Reasons (including marriage)		75	2	68	
2. Depends On Another Person			1	12	
<u>B. Intrinsic Reasons</u>					
3. Mentions of Pay, Salary, Standard of Living	10		50	5	
4. Social Status of Teaching			2	1	
5. Working Conditions	3		12	3	
6. If I Should Be A Failure in Teaching	5	1	2	1	
7. If Teaching Is No Longer Satisfying	14	2	3	2	
<u>C. Not Classifiable As Intrinsic Or Extrinsic</u>					
8. To Go To Another Occupation	32	3	41	12	
9. To Return To School	23	7	5	4	
10. Some Highly Hypothetical Condition e.g. "If I Were To Inherit A Great Deal of Money"	2	1	2	4	
11. Other ¹	14	10	9	4	
Number of Cases	133	323	2602	4548	

1. B.C. Group includes ill health, travel, war

2. Teachers were allowed to give more than one reason, and consequently the percents do not add to 100.

Question 59 - YOUR SATISFACTION WITH VARIOUS ASPECTS OF YOUR POSITION

This question covers a number of different aspects of teaching and endeavors to provide a rating by beginning teachers on the relative degree of satisfaction with these aspects.

It is noted in Table LXV that if the 'fairly unsatisfactory' and 'very unsatisfactory' column percentages are combined three aspects appear somewhat larger than the others. Thus, some 20% of the beginning teachers report that their salary, compared to that of other occupations in their area open to people with their level of education, is either fairly or very unsatisfactory. Also fairly or very unsatisfactory to 22% of the beginning teachers was their teaching load. When asked about the total time spent on school duties including both teaching and non-teaching responsibilities required or expected of them, 18% of the beginners felt that this was fairly or very unsatisfactory.

Generally, however, most aspects were reported as being either very or fairly satisfactory by beginning teachers.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXV - SATISFACTION WITH VARIOUS ASPECTS OF POSITION, ALL TEACHERS

ASPECTS OF POSITION	<u>Percent Reporting, All Teachers</u>					Total	
	Not Stated	Very Satisfac.	Fairly Satisfac.	Fairly Unsatisfac.	Very Unsatisfac.		
Adequacy of Your School Building	1	39	48	10	3	100	158
Adequacy of Supplies & Equipment Furnished To You By The School		30	56	12	2	100	
Your Present Salary	1	32	53	12	3	100	
Maximum Salaries For Classroom Teachers In Your School System	2	35	53	9	1	100	
Time Needed To Reach Peak Salary In Your School System For Quali- fied Teachers	3	25	57	12	3	100	
Provisions For Sick Leave	2	43	48	5	2	100	
Provisions For Retirement	4	36	50	8	3	100	
Your Salary Compared To That Of Other Occupations In Your Area Open To People With Your Level Of Education	1	34	45	14	6	100	
Your Teaching Load	1	23	55	17	5	100	
Total Time You Spend On School Duties Including Both Teaching & Non-Teaching Responsibilities Required Or Expected	1	21	59	14	4	100	
Helpfulness of the Supervision You Receive	2	41	42	12	3	100	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXV (CONT'D) - SATISFACTION WITH VARIOUS ASPECTS OF POSITION, ALL TEACHERS

ASPECTS OF POSITION	<u>Percent Reporting, All Teachers</u>					Total
	Not Stated	Very Satisfac.	Fairly Satisfac.	Fairly Unsatisfac.	Very Unsatisfac.	
Fairness With Which Duties Are Distributed in Your School	2	66	28	5	1	100
Your Relations With Your Superiors	1	67	31	1		100
Your Relations With Fellow Teachers	3	75	22			100
Your Relations With Students	1	60	38	1		100
Your Relations With Parents	2	55	40	2	1	100
Pupil Attentiveness & Discipline	1	30	61	8	1	100
The Amount of Interest Shown By Your Students	1	33	59	7	1	100
General Community Attitude Toward Teaching As An Occupation	2	31	54	11	2	100
Your Position As a Whole (Except Salary)	1	51	44	4	1	100
Your Position As a Whole (Including Salary)	1	35	55	8	2	100
Non-Teaching Responsibilities	1	36	53	8	2	100

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Question 60 - IN YOUR PRESENT POSITION ARE YOU TEACHING THE
SUBJECTS AND/OR GRADE LEVEL YOU ARE MOST
QUALIFIED TO TEACH?

This question might be ambiguously answered in cases where beginning teachers are not too certain of their qualifications and the qualifications required for certain subjects or grade levels. However, Table LXVI gives the breakdown of their responses to the question. Of the beginning teachers in 1958 - 59, 57% reported they were entirely qualified to teach the subjects and grades they taught. Another 38% of the beginners reported partial qualifications and 4% stated they were not at all qualified to teach what they were teaching. A greater proportion (70%) of beginning teachers in elementary grades reported they were entirely qualified than those teaching at the secondary level where 38% said they were entirely qualified to teach the subjects they were teaching. At the secondary level 7% reported they were not qualified at all to teach the subjects or grades actually being taught whereas 3% of the elementary level beginners reported they were similarly not qualified.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXVI - TEACHING SUBJECTS AND/OR GRADE MOST QUALIFIED TO TEACH, BY SEX AND TEACHING LEVEL

QUALIFIED TO TEACH?	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			1		1				1	1	1		2	
Yes, Entirely	44	62	205	72	249	70	51	35	38	43	89	38	338	57
Partly	23	32	75	26	98	27	84	57	44	50	128	55	226	38
No, Not At All	4	6	5	2	9	3	11	8	5	6	16	7	25	4
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 61 - IN YOUR PRESENT POSITION ARE YOU TEACHING THE SUBJECTS AND/OR GRADE LEVEL YOU LIKE BEST TO TEACH?

This question is related in part to the beginning teacher's satisfaction with his position but more particularly with the subjects and the grade level taught. Some 58% of the beginning teachers at the elementary level said they were entirely satisfied with the subjects and/or grade they taught as compared with 33% of the beginning teachers at the secondary level.

The women beginning teachers in both the elementary and the secondary grades were proportionately greater in numbers than the men as regards teaching subjects and/or grades they liked best to teach. Of the elementary level men beginning teachers, 10% were not at all pleased with the subjects and/or grade level they had to teach in 1958 - 59.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXVII - ARE YOU TEACHING SUBJECTS AND/OR GRADE LEVEL YOU LIKE BEST TO TEACH,
BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	2	3	2	1	4	1	1	1	2	2	3	1	7	1
Yes, Entirely	20	28	187	65	207	58	40	27	36	41	76	33	283	48
Partly	42	59	85	30	127	36	100	69	45	51	145	62	272	46
No, Not At All	7	10	12	4	19	5	5	3	5	6	10	4	29	5
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 62 - HELPFULNESS OF EDUCATION COURSES: IN GENERAL, DO YOU FEEL THAT THE EDUCATION COURSES YOU HAD IN UNIVERSITY HAVE BEEN HELPFUL IN YOUR PRESENT POSITION?

It is noted in Table LXVIII that, although 46% of the beginning teachers reported the education courses at university were fairly helpful, 36% stated that the education courses were either not very helpful or not helpful at all. Some 6% of the beginners said they hadn't had any education courses at all.

More of the women beginning teachers at the secondary level, (44%) than any other sex group stated that the education courses were either not very helpful or not helpful at all.

Of those beginning teachers who did not take any education courses, 12% were teaching at the secondary level and 2% at the elementary grades.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXVIII - HELPFULNESS OF EDUCATION COURSES, BY SEX AND TEACHING LEVEL

HELPFULNESS	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	3	4	3	1	6	2	7	5	4	5	11	5	17	3
Very Helpful	5	7	25	9	30	8	16	11	7	8	23	10	53	9
Fairly Helpful	35	49	152	53	187	52	56	38	26	30	82	35	269	46
Not Very Helpful	19	27	91	32	110	31	44	30	32	36	76	32	186	31
Not Helpful At All	4	6	12	4	16	4	6	4	7	8	13	6	29	5
I Haven't Had Any Education Courses	5	7	3	1	8	2	17	12	12	14	29	12	37	6
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 63 - HELPFULNESS OF PRACTICE TEACHING: IN GENERAL,
DO YOU FEEL THAT THE STUDENT OR PRACTICE
TEACHING YOU DID WHILE IN TEACHER TRAINING
HAS BEEN HELPFUL IN YOUR PRESENT POSITION?

It is shown in Table LXIX that 53% of the beginning teachers stated their practice teaching was very helpful and another 29% stated it was fairly helpful. Some 9% of the beginners claimed they did not have any practice teaching at all, 2% of them teaching elementary grades and 20% of them teaching secondary grades. While 5% of the beginning teachers at the elementary level reported that the practice teaching was not very helpful, 11% of the beginners at the secondary level stated that practice teaching for them was either not very helpful or not helpful at all. Comparing responses made by beginning teachers to this question with responses made to the preceding item, it appears that more of the beginning teachers felt they got more help from the practice teaching than they did from their education courses.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXIX - HELPFULNESS OF PRACTICE TEACHING, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				167
	Men		Women		Total		Men		Women		Total				
HELPFULNESS	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated	3	4	2	1	5	1	6	4	3	3	9	4	14	2	
Very Helpful	44	62	174	61	218	61	62	42	31	35	93	40	311	53	
Fairly Helpful	19	27	90	31	109	31	36	25	25	30	61	26	170	29	
Not Very Helpful			17	6	17	5	11	8	12	14	23	10	40	7	
Not Helpful At All							1	1	1	1	2	1	2		
I Did Not Have Any Practice Teaching	5	7	3	1	8	2	30	20	16	18	46	20	54	9	
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100	

Question 64 - ATTITUDE TOWARD ACCELERATED CLASSES: IN GENERAL DO YOU SUBSCRIBE TO THE COMPLETING OF FOUR YEARS WORK, EITHER IN ELEMENTARY OR SECONDARY SCHOOL, IN THREE YEARS BY SUPERIOR STUDENTS?

The data shown in Table LXX indicate that beginning teachers are generally in favor of acceleration, 51% entirely and 41% partly in favor of such classes.

Some 13% of the beginning teachers at the secondary level were not at all in favor of acceleration whereas 3% of the elementary beginners said they did not subscribe to acceleration.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXX - ATTITUDE TOWARD ACCELERATED CLASSES, BY SEX AND TEACHING LEVEL

ATTITUDE	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	2	3	4	1	6	2	1	1			1		7	1
Yes, Entirely	31	44	156	55	187	52	71	49	41	47	112	48	299	51
Partly	35	49	117	41	152	43	53	36	38	43	91	39	243	41
No, Not At All	3	4	9	3	12	3	21	14	9	10	30	13	42	7
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 65 - REQUIREMENTS FOR AN IDEAL JOB OR PROFESSION

This question listed ten items which have generally been regarded as the requirements for an ideal job or profession. Beginning teachers were asked to specify the level (high, medium or low) of the requirement any job would have to satisfy before they considered it ideal. Then they were asked to state whether or not the statement was descriptive of teaching; the assumption being that if marked differences between the replies to the two parts of the question were shown an explanation to the question of why some of the beginning teachers leave teaching could be ascribed to the existence of reasons other than those expressed in more specific terms in Question 58.

It is noted in Table LXXI that beginning teachers consider an opportunity to use their special abilities and be helpful to others as being highly important requirements for their ideal job. Reported as being of low importance to beginning teachers were such requirements as an opportunity to earn a good deal of money, obtaining social status and prestige, being left relatively free of supervision by others, and provision for adventure. Only 10% of the beginning teachers stated that a chance to earn a good deal of money was of high importance to them.

Table LXXII shows a comparison between the occupational values of British Columbia beginning teachers, United States beginners, and a sample of 2,758 Cornell students. In his Cornell study, Rosenberg postulated sets of values titled 'people-oriented values', 'extrinsic reward values', and 'expressive values'. The same 10 value items were used in all three studies but because of the widely divergent male-female sex ratio in the Cornell study, differences are probably in part attributable to the nature of the sample.

In comparing the beginning teachers of the two countries one sees a close similarity between them concerning 'people oriented values' and 'expressive values', both rated highly in an occupation. It is interesting to note, however, that in both the British Columbia and United States studies, women beginning teachers are more inclined to be 'people oriented' than their male counterparts. Of least value to both British Columbia and United States beginning teachers is the opportunity to earn a good deal of money. The British Columbia beginners, particularly the men, indicated this point quite forcibly, and rated extrinsic rewards including social status and prestige less highly than the United States beginners.

Noteworthy too is the fact that the British Columbia beginning men were not as prone to value stability and security in their ideal occupation as were the British Columbia

and United States men and women. Why this is so is not easily understood and indicates a need for further investigation. British Columbia beginning men want greater freedom from supervision than do their female colleagues or American beginners. This may be related to their higher need for an opportunity to use their special abilities and aptitudes and, given the freedom, would negate the need for a stable secure future, perhaps feeling that their position was secure by definition.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXI - REQUIREMENTS FOR YOUR IDEAL JOB OR PROFESSION, ALL TEACHERS

REQUIREMENTS	<u>% Reporting By Importance</u>				Total
	Not Stated	High	Medium	Low	
Provide An Opportunity To Use My Special Abilities And Aptitudes	2	82	16	1	100
Provide Me With A Chance To Earn A Good Deal Of Money	3	10	71	16	100
Permit Me To Be Creative And Original	2	61	34	3	100
Give Me Social Status And Prestige	2	15	63	20	100
Give Me An Opportunity To Work With People Rather Than Things	2	69	25	4	100
Enable Me To Look Forward To A Stable, Secure Future	2	61	34	3	100
Leave Me Relatively Free Of Supervision By Others	3	30	51	16	100
Give Me A Chance To Exercise Leadership	2	41	50	8	100
Provide Me With Adventure	3	23	50	24	100
Give Me An Opportunity To Be Helpful To Others	2	76	21	1	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXII - OCCUPATIONAL VALUES OF BEGINNING TEACHERS, BY SEX

B.C., U.S., CORNELL COLLEGE STUDENTS COMPARISON

<u>OCCUPATIONAL VALUE</u>		<u>Percent Rating High Value</u>		
	<u>Sex</u>	<u>B.C. Beginning Teachers 58-59</u>	<u>U.S. Beginning Teachers 56-57</u>	<u>College Students¹</u>
A. PEOPLE ORIENTED VALUES				
1. Give Me An Opportunity To Work With People Rather Than Things	Men	63	69	39
	Women	75	79	59
	Diff.	12	10	20
2. Give Me An Opportunity To Be Helpful To Others	Men	75	80	37
	Women	79	85	53
	Diff.	4	5	16
B. EXTRINSIC REWARDS	Men	6	21	36
3. Provide A Chance To Earn A Good Deal Of Money	Women	11	17	19
	Diff.	5	4	17
4. Give Me Social Status And Prestige	Men	16	31	25
	Women	15	30	15
	Diff.	1	1	10
5. Enable Me To Look Forward To A Stable Secure Future	Men	57	68	63
	Women	66	67	51
	Diff.	9	1	12
C. SELF EXPRESSION	Men	86	81	78
6. Provide An Opportunity To Use My Special Abilities And Aptitudes	Women	82	81	80
	Diff.	4		2
7. Permit Me To Be Creative And Original	Men	63	62	49
	Women	62	68	54
	Diff.	1	6	5
D. OTHER VALUES	Men	37	29	46
8. Leave Me Relatively Free Of Supervision By Others	Women	28	27	40
	Diff.	9	2	6
9. Give Me A Chance To Exercise Leadership	Men	49	56	38
	Women	37	45	29
	Diff.	12	11	9
10. Provide Me With Adventure	Men	23	22	14
	Women	24	27	17
	Diff.	1	5	3
Number Of Cases	Men	217	2602	2008
	Women	374	4548	750

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1. Data from Morris Rosenberg, occupations and values, the free press, Glencoe, Illinois, 1957.

Question 66 -

This question asks the beginning teachers to indicate whether or not the "ideals" referred to in Question 65 are to be found in the teaching profession.

It is noted in Table LXXIII that for the majority of beginning teachers in 1958 - 59 teaching provided them with an opportunity to use their special abilities and aptitudes, permitted them to be creative and original, allowed them to work with people rather than things, enabled them to look forward to a stable secure future, gave them an opportunity to be helpful to others.

If realization of ones occupational values is a criterion for job satisfaction, beginning teachers should enjoy their work considerably since it is noted in Table LXXIV that their ideal job conditions are more than met in teaching. Not only does teaching meet the important (to them) needs of working with and helping people while providing for the expression of special abilities and creativity, but it also offers social status, relative freedom from supervision and adventure, including an opportunity for some to earn a good deal of money, particularly women. One might infer from this that the conditions in teaching are not the important factor when considering teacher shortage problems but rather the loss due to marriage and family rearing situations, this

being a function of the high proportion of young, single women entering the teaching field.

Table LXXV provides possible answers to some of the reasons why women are more likely to enter the teaching field than men. Teaching enables proportionately more women than men (47% compared with 23%) to earn a good deal of money, to realize social status and prestige (77% as compared with 68%) to be creative and original (93% as compared with 79%) and provides them with adventure (63% as compared with 46%).

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXIII - STATEMENTS DESCRIPTIVE OF TEACHING PROFESSION, ALL TEACHERS

	<u>Is This Descriptive Of Teaching?</u>				
	% Reporting				
STATEMENT	Not Stated	Yes	No	Total	
Provide An Opportunity To Use My Special Abilities And Aptitudes	2	94	5	100	177
Provide Me With A Chance To Earn A Good Deal Of Money	3	37	60	100	
Permit Me To Be Creative And Original	2	86	12	100	
Give Me Social Status And Prestige	3	71	25	100	
Give Me An Opportunity To Work With People Rather Than Things	2	97	1	100	
Enable Me To Look Forward To A Stable, Secure Future	2	95	3	100	
Leave Me Relatively Free Of Supervision By Others	3	62	35	100	
Give Me A Chance To Exercise Leadership	2	90	7	100	
Provide Me With Adventure	4	55	42	100	
Give Me An Opportunity To Be Helpful To Others	2	97	1	100	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXIV - COMPARISON OF IDEAL JOB VALUES AND DEGREE OF VALUE REALIZATION IN TEACHING
(EXCLUDING THOSE NOT STATING)

		<u>Percent Reporting</u>			178
	Sex	Ideal Job	Realized	Difference	
		High Value	In Teaching		
A. PEOPLE ORIENTED VALUES					
1. Gives Me An Opportunity To Work With People Rather Than Things	Men	63	100	37	
	Women	75	100	25	
2. Gives Me An Opportunity To Be Helpful To Others	Men	75	100	25	
	Women	79	99	20	
B. EXTRINSIC REWARDS					
3. Provides A Chance To Earn A Good Deal Of Money	Men	6	23	17	
	Women	11	47	36	
4. Gives Me Social Status And Prestige	Men	16	68	52	
	Women	15	77	62	
5. Enables Me To Look Forward To A Stable Secure Future	Men	57	96	39	
	Women	66	97	31	
C. SELF EXPRESSION					
6. Provides An Opportunity To Use My Special Abilities And Aptitudes	Men	86	96	10	
	Women	82	95	13	
7. Permits Me To Be Creative And Original	Men	63	79	16	
	Women	62	93	31	
D. OTHER VALUES					
8. Leaves Me Relatively Free Of Supervision By Others	Men	37	66	29	
	Women	28	62	34	
9. Gives Me A Chance To Exercise Leadership	Men	49	93	44	
	Women	37	92	55	
10. Provides Me With Adventure	Men	23	46	23	
	Women	24	63	43	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXV - STATEMENT DESCRIPTIVE OF TEACHING PROFESSION, BY SEX
(EXCLUDING THOSE NOT STATING)

	<u>Is This Descriptive Of Teaching?</u>								Total
	Men		Women		All Teachers				No.
	% Yes	% No	% Yes	% No	% Yes	% No	% Yes	% No	Reporting
A. PEOPLE ORIENTED VALUES									
1. Gives Me An Opportunity To Work With People Rather Than Things	100		100		100				581
2. Gives Me An Opportunity To Be Helpful To Others	100		99	1	99	1			579
B. EXTRINSIC REWARDS									
3. Provides A Chance To Earn A Good Deal Of Money	23	77	47	53	38	62			572
4. Gives Me Social Status And Prestige	68	32	77	23	74	26			572
5. Enables Me To Look Forward To A Stable Secure Future	96	4	97	3	97	3			578
C. SELF EXPRESSION									
6. Provides An Opportunity To Use My Special Abilities And Aptitudes	96	4	95	5	95	5			582
7. Permits Me To Be Creative And Original	79	21	93	7	88	12			578
D. OTHER VALUES									
8. Leaves Me Relatively Free Of Supervision By Others	66	34	62	38	63	37			574
9. Gives Me A Chance To Exercise Leadership	93	7	92	8	93	7			577
10. Provides Me With Adventure	46	54	63	37	57	43			570

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Question 67 - DO YOU LIKE TEACHING?

- (1) MORE THAN YOU THOUGHT YOU WOULD
- (2) ABOUT THE SAME AS YOU THOUGHT YOU WOULD
- (3) LESS THAN YOU THOUGHT YOU WOULD
- (4) DON'T KNOW

The question seeks information concerning beginning teachers feelings toward teaching in relation to how they thought they might like teaching before entering it. Table LXXVI shows that half of the beginners in 1958 - 59 liked teaching about the same as they thought they would, while another 43% said they liked it more than they thought they would. Some 63% of the men who began teaching at the elementary level reported they liked teaching more than they thought they would. On the other hand a greater proportion of the beginning women teachers at the elementary level show feelings in agreement with their expectations. These trends imply that women more than men are more certain of what they expect to get out of teaching. Though the sex differences are not as marked, proportionately more men than women at the secondary level show an agreement between their like or dislike of teaching and their expectations. Perhaps the most significant finding in this table is the large proportion who find it more to their liking than they expected and this suggests a need for other approaches to the problem of teacher recruitment.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXVI - DO YOU LIKE TEACHING, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
More Than You Thought You Would	45	63	108	38	153	43	62	43	39	44	101	43	254	43
About The Same As You Thought You Would	21	30	162	57	183	51	73	50	39	44	112	48	295	50
Less Than You Thought You Would	4	6	13	5	17	5	8	5	10	11	18	8	35	6
Don't Know	1	1	3	1	4	1	3	2			3	1	7	1
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 68 - DO YOU PLAN TO ATTEND SUMMER SCHOOL THIS YEAR?

Some attempt at determining the number of beginning teachers who plan to undertake in-service training this year is the purpose of this question.

It is shown in Table LXXVII that half of the beginning teachers definitely plan to go to summer school this year while another 39% do not plan to attend summer sessions. More beginning male teachers at the elementary level plan to attend summer session this year than any other beginning teacher group. As might be expected more of the beginning teachers at the elementary level than at the secondary level said they definitely planned to go to school this summer, the reason for the difference being due probably to academic training differences between these two groups of beginning teachers.

In Table LXXVIII it is noted that a relationship does exist between a beginning teacher's intention of going to summer school and the enrolment size of the school district in which he teaches. The large urban centre of Vancouver is an understandable exception due to the fact that the beginning teachers hired by this district have higher academic training and are less likely to be attending summer session. However, beyond this centre, the smaller districts can probably expect proportionately fewer beginning teachers to be

attending summer school. Geographic and economic factors may be influencing this trend since it is unlikely that the smaller school districts have a similar proportion of beginning teachers with as high academic training as the large urban centres.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXVII - PLANNING TO ATTEND SUMMER SCHOOL THIS YEAR, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated							3	2			3	1	3	
Definitely Planning To Go	48	68	164	57	212	59	55	38	29	33	84	36	296	50
Not Certain But Probably	6	8	29	10	35	10	14	10	15	17	29	12	64	11
Not Planning To Go	17	24	93	33	110	31	74	51	44	50	118	50	228	39
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXVIII - PLANNING TO ATTEND SUMMER SCHOOL THIS YEAR,
BY SCHOOL DISTRICT SIZE (ENROLMENT)

% Reporting, By School District Enrolment Size Of:

	25,500 or More	6,300-25,499	1,500-6,299	300-1,499	1-299	All Size School Districts	185
Not Stated			1				
Definitely Planning To Go	40	60	51	45	20	50	
Not Certain But Probably	12	10	11	12		11	
Not Planning To Go	48	30	37	42	80	39	
Total %	100	100	100	100	100	100	
Total No. In Group	100	130	283	73	5	591	

Question 69 - WHO OR WHAT WAS THE MAIN INFLUENCE IN CAUSING YOU TO ENTER TEACHING?

- (1) TEACHER
- (2) PARENT
- (3) FRIEND
- (4) OTHER

Table LXXIX shows that 29% of the beginning teachers said another teacher was the main influence in causing them to enter teaching. More beginning teachers at elementary level than secondary levels said a teacher was most influential in causing them to enter teaching. In decreasing order of importance are reported the influences of 'parent' or 'friend'. The preponderance of 'other' responses is due to beginning teachers stating they chose to enter teaching on their own, by their own choice, and that no other influence could be named.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXIX - THE MAIN INFLUENCE IN CAUSING YOU TO ENTER TEACHING,
BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	3	4	12	4	15	4	2	1	4	5	6	3	21	4
Teacher	23	32	92	32	115	32	32	22	22	25	54	23	169	29
Parent	8	11	57	20	65	18	10	7	11	12	21	9	86	15
Friend	7	10	22	8	29	8	22	15	7	8	29	12	58	10
Other	30	42	103	36	133	37	80	55	44	50	124	53	257	43
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 70 - WHEN YOU FIRST STARTED TO WORK, WHAT WAS THE
GENERAL ATTITUDE OF MOST OF THE OTHER CLASSROOM
TEACHERS IN YOUR BUILDING TOWARD YOU?

The data shown in Table LXXX indicate that the majority of beginning teachers (88%) said they were received by their colleagues in a friendly way. Some 8% of the beginners said the attitude of their fellow teachers was one of indifference and no beginning teacher said he was reacted to in an unfriendly manner.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXX - ATTITUDE OF OTHER TEACHERS, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	4	6	8	3	12	3	9	6	6	7	15	6	27	5
Friendly	61	86	261	91	322	90	123	84	74	84	197	84	519	88
Indifferent	6	8	17	6	23	6	14	10	8	9	22	9	45	8
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 71 - DO YOU FEEL YOUR PERSONAL LIFE HAS BEEN
RESTRICTED BY SOCIAL PRESSURE SINCE BECOMING
A TEACHER?

- (1) NOT RESTRICTED IN ANY WAY
- (2) RESTRICTED BUT NOT SERIOUSLY
- (3) SERIOUSLY RESTRICTED

This question endeavors to provide information about how beginning teachers interpret the degree of restriction they feel is placed upon them since entering teaching. In Table LXXXI it is noted that just over half (54%) of the beginning teachers said their personal lives were not restricted in any way whereas 43% said they felt some restriction but not seriously. Perhaps more interesting are the findings in Table LXXXII where it is seen that proportionately more of the beginning teachers in smaller communities reported they felt restricted but not seriously in their personal life than did their counterparts in larger urban centres. An exception to this finding is found in the beginning teachers in the smallest community group but the small number involved does not permit a conclusive statement to be made regarding them. However the main trend is in certain respects to be expected in view of the different social conditions that characterize the smaller community. If this is a valid trend it may be one of the factors responsible for the difficulties encountered in maintaining stability in the teaching force in the smaller communities.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXI - AMOUNT PERSONAL LIFE RESTRICTED, BY SEX AND TEACHING LEVEL

DEGREE OF RESTRICTION	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				191
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated			4	1	4	1	1	1	1	1	2	1	6	1	
Not Restricted In Any Way	35	49	161	56	196	55	82	56	43	49	125	53	321	54	
Restricted But Not Seriously	34	48	116	41	150	42	60	41	42	48	102	44	252	43	
Seriously Restricted	2	3	5	2	7	2	3	2	2	2	5	2	12	2	
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXII - AMOUNT PERSONAL LIFE RESTRICTED,
BY SCHOOL DISTRICT ENROLMENT SIZE

DEGREE OF RESTRICTION	<u>% Reporting, By School District Size</u>						All Size School Districts
	25,500 or More	6,300-25,499	1,500-6,299	300-1,499	1-299		
Not Stated		1	1	4			1
Not Restricted In Any Way	72	58	50	41	80		54
Restricted But Not Seriously	26	41	47	53	20		43
Seriously Restricted	2	1	3	1			2
Total %	100	100	100	100	100		100
Total No. In Group	100	130	283	73	5		591

Question 72 - WERE YOU PROMISED A PARTICULAR SCHOOL, GRADE LEVEL OR SUBJECT FIELD AT THE TIME YOU WERE EMPLOYED?

It is shown in Table LXXXIII that, of the beginning teachers who answered 'yes' to one or more of the aspects referred to in the question, namely a particular school, grade level or subject field, 58% said they were promised a particular school, 48% reported being promised a grade level and 40% a subject field. Although roughly half of the beginning teachers at elementary levels said they were promised a particular school, two-thirds (67%) of the beginning teachers at the secondary level claimed they were promised a particular school. About half of the beginners in both elementary and secondary were promised a grade level. Promise of subject field differed for elementary and secondary level beginning teachers. A quarter of the elementary beginners were promised a subject field whereas nearly two-thirds (64%) of the beginners at the secondary level said they were promised a subject field. This is expected in view of the greater specialization of subject matter called for at the secondary level.

In Table LXXXIV, it is noted that of the beginners who answered 'yes' to an earlier part of the question, most of them did get the specific assignment, slightly more in the secondary level than elementary. Most of these teachers said

they were not disappointed with what they did get, the secondary level group indicating a slightly higher ratio of persons who were disappointed with what they did get.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXIII - PROMISE OF A PARTICULAR SCHOOL, GRADE LEVEL, OR SUBJECT FIELD
AT TIME OF EMPLOYMENT, BY SEX AND TEACHING LEVEL

AREA PROMISED	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>School</u>														
Not Stated	1	1	1		2	1	1	1	4	5	5	2	7	12
Yes	38	54	143	51	181	52	98	70	52	63	150	67	331	58
No	32	45	135	48	167	48	42	30	26	32	68	30	235	41
Total	71	100	279	100	350	100	141	100	82	100	223	100	573	100
<u>Grade</u>														
Not Stated	3	4	16	6	19	5	7	5	10	12	17	8	36	6
Yes	29	41	130	46	159	45	74	52	44	54	118	52	277	48
No	39	55	138	49	177	50	62	43	28	34	90	40	267	46
Total	71	100	284	100	355	100	143	100	82	100	225	100	580	100
<u>Subject Field</u>														
Not Stated	8	11	49	17	57	16	11	8	18	22	29	12	86	15
Yes	17	24	71	25	88	25	92	63	57	70	149	64	237	40
No	46	65	166	58	212	59	42	29	13	16	55	24	267	45
Total	71	100	286	100	357	100	145	100	88	100	233	100	590	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXIV - IF 'YES' DID YOU ACTUALLY GET SPECIFIC ASSIGNMENT,
BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
IF 'YES':														
Did You Actually Get Special Assignment														
Not Stated							1	1			1	1	1	
Yes	36	84	162	91	198	89	110	95	65	90	175	93	373	91
No	7	16	17	9	24	11	5	4	7	10	12	6	36	9
Total	43	100	179	100	222	100	116	100	72	100	188	100	410	100
Were You Disappointed With What You Did Get														
Not Stated			2	1	2	1	2	2	2	3	4	2	6	1
Yes	2	5	18	10	20	9	18	15	8	11	26	14	46	11
No	41	95	159	89	200	90	96	83	62	86	158	84	358	87
Total	43	100	179	100	222	100	116	100	72	100	188	100	410	100

Question 73 - HAVE YOU BEEN REQUESTED TO TEACH ANY CLASSES
YOU HAVE FELT TO BE TOO LARGE?

According to Table LXXXV one-third of the beginning teachers in 1958 - 59 said 'yes' to this question. Proportionately more of the beginning teachers at the secondary level than at the elementary said they had been requested to teach classes that were too large. The beginning men at the elementary level reported a higher proportion of "having to teach too large classes" than their female counterparts. At the secondary level a reversal occurred wherein the women stated more frequently than the men that they had been requested to teach classes that were too large. Perhaps the significant feature of these findings is that about one-third of the beginning teachers felt their classes were too large. Hence, the question arises as to how much this feeling indirectly contributes to a teacher's decision to leave the teaching field and suggests the need for practical corrective measures.

Part 2 - IF 'YES' HOW MANY STUDENTS ARE IN THIS TOO-LARGE
CLASS?

Table LXXXVI indicates that 40% of those beginning teachers who felt they were teaching too-large classes reported that they were teaching from 36-40 pupils. Again considering only those who felt they had too-large classes, 74% of those

employed at the elementary level stated they had classes ranging from 36-45 pupils whereas 53% of their secondary counterparts reported teaching classes of the same size.

Secondary beginning teachers who felt they had too-large classes tended to report class sizes that were smaller than elementary beginning teachers. Thus, 13% of beginning secondary teachers as compared to only 1% of elementary teachers felt a class size of 26-30 pupils to be too large.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXV - REQUESTED TO TEACH TOO LARGE CLASSES, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	3	4	10	3	13	4	2	1	3	3	5	2	18	3
Yes	28	40	79	28	107	30	58	40	31	35	89	38	196	33
No	40	56	197	69	237	66	86	59	54	62	140	60	377	64
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXVI - SIZE OF TOO LARGE CLASSES, BY SEX AND TEACHING LEVEL

IF 'YES' TO QUESTION 73 THEN HOW LARGE?	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 20	2	7	4	5	6	6	2	3	1	3	3	3	9	5
21 - 25							2	3	2	6	4	5	4	2
26 - 30	1	4			1	1	11	19	1	3	12	13	13	7
31 - 35	1	4	12	15	13	12	9	16	5	16	14	16	27	14
36 - 40	14	50	34	43	48	45	21	36	10	32	31	35	79	40
41 - 45	7	25	24	30	31	29	11	19	5	16	16	18	47	24
46 - 50	2	7	4	5	6	6			7	23	7	8	13	7
Over 50	1	4	1	1	2	2	2	3			2	2	4	2
Total	28	100	79	100	107	100	58	100	31	100	89	100	196	100

Question 74 - HOW HEAVY HAS THE TEACHING LOAD ASSIGNED TO YOU BEEN?

- (1) HEAVIER THAN THAT OF OTHERS ON THE STAFF
- (2) HEAVY BUT NOT MORE SO THAN OTHER TEACHERS
- (3) MEDIUM
- (4) LIGHT

It is noted in Table LXXXVII that just over half (54%) of the beginning teachers reported that their teaching load was heavy but not more so than that of other teachers. Another third of them (34%) stated their teaching load was medium. No appreciable differences are shown between the elementary and secondary beginning teachers.

However, the significant fact in this table is that 63% of all beginning teachers consider their load to be heavy. Thus the question arises how much this feeling, along with a desire to marry, contributes to the departure of single women from teaching. Further study of the motivational significance of such feelings is indicated.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXVII - TEACHING LOAD, BY SEX AND TEACHING LEVEL

LOAD	<u>Elementary</u>						<u>Secondary</u>							
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			2	1	2	1	2	1	2	2	4	2	6	1
Heavier Than That Of Others On The Staff	12	17	19	7	31	9	18	12	5	6	23	10	54	9
Heavy But Not More So Than Other Teachers	41	58	154	54	195	55	79	54	43	49	122	52	317	54
Medium	18	25	108	38	126	35	43	30	34	39	77	33	203	34
Light			3	1	3	1	4	3	4	5	8	3	11	2
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 75 - WOULD YOU BE IN FAVOUR OF A FAIR MERIT RATING PLAN IN YOUR SCHOOL DISTRICT?

(1) YES

(2) NO

This question attempts to obtain information on attitudes of beginning teachers toward what seems to be a very controversial matter, merit rating.

It is shown in Table LXXXVIII that slightly over one-third (36%) of the beginning teachers said they were in favor of a fair merit rating plan. Over half, (55%) of the beginners in 1958 - 59 were against merit rating. Of the 9% who did not state their opinions about rating, many of them, made comments on the questionnaire such as 'impossible', 'no such thing as fair', 'who would decide and rate' etc. The trend shown here may be related to the fact that 61% of the beginning teachers reported in Question 65 that it was highly important for them to be able to look forward to a stable, secure future. Hence the question arises whether merit rating, for a large proportion of beginning teachers implies a threat to the attainment of a secure future?

More specifically, does the fact that 55% of the beginning teachers, who answered "no" to a fair merit rating plan, mean that these teachers feel they may lose something financially if such a plan were to be effected or is it fear

of possible unfairness and bias which may result in financial reductions? On the other hand, do the 36% who said they were in favor of such a scheme feel they might gain from merit rating because they have special aptitudes and abilities to offer the profession? The present analysis does not provide an answer to these questions but further inter item analysis might yield some critical differences between those who favor and do not favor a merit rating plan.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXVIII - ATTITUDES TOWARD MERIT RATING PLAN, BY SEX AND TEACHING LEVEL

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
IN FAVOR														
Not Stated	8	11	27	9	35	10	11	7	10	11	21	9	56	9
Yes	26	37	99	35	125	35	51	35	36	41	87	37	212	36
No	37	52	160	56	197	55	84	58	42	48	126	54	323	55
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

Question 76 - HOW MUCH HELP WITH PROBLEMS HAVE YOU RECEIVED FROM PRINCIPAL, SUPERVISORS AND CONSULTANTS, FELLOW CLASSROOM TEACHERS, INSPECTORS?

It can be seen from Table LXXXIX that beginning teachers obtained help from the above people to varying extents ranging from much help to no help. Three quarters of the beginning teachers reported receiving much or some help from their principal in order to deal with problems. As many again, (77%) said their fellow classroom teachers gave them much or some help with problems. About half (51%) of the 1958 - 59 beginning teachers stated they received much or some help from supervisors and consultants and 45% said they received a comparable degree of help from inspectors. It should be noted that consultants and supervisors are limited to certain districts, hence a number of beginning teachers would be forced to report little or no help received due to the fact that their particular district cannot afford such personnel.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE LXXXIX - HOW MUCH HELP WITH PROBLEMS RECEIVED, ALL TEACHERS

HELP RECEIVED FROM:	<u>% Reporting Amount Of Help Received</u>					Total
	Not Stated	Much Help	Some Help	Little Help	No Help	
Principal	6	37	38	13	6	100
Supervisors & Consultants	9	22	29	14	25	100
Fellow Classroom Teachers	6	38	39	12	5	100
Inspectors	5	9	36	19	30	100

Question 77 - CHECK THE FOLLOWING ITEMS TO INDICATE HOW MUCH
HELP YOU HAVE NEEDED AND HOW MUCH HELP YOU HAVE
RECEIVED DURING THIS FIRST YEAR OF TEACHING

This question lists nine items and asks beginning teachers to rate the help needed and received on these items. For purposes of comparison, none and little categories are combined as are the some and much categories. This is done for both the help-needed and help-received sections of the question.

It is noted in Table XC that 39% of the beginning teachers said they needed some or much help in developing better personal qualities as a teacher although 28% of the beginners received some or much help in this area. Noted too is the fact that 63% of the beginning teachers needed some or much help in understanding and using special school services such as standardized test results, health, remedial reading and psychologists whereas 47% of the beginners actually received some or much help with these services.

When asked about making effective use of community resources, 32% of the beginning teachers said they needed some or much help but 18% of the teachers were in receipt of some or much help. The greatest discrepancy occurs in the item that refers to planning for and working with gifted and retarded pupils. Some 52% of the beginning teachers said they

needed some or much help in this area but 29% reported receiving some or much help. Moreover, 66% of the beginning teachers stated they received little or no help in planning for and working with these exceptional children.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XC - AMOUNT OF HELP NEEDED AND RECEIVED DURING FIRST YEAR TEACHING, ALL TEACHERS

ASPECTS OF POSITION	<u>% Reporting Amount Of Help Needed And Received</u>											
	<u>Help Needed</u>						<u>Help Received</u>					
	Not Stated	Much	Some	Little	None	Total	Not Stated	Much	Some	Little	None	Total
Understanding The Goals Of The School	3	8	36	29	24	100	5	15	38	21	21	100
Developing Better Personal Qualities As A Teacher-Voice, Poise, Emotional Control	2	6	33	31	28	100	4	6	22	21	46	100
Understanding And Using Special School Services Standardized Test Results, Health, Remedial Reading, Psychologists	2	18	45	22	14	100	3	14	33	27	22	100
Keeping And Making Out Official Records And Reports	1	14	42	31	12	100	3	20	38	26	14	100
Understanding And Using Courses Of Study And Curriculum Guides	1	7	25	35	32	100	4	5	23	27	41	100
Making Effective Use Of Community Resources	3	6	26	26	39	100	6	3	15	25	51	100
Handling Disciplinary Problems	2	9	36	30	22	100	3	14	33	26	23	100
Planning For And Working With Gifted And Retarded Pupils	2	20	32	23	23	100	4	8	21	30	36	100
Getting Acquainted With The Community And Its People	2	4	19	26	50	100	5	10	18	20	47	100

Question 78 - THE NUMBER OF VISITS AND RATINGS BY INSPECTORS
SHOULD BE INCREASED, LEFT AS IS, OR DECREASED

The results to this question are shown in Table XCI where it is noted that 74% of the beginning teachers said they wanted the number of inspectors visits and ratings left as is. Some 23%, however, wanted an increase in the number of such visits and ratings. All the beginning teachers, whether male or female, at elementary or secondary levels expressed similar attitudes.

Part 2 - NUMBER OF INSPECTOR'S VISITS YOU HAVE HAD TO DATE

Table XCII shows the analysis of the responses to this question. In dealing with this question it should be noted that the qualification 'to date' could mean any time from the first week in April to the end of June, 1959, depending upon the date on which the beginning teacher completed the questionnaire. It is shown that a third (34%) of the beginning teachers had received one visit from their inspector while another third had received two visits. Almost one-fifth (19%) of the beginning teachers had not been visited at all, up to the time of completing the questionnaire. It is not known whether these 112 teachers did finally receive a visit from their inspector. However the fact that the other beginning teachers had already been visited from one to seven

times by an inspector suggests that these may have been overlooked.

The number of visits made by inspectors to beginning teachers in elementary grades differs from the number of visits received by beginners at secondary levels, according to the reports of these two groups. While 22% of the beginning elementary teachers said they had not been visited to date, 15% of the beginning secondary teachers made a similar comment. The modal frequency of visits by inspectors to elementary level beginning teachers was 'one' whereas it was 'two' for beginners at the secondary level.

Table XCIII shows the differences that exist among the school districts and the number of inspector's visits to beginning teachers. Only 6% of the beginning teachers in the large urban centers (Vancouver) stated they had not yet been visited whereas over half (51%) of those beginning teaching in the smaller urban or districts adjacent to Vancouver (Victoria, Burnaby, Surrey) had not yet been visited.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCI - ATTITUDES TOWARD NUMBERS OF INSPECTOR'S VISITS AND RATINGS,
BY SEX AND TEACHING LEVEL

NUMBER SHOULD BE:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	1	1	9	3	10	3			3	3	3	1	13	2
Increased	16	23	63	22	79	22	33	23	21	24	54	23	133	23
Left As Is	50	70	212	74	262	73	111	76	63	72	174	74	436	74
Decreased	4	6	2	1	6	2	2	1	1	1	3	1	9	2
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCII - NUMBER OF INSPECTOR'S VISITS TO DATE, BY SEX AND TEACHING LEVEL

NUMBER OF VISITS	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				214
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
None	16	23	61	21	77	22	23	16	12	14	35	15	112	19	
1	26	37	108	38	134	38	40	27	29	33	69	30	203	34	
2	19	27	84	29	103	29	60	41	34	39	94	40	197	33	
3	6	8	22	8	28	8	14	10	9	10	23	10	51	9	
4	2	3	4	1	6	2	9	6	3	3	12	5	18	3	
5	1	1	5	2	6	2			1	1	1		7	1	
6			2	1	2	1							2		
7	1	1			1								1		
Total	71	100	286	100	357	100	146	100	88	100	234	100	591	100	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCIII - NUMBER OF INSPECTOR'S VISITS TO DATE, BY SCHOOL DISTRICT ENROLMENT SIZE

NUMBER OF INSPECTOR'S VISITS	<u>Percent By School District Enrolment Size</u>						All Size School Districts
	25,500 or More	12,700-25,499	6,300-12,699	1,500-6,299	300-1,499	1-299	
None	6	51	20	15	7	20	19
1	41	30	17	37	27	60	34
2	32	15	40	37	47		33
3	16	3	13	7	11	20	9
4	3	1	10	2	7		3
5	2			1	1		1
6				1			
7							
Total %	100	100	100	100	100	100	100
Total Number In Group	100	100	30	283	73	5	591
	Vancouver	Victoria Burnaby Surrey	North Van. Richmond				

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Question 79 - CHECK THE DIFFICULTIES YOU HAVE ENCOUNTERED IN YOUR FIRST YEAR OF TEACHING AND SIGNIFY THE DEGREE OF DIFFICULTY YOU HAVE ENCOUNTERED.

In Table XCIV it is shown that two similar aspects of teaching are reported by beginning teachers as giving them much more difficulty than the other aspects listed in the question. Some 20% of the beginning teachers in 1958 - 59 said they had much difficulty in adjusting to the demand for time and energy after school hours. Again, 21% of the beginners stated they had much difficulty due to lack of time. Those aspects of teaching that are reported as giving some difficulty to about half of the beginning teachers are such problems as handling the broader aspects of teaching techniques, (45%) adapting to the needs, interests and abilities of pupils (51%) and keeping various groups busy with planned activities (45%).

Noted too is the fact that the two items on which more beginning teachers declined to comment upon than any other item were items concerning relationships with people. One was the establishing and maintaining proper relations with supervisors and administrators (14%) and the other was difficulties with parents (15%).

Tables XCV and XCVI point up certain differences in the responses to items in question 79 existing between beginning men and beginning women teachers. The beginning men

reported more difficulty than beginning women in such matters as adjusting to deficiencies in school equipment, lack of materials and supplies, and motivating pupil interest and response. Beginning women teachers, on the other hand, reported experiencing more difficulty than beginning men in adjusting to demand for time and energy after school hours, keeping various groups busy with planned activities, evaluating students work and reporting to parents.

Beginning teachers at the secondary level, particularly the men (16%), expressed having more difficulty in motivating pupil interest and response than elementary level beginning teachers. This could be partly due to the age differences between elementary and secondary pupils and their consequent differences in attitudes toward the school situation.

Table XCVII separates the U.B.C. trained beginning teacher from the Victoria College trained beginner on the basis of age. It is noted that the U.B.C. College graduates, whether men or women, teaching elementary or secondary levels, were older, on the average than their Victoria College graduate colleagues. The age differences for each of the four grouping medians varies from .7 years to 3.2 years, secondary level men differing the most. While 70% of the beginning women teachers who taught at the elementary level and were trained at U.B.C. reported they were 21 years old or younger,

91% of the similar group trained in Victoria were this age. The fact that Victoria College does not offer a degree granting educational training program whereas U.B.C. does will likely be a factor in causing such age differences, since the older student teacher will tend to have more formal education and can continue his training to a higher level at U.B.C. than in Victoria.

The differences in level of education between U.B.C. trained beginning teachers and those trained in Victoria are shown in Table XCVIII. Since the U.B.C. graduates from teacher training are somewhat older than the Victoria College graduates and the training program at U.B.C. includes degree programs whereas Victoria College does not, one would expect to find a higher level of education in the U.B.C. graduates when they begin teaching.

Of those trained at U.B.C., men beginning teaching at the elementary level, on the average, had a higher educational level than beginning elementary women. In the secondary grades, however, proportionately more beginning women exceeded beginning men in the amount of formal education obtained, 62% with a bachelor's or higher as compared with 51% for the men.

According to Table XCIX, elementary level beginning men who attended U.B.C. for their teacher training came largely from the very small or very large community (29% from the

farm, 29% from the large urban area). Fewer of the elementary men came from the smaller sized intermediate communities. Victoria College obtained considerably more students from the smaller sized communities (68% coming from districts ranging in population from less than 2500 up to 24,999) than did U.B.C. (26% coming from communities of less than 2500 to 24,999).

The pattern was different for the two groups of elementary level beginning women. While 40% of the U.B.C. trained women resided in centres of 25,000 or more, 21% of their Victoria counterparts came from similar sized communities, proportionately more of them (49%) coming from centres of 2,500 - 24,999 population.

Comparisons between U.B.C. and Victoria College regarding secondary beginners are limited due to the few cases (18) who attended Victoria College and entered teaching in 1958 - 59.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCIV - DIFFICULTIES ENCOUNTERED IN FIRST YEAR OF TEACHING, ALL TEACHERS

	<u>% Reporting, By Degree Of Difficulty</u>					N
	Not Stated	Much	Some	Little	Total %	
1. Handling Problems Of Pupil Control And Discipline	4	11	40	44	100	591
2. Establishing And Maintaining Proper Relations With Supervisors And Administrators	14		6	80	100	591
3. Adjusting To Deficiencies In School Equipment, Physical Conditions And Materials	7	7	27	59	100	591
4. Adjusting To The Teaching Assignment	9	7	38	47	100	591
5. Handling Broader Aspects Of Teaching Techniques	13	7	45	35	100	591
6. Motivating Pupil Interest And Response	8	9	41	41	100	591
7. Adapting To The Needs, Interests And Abilities Of Pupils	6	10	51	33	100	591
8. Adjusting To Demand For Time And Energy After School Hours	6	20	39	35	100	591
9. Crowded Conditions	11	9	23	57	100	591

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCIV (CONT'D) - DIFFICULTIES ENCOUNTERED IN FIRST YEAR OF TEACHING, ALL TEACHERS

	<u>% Reporting, By Degree Of Difficulty</u>					N
	Not Stated	Much	Some	Little	Total %	
10. Lack Of Materials And Supplies	10	8	30	52	100	591
11. Lack Of Time	8	21	40	31	100	591
12. Inadequate Knowledge	11	7	38	44	100	591
13. Difficulties With Parents	15	1	7	77	100	591
14. Evaluating Students' Work	8	6	42	44	100	591
15. Covering Subject Matter	9	7	41	43	100	591
16. Reporting To Parents	13	4	19	64	100	591
17. Keeping Various Groups Busy With Planned Activities	8	7	45	40	100	591
18. Dealing With Maladjusted Children	8	12	40	40	100	591

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCV - PERCENT DIFFICULTIES ENCOUNTERED IN FIRST YEAR TEACHING, BY SEX AND TEACHING LEVEL

QUESTION 79. ITEM NO.	<u>Elementary</u>									<u>Secondary</u>									<u>All Teachers</u>								
	Men N = 71			Women N = 286			Total N = 357			Men N = 146			Women N = 88			Total N = 234			Tot. Men N = 217			Tot. Wom. N = 374					
	Much	Some	Little	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L
1	10	35	48	10	42	45	10	40	45	10	40	46	16	39	37	12	40	43	10	39	47	12	41	43			
2		6	75		5	83		5	81		11	75	1	3	80		8	80		9	75		5	82			
3	11	31	49	5	23	65	6	24	62	11	35	49	6	25	61	9	31	54	11	32	49	5	23	64			
4	4	34	49	5	38	48	5	38	49	8	39	45	11	36	45	9	38	45	6	37	46	7	38	48			
5	11	52	27	6	45	36	7	46	34	8	43	36	9	41	39	9	41	37	9	46	33	6	44	37			
6	10	42	38	5	40	45	6	40	44	16	41	38	10	44	38	14	42	38	14	42	38	6	41	44			
7	11	41	40	11	50	33	11	48	34	7	58	30	10	48	32	8	54	31	8	52	33	11	50	33			
8	15	34	42	24	46	26	22	44	29	17	29	46	19	36	39	18	32	43	17	31	45	23	44	29			
9	10	23	55	8	24	58	8	24	57	10	23	55	12	18	57	11	21	56	10	23	55	9	22	58			

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCV (CONT'D) - PERCENT DIFFICULTIES ENCOUNTERED IN FIRST YEAR TEACHING
BY SEX AND TEACHING LEVEL

QUESTION 79 ITEM NO.	<u>Elementary</u>									<u>Secondary</u>									<u>All Teachers</u>								
	Men N = 71			Women N = 286			Total N = 357			Men N = 146			Women N = 88			Total N = 234			Tot. Men N = 217			Tot. Wom. N = 374					
	Much	Some	Little	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L
10	17	21	46	6	29	55	8	27	54	8	38	47	5	26	56	6	33	50	11	32	47	6	28	55			
11	20	39	32	22	43	27	22	42	28	18	39	34	22	35	36	20	38	35	19	39	34	22	41	29			
12	1	38	46	8	38	43	6	38	44	8	37	47	6	39	44	7	38	46	6	37	47	7	39	43			
13	1	10	70	1	7	78	1	8	77	1	6	77	1	7	75	1	6	76	1	7	75	1	7	78			
14	7	44	41	6	47	40	6	47	40	6	31	54	3	43	44	5	35	50	6	35	50	6	46	41			
15	8	45	38	6	43	41	6	44	41	6	36	49	8	39	44	7	37	47	7	39	45	6	42	42			
16	4	23	58	6	23	60	6	23	59	1	12	73	15	70		13	72		2	15	68	5	21	62			
17	8	42	42	7	52	34	8	50	36	5	34	51	5	45	38	5	38	46	6	36	48	7	51	35			
18	14	45	32	14	41	37	14	41	36	7	40	45	8	33	50	7	38	47	9	42	41	13	39	40			

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCVI - PERCENT DIFFICULTIES ENCOUNTERED, BY SEX

QUESTION 79 ITEM NO.:	<u>% Teachers Encountering Much Or Some Difficulty</u>	
	Total Men N = 217	Total Women N = 374
3. Adjusting To Deficiencies In School Equipment, Physical Conditions And Materials	43	28
6. Motivating Pupil Interest And Response	56	47
8. Adjusting To Demand For Time And Energy After School Hours	48	67
10. Lack Of Materials And Supplies	43	34
14. Evaluating Students' Work	41	52
16. Reporting To Parents	17	26
17. Keeping Various Groups Busy With Planned Activities	42	58

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCVII - AGE BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.

AGE	<u>Elementary</u>		<u>Secondary</u>	
	All Men	All Women	All Men	All Women
Total In Group	49	204	138	78
Median Age	23.2	21.2	25.9	23.3
<u>Percent Distribution</u>				
20 Or Under	16	46	4	14
21	14	24	3	8
22	16	12	5	20
23 - 24	18	6	20	27
25 - 26	6	3	21	4
27 - 29	12	1	9	5
30 - 34	4	2	21	5
35 - 39	6	1	10	1
40 Or Over	6	3	5	15
Not Stated			1	
Total	100	100	100	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCVII (CONT'D) - AGE BY SEX, TEACHING LEVEL & COLLEGE ATTENDED

VICTORIA COLLEGE

AGE	<u>Elementary</u>		<u>Secondary</u>	
	All Men	All Women	All Men	All Women
Total In Group	22	82	8	10
Median Age	22.5	19.7	22.7	20.5
<u>Percent Distribution</u>				
20 Or Under	5	68	12	50
21	23	23		20
22	23	1	50	10
23 - 24	23	1		
25 - 26		1	12	
27 - 29	9	1	12	
30 - 34	9			10
35 - 39			12	
40 Or Over	9	4		10
Not Stated				
Total	100	100	100	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCVIII - EDUCATION LEVEL, BY SEX, TEACHING LEVEL & COLLEGE ATTENDED

U.B.C.

HIGHEST LEVEL OF EDUCATION	<u>Elementary</u>		<u>Secondary</u>	
	All Men	All Women	All Men	All Women
<u>Percent Distribution</u>				
Not Stated			4	5
1. No Formal Education Beyond High School		2	7	4
2. 2 Years University Or Less	61	69	22	18
3. More Than 2, Up To 4 Years Univ. No Bachelors	31	21	16	12
4. Bachelor's Degree	6	4	17	31
5. One Year Or Less Beyond Bachelor's, No Master's	2	1	22	22
6. More Than 1 Year Beyond Bachelor's, No Master's		1	11	5
7. Master's Degree			1	3
8. One Or More Years Beyond Master's, No Doctor's Degree				1
Percent Total	100	100	100	100
Total No. Of Teachers	49	204	138	78

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCVIII (CONT'D) - EDUCATION LEVEL, BY SEX, TEACHING LEVEL & COLLEGE ATTENDED

VICTORIA COLLEGE

HIGHEST LEVEL OF EDUCATION	<u>Elementary</u>		<u>Secondary</u>	
	All Men	All Women	All Men	All Women
<u>Percent Distribution</u>				
Not Stated		1		
1. No Formal Education Beyond High School	5			
2. Two Years University Or Less	82	92	75	80
3. More Than 2, Up To 4 Years Univ. No Bachelors	14	7	25	10
4. Bachelor's Degree				
5. One Year Or Less Beyond Bachelor's, No Master's				10
6. More Than 1 Year Beyond Bachelor's, No Master's				
7. Master's Degree				
8. One Or More Years Beyond Master's, No Doctor's Degree				
Percent Total	100	100	100	100
Total No. Of Teachers	22	82	8	10

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCIX - SIZE OF RESIDENCE COMMUNITY BY SEX, TEACHING LEVEL & COLLEGE ATTENDED

U.B.C.

SIZE OF COMMUNITY	<u>Elementary</u>		<u>Secondary</u>	
	% All Men	% All Women	% All Men	% All Women
Not Stated		2	1	
Farm Or Open Country	29	10	13	10
A Village Less Than 2,500	12	16	11	9
2,500 - 9,999	12	14	16	18
10,000 - 24,999	2	18	11	14
25,000 - 99,999	16	15	13	8
100,000 Or More	29	25	35	41
Total Percent	100	100	100	100
Total No. Of Teachers	49	204	138	78

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE XCIX (CONT'D) - SIZE OF RESIDENCE COMMUNITY BY SEX
TEACHING LEVEL & COLLEGE ATTENDED

VICTORIA COLLEGE

SIZE OF COMMUNITY	<u>Elementary</u>		<u>Secondary</u>	
	% All Men	% All Women	% All Men	% All Women
Not Stated		4		
Farm Or Open Country	10	10		30
A Village Less Than 2,500	23	17	25	20
2,500 - 9,999	27	26	38	
10,000 - 24,999	18	23	12	10
25,000 - 99,999	18	11		10
100,000 Or More	5	10	25	30
Total Percent	100	100	100	100
Total No. Of Teachers	22	82	8	10

Question 80 - GENERALLY, HOW WOULD YOU RATE THE TEACHER TRAINING PROGRAM WITH REGARD TO THE FOLLOWING ASPECTS:

- (1) INTELLECTUAL CHALLENGE
- (2) CALIBRE OF EXAMINATIONS
- (3) INTERPRETATION OF TEACHING AS A FIELD OF WORK
- (4) THE FORM OF LECTURE PRESENTATIONS
- (5) OPPORTUNITY TO DISCUSS EDUCATIONAL PROBLEMS

This question was designed to reveal the beginning teacher's general attitude toward certain aspects of his training program. Table C allows for comparisons to be made between the responding beginning teachers trained at U.B.C. and those at Victoria College. It is noted that proportionately more of the beginners from Victoria College than U.B.C. rated the 5 aspects of their training program as being of high standard. Conversely, beginners from Victoria College reported proportionately fewer 'low' ratings on the various aspects than teachers trained at U.B.C. Slightly over half (52%) of the U.B.C. trained beginning teachers as compared with 29% of the Victoria College group reported that the intellectual challenge was low in their training programs. The difference between the Colleges may be due in part to the age, education and home residence differences between the graduates of the two schools and partly due to differences in the schools themselves.

Although no marked differences were apparent between elementary and secondary level beginners from U.B.C. concerning intellectual challenge, the Victoria College beginning

teachers who taught at the secondary level in 1958 - 59 rated the intellectual challenge more highly than their elementary level colleagues.

Proportionately more beginning women teachers than men trained at U.B.C., teaching either elementary or secondary grades, rated the intellectual challenge as being low. Beginning teachers from Victoria College teaching at the elementary level did not differ markedly in their evaluation of the intellectual challenge but the Victoria College women rated the intellectual challenge less highly than the secondary level men. It is possible that women beginners, due to their earlier decision to enter teaching than that of the men, expect more of the teacher training program in terms of the intellectual challenge because they have perhaps formed more definite opinions about teaching as a field of work.

The beginners who attended U.B.C. rated the calibre of examinations considerably lower than the group from Victoria College, 35% of the responding U.B.C. graduates reporting the examinations as being of low calibre compared with 14% of the responding Victoria students.

No appreciable difference was noted between sexes or teaching levels within the U.B.C. trained teachers concerning the calibre of examinations but the secondary level Victoria teachers, particularly the men rated the calibre

of examinations lower than their Victoria colleagues.

When asked to rate their training program in terms of the interpretation of teaching as a field of work, the U.B.C. graduates felt that it was of lower calibre than did the Victoria teachers. Within the U.B.C. sample, sex differences on this question were slight but the secondary level beginners were less impressed with the interpretation of the field than were their elementary counterparts. The same question was responded to differently by the Victoria teachers. Although teaching level differences were not appreciable, the elementary level women rated the interpretation of teaching less highly than the elementary men and the secondary level men rated it less highly than the secondary women.

The U.B.C. graduates thought less of their lecture presentations than did the Victoria trained beginners. At both colleges the beginning teachers at the elementary levels rated the form of lecture presentations less highly than their elementary counterparts and the women in both colleges, at either teaching level felt the form of lecture presentations was of lower calibre than did the men.

Some 23% of the responding U.B.C. teachers reported the opportunity to discuss educational problems was high whereas 39% of the Victoria group felt similarly about their opportunities in this area. Of the elementary and secondary

groups in both colleges, the elementary level beginners at U.B.C. felt the least opportunity to discuss educational problems and certainly appeared to be a neglected group of students, not only in comparison with Victoria elementary level trainees but with their secondary level colleagues at U.B.C. Further investigation with the elementary level U.B.C. group might reveal possible reasons why they feel as they do about this question.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE C - RATINGS ON CERTAIN ASPECTS OF TEACHER-TRAINING PROGRAMS,
BY SEX, TEACHING LEVEL & COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

<u>Elementary</u>												<u>Secondary</u>												<u>All Teachers</u>												
Men				Women				Total				Men				Women				Total				<u>Rating</u>												
%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	
H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	
1.	7	46	46	41	4	42	55	194	5	42	53	235	10	46	44	100	6	33	61	49	9	42	50	149	6	42	52	384								
2.	10	54	37	41	5	59	36	194	6	58	36	235	11	56	33	100	6	61	33	49	9	58	33	149	7	58	35	384								
3.	24	56	20	41	25	60	15	193	25	60	15	234	18	57	26	97	23	56	21	48	19	57	24	145	23	58	19	379								
4.	17	46	37	41	7	58	35	192	9	56	35	233	21	50	29	100	10	57	33	49	17	52	30	149	12	54	33	382								
5.	24	37	39	41	18	48	34	194	19	46	34	235	32	47	21	100	22	55	22	49	29	50	21	149	23	48	29	384								

1. Intellectual Challenge

2. Calibre Of Examinations

3. Interpretation Of Teaching As A Field Of Work

4. The Form Of Lecture Presentations

5. Opportunity To Discuss Educational Problems

H = High

F = Fair

L = Low

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE C (CONT'D) - RATINGS ON CERTAIN ASPECTS OF TEACHER-TRAINING PROGRAMS,
BY SEX, TEACHING LEVEL & COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

<u>Elementary</u>												<u>Secondary</u>												<u>All Teachers</u>											
Men				Women				Total				Men				Women				Total				<u>Rating</u>											
%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	%			Tot.	%											
H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.	H	F	L	No.
1.	14	59	27	22	18	51	31	80	17	53	30	102	37	37	25	8	11	67	22	9	24	53	23	17	18	53	29	119							
2.	27	64	9	22	21	65	14	80	23	65	13	102	25	25	50	8	33	67		9	29	47	24	17	24	62	14	119							
3.	43	52	5	21	36	53	11	80	38	53	10	101	37	50	13	8	44	44	10	9	41	47	12	17	38	52	10	118							
4.	23	50	27	22	11	70	19	79	14	65	21	101	37	37	25	8	11	67	22	9	24	53	24	17	15	64	21	118							
5.	50	27	23	22	36	43	21	80	39	39	22	102	37	37	25	8	33	22	45	9	35	29	35	17	39	38	24	119							

1. Intellectual Challenge

2. Calibre Of Examinations

3. Interpretation Of Teaching As A Field Of Work

4. The Form Of Lecture Presentations

5. Opportunity To Discuss Educational Problems

H = High

F = Fair

L = Low

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE C (CONT'D) - RATINGS ON CERTAIN ASPECTS OF TEACHER-TRAINING PROGRAMS,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.

<u>Elementary</u>																<u>Secondary</u>																<u>All Teachers</u>							
Men N = 49				Women N = 204				Total N = 253				Men N = 138				Women N = 78				Total N = 216																			
Not Stated	High	% Fair	Low	N S	% H	F	L	N S	% H	F	L	N S	% H	F	L	N S	% H	F	L	N S	% H	F	L	N S	% H	F	L												
1.	16	6	39	39	5	4	40	51	7	4	40	49	28	7	33	32	38	4	20	38	31	6	29	34	18	5	35	42											
2.	16	8	45	31	6	4	56	34	7	5	54	34	27	8	41	24	38	4	38	20	31	6	40	23	17	6	48	29											
3.	17	20	47	16	5	24	57	14	8	23	55	14	30	12	40	18	39	14	34	13	33	13	38	16	19	19	47	15											
4.	16	14	39	31	6	7	54	33	9	8	51	32	28	15	36	21	38	6	36	20	31	12	36	21	19	10	44	27											
5.	16	20	31	33	5	17	46	32	7	18	43	32	28	23	34	15	37	14	35	14	36	15	34	15	20	17	39	24											

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1. Intellectual Challenge
2. Calibre Of Examinations
3. Interpretation Of Teaching As A Field Of Work
4. The Form Of Lecture Presentations
5. Opportunity To Discuss Educational Problems

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE C (CONT'D) - RATINGS ON CERTAIN ASPECTS OF TEACHER-TRAINING PROGRAMS,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

VICTORIA COLLEGE

	<u>Elementary</u>												<u>Secondary</u>								<u>All Teachers</u>								No.
	Men N = 22				Women N = 82				Total N = 104				Men N = 8				Women N = 10				Total N = 18				N = 122				
	Not Stated	High	% Fair	Low	N S	% H	% F	% L	N S	% H	% F	% L	N S	% H	% F	% L	N S	% H	% F	% L	N S	% H	% F	% L	N S	% H	% F	% L	
1.		14	59	27	3	17	50	30	4	16	50	30	1	37	37	25	10	10	60	20	6	22	50	22	2	17	52	29	230
2.		27	64	9	3	21	63	13	2	22	63	13		25	25	50	10	30	60		6	28	44	22	2	23	61	14	
3.	4	41	50	5	3	35	51	11	2	37	51	10	1	37	50	12	10	40	40	10	6	39	44	11	3	37	50	10	
4.		23	50	27	4	11	67	18	3	13	64	20	1	37	37	25	10	10	60	20	6	22	50	22	4	15	61	20	
5.		50	27	23	2	35	42	21	1	39	39	21	1	37	37	25	10	30	20	40	6	33	28	33	2	38	37	23	

1. Intellectual Challenge
2. Calibre Of Examinations
3. Interpretation Of Teaching As A Field Of Work
4. The Form Of Lecture Presentations
5. Opportunity To Discuss Educational Problems

Question 81 - OF HOW MUCH VALUE DO YOU THINK THE FOLLOWING PROFESSIONAL COURSES WERE IN PREPARING YOU FOR TEACHING?

- (1) INTRODUCTION TO EDUCATION
- (2) EDUCATIONAL THOUGHT
- (3) EDUCATIONAL PSYCHOLOGY
- (4) AUDIO-VISUAL TECHNIQUES
- (5) SPEECH
- (6) SCHOOL ADMINISTRATION
- (7) DIAGNOSTIC & REMEDIAL TEACHING
- (8) GUIDANCE AND COUNSELLING

This question may have had limited responses because of the fact that some beginning teachers are not likely to have taken some professional courses. These teachers are categorized under the 'not stated' heading in Table CI and tend to limit the usefulness of the question. Certain differences between the two groups of college graduates are seen in Table CI. Generally, proportionately more Victoria College trained beginning teachers than U.B.C. trained beginners got much or some value from the eight professional courses listed. One outstanding difference shows that some 47% of the beginning teachers trained at Victoria College felt their Educational Psychology course was of much value whereas 22% of the U.B.C. responding beginners reported deriving comparable value from a similar course.

Table CI shows the discrepancies that exist between the U.B.C. beginning teachers and the Victoria College group

regarding the proportion of 'not stated' responses. A higher proportion of the teachers from U.B.C. College than Victoria College either did not take the professional courses referred to or were reluctant to comment on their value.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CI - VALUE OF PROFESSIONAL COURSES IN PREPARATION FOR TEACHING
(EXCLUDING THOSE NOT STATING)

COLLEGE ATTENDED U.B.C.

COURSE	<u>Percent Reporting, All Teachers</u>					Total Number
	Much	Some	Little	None	Total %	
1. Introduction To Education	17	41	30	11	100	354
2. Educational Thought	17	45	30	8	100	283
3. Educational Psychology	22	42	25	10	100	373
4. Audio-Visual Techniques	19	38	31	11	100	307

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COLLEGE ATTENDED, VICTORIA COLLEGE

	<u>Percent Reporting, All Teachers</u>					Total Number
	Much	Some	Little	None	Total %	
1. Introduction To Education	19	53	21	7	100	113
2. Educational Thought	12	60	23	6	100	104
3. Educational Psychology	47	38	12	3	100	117
4. Audio-Visual Techniques	22	50	16	12	100	101

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CI (CONT'D) - VALUE OF PROFESSIONAL COURSES IN PREPARATION FOR TEACHING
(EXCLUDING THOSE NOT STATING)

COLLEGE ATTENDED U.B.C.

COURSE	<u>Percent Reporting, All Teachers</u>					Total Number
	Much	Some	Little	None	Total %	
5. Speech	11	24	35	30	100	287
6. School Administration	19	45	28	8	100	303
7. Diagnostic And Remedial Teaching	18	34	33	15	100	248
8. Guidance And Counselling	17	33	31	19	100	253

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COLLEGE ATTENDED, VICTORIA COLLEGE

COURSE	<u>Percent Reporting, All Teachers</u>					Total Number
	Much	Some	Little	None	Total %	
5. Speech	15	30	32	23	100	94
6. School Administration	26	41	24	9	100	103
7. Diagnostic And Remedial Teaching	26	43	25	6	100	100
8. Guidance And Counselling	20	38	31	10	100	99

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CI A - VALUE OF PROFESSIONAL COURSES IN PREPARATION FOR TEACHING, ALL TEACHERS

U.B.C.

COURSE	Not Stated	<u>Percent Reporting, All Teachers</u>				Total	
		Much	Some	Little	None	%	N
1. Introduction To Education	25	13	31	23	8	100	469
2. Educational Thought	40	10	27	18	5	100	469
3. Educational Psychology	20	18	33	20	8	100	469
4. Audio-Visual Techniques	35	13	25	21	7	100	469

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VICTORIA COLLEGE

COURSE	Not Stated	<u>Percent Reporting, All Teachers</u>				Total	
		Much	Some	Little	None	%	N
1. Introduction To Education	7	17	49	20	7	100	122
2. Educational Thought	15	10	51	20	5	100	122
3. Educational Psychology	4	45	36	11	3	100	122
4. Audio-Visual Techniques	17	18	42	13	10	100	122

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CI A (CONT'D) - VALUE OF PROFESSIONAL COURSES IN PREPARATION FOR TEACHING, ALL TEACHERS

U.B.C.

COURSE	Not Stated	<u>Percent Reporting, All Teachers</u>					Total	
		Much	Some	Little	None	%	N	
5. Speech	39	7	15	21	18	100	469	
6. School Administration	35	12	29	18	5	100	469	
7. Diagnostic And Remedial Teaching	47	9	18	17	8	100	469	774
8. Guidance And Counselling	46	9	18	17	10	100	469	

VICTORIA COLLEGE

COURSE	Not Stated	<u>Percent Reporting, All Teachers</u>					Total	
		Much	Some	Little	None	%	N	
5. Speech	23	11	23	25	18	100	122	
6. School Administration	16	22	34	20	7	100	122	
7. Diagnostic And Remedial Teaching	18	21	35	20	5	100	122	
8. Guidance And Counselling	19	16	31	25	8	100	122	

Question 82 - HAVE YOU ENCOUNTERED ANY CONFLICT BETWEEN THE IDEAS AND PHILOSOPHY YOU FORMED WHILE IN COLLEGE AND THE IDEAS AND PHILOSOPHY OF YOUR SCHOOL PRINCIPAL?

This question attempts to measure differences that might occur between the ideas and philosophies engendered in the training institutions and the ideas and philosophies currently held by principals in the B.C. public school system.

Table CII shows that 41% of all the beginning teachers in 1958 - 59 graduating from U.B.C. and 39% of the Victoria College graduates reported no conflict in this area while another group (48% U.B.C., 50% Victoria College) said they had encountered some conflict but not of a serious nature. A slightly higher proportion of beginning teachers trained at Victoria College rather than U.B.C. reported some conflict with matters of ideas and philosophy. Proportionately more beginning teachers from Victoria College, teaching at the elementary level as opposed to secondary level said they experienced some conflict.

At the elementary level, beginning women teachers of both colleges more often than men stated they encountered no conflict. Proportionately more of the elementary men than women did not state any opinion on this question. Secondary level beginners, on the other hand, were still more reluctant to comment on this question. Perhaps the non-response rate on

this question is related to the need to succeed in teaching; men more than women, secondary levels more than elementary. While 14% of the U.B.C. trained beginners refrained from answering the question, 6% of the Victoria group did not comment. Such reservations on the part of the U.B.C. trained beginners concerning this question may be due to age and education differences that exist between the graduates of these colleges.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CII - CONFLICT BETWEEN COLLEGE AND PRINCIPAL,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

DEGREE OF CONFLICT	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. No Conflict	11	27	84	43	95	40	44	40	28	51	72	44	167	41
2. Some Conflict But Not Of A Serious Nature	24	59	90	46	114	48	54	49	26	47	80	49	194	48
3. Serious Conflict	4	10	10	5	14	6	5	5			5	3	19	5
4. Don't Know	2	5	13	7	15	6	7	6	1	2	8	5	23	6
5. Total	41	100	197	100	238	100	110	100	55	100	165	100	403	100

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CII (CONT'D) - CONFLICT BETWEEN COLLEGE AND PRINCIPAL,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

DEGREE OF CONFLICT	<u>Elementary</u>						<u>Secondary</u>							
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. No Conflict	6	30	32	40	38	38	5	62	2	25	7	44	45	39
2. Some Conflict But Not Of A Serious Nature	12	60	40	51	52	52	2	25	4	50	6	38	58	50
3. Serious Conflict	1	5	4	5	5	5	1	12	1	12	2	12	7	6
4. Don't Know	1	5	3	4	4	4			1	12	1	6	5	4
5. Total	20	100	79	100	99	100	8	100	8	100	16	100	115	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE C11 (CONT'D) - CONFLICT BETWEEN COLLEGE AND PRINCIPAL,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.

DEGREE OF CONFLICT	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Not Stated	8	16	7	3	15	6	28	20	23	29	51	24	66	14
2. No Conflict	11	22	84	42	95	38	44	32	28	35	72	33	167	36
3. Some Conflict But Not Of A Serious Nature	24	49	90	44	114	45	54	39	26	33	80	37	194	41
4. Serious Conflict	4	8	10	5	14	6	5	4			5	2	19	4
5. Don't Know	2	4	13	6	15	6	7	5	1	1	8	4	23	5
6. Total	49	100	204	100	253	100	138	100	78	100	216	100	469	100

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CII (CONT'D) - CONFLICT BETWEEN COLLEGE AND PRINCIPAL,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

VICTORIA COLLEGE

DEGREE OF CONFLICT	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Not Stated	2	9	3	4	5	5			2	20	2	11	7	6
2. No Conflict	6	27	32	39	38	37	5	62	2	20	7	39	45	37
3. Some Conflict But Not Of A Serious Nature	12	55	40	49	52	50	2	25	4	40	6	33	58	48
4. Serious Conflict	1	5	4	5	5	5	1	12	1	10	2	11	7	6
5. Don't Know	1	5	3	4	4	4			1	10	1	6	5	1
6. Total	22	100	82	100	104	100	8	100	10	100	18	100	122	100

Question 83 - IN YOUR OPINION, HOW VALUABLE HAVE YOU FOUND EACH OF THE FOLLOWING TRAINING METHODS IN PREPARING YOU FOR TEACHING?

- (1) METHODS COURSES
- (2) PROFESSIONAL COURSES
- (3) PRACTICE TEACHING PROGRAM
- (4) INTERVIEWS WITH STAFF MEMBERS
- (5) SEMINARS
- (6) CONFERENCES WITH FELLOW STUDENTS
- (7) READING IN LIBRARY

The beginning teachers were asked to give their opinion on the value of each method and the results are shown in Table CIII.

The practice teaching program was considered by the majority of beginning teachers both from U.B.C. (74%) and Victoria College (78%) as a program of much value. The other methods listed in the question did not receive comparable rating to that of the practice teaching.

Comparisons between the beginners on the basis of College attended showed a higher proportion of Victoria College graduates than U.B.C. graduates rating all but one training method more highly. The exception was professional courses which was rated the lowest of the seven methods by the Victoria College beginners. The fact that 'interviews with staff members', 'seminars', and 'reading in library' were rated as being of higher value by Victoria students than U.B.C. graduates may be due to a smaller student-teacher ratio in Victoria

and possibly less over crowding of library facilities.

As in previous questions, the beginning teachers from U.B.C. did not respond to this question in the same proportion as beginning teachers from Victoria College.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIII - VALUE OF CERTAIN TRAINING METHODS PREPARATORY TO TEACHING
(EXCLUDING THOSE NOT STATING)

U.B.C.

Percent Reporting Degree Of Value, All Teachers

METHODS	Much	Some	Little	None	Total %	Total Number
1. Methods Courses	23	45	26	7	100	379
2. Professional Courses	23	49	22	6	100	344
3. Practice Teaching Program	74	20	5	1	100	374
4. Interviews With Staff Members	24	41	25	10	100	357
5. Seminars	14	29	35	21	100	345
6. Conferences With Fellow Students	34	47	15	4	100	371
7. Reading In Library	16	45	28	10	100	367

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIII (CONT'D) - VALUE OF CERTAIN TRAINING METHODS PREPARATORY TO TEACHING
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

Percent Reporting Degree Of Value, All Teachers

METHODS	Much	Some	Little	None	Total %	Total Number
1. Methods Courses	33	50	17	1	100	119
2. Professional Courses	15	59	22	4	100	112
3. Practice Teaching Program	78	21	1		100	120
4. Interviews With Staff Members	37	40	18	5	100	116
5. Seminars	22	36	22	20	100	116
6. Conferences With Fellow Students	38	43	16	3	100	115
7. Reading In Library	25	46	27	3	100	118

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIII (CONT'D) - VALUE OF CERTAIN TRAINING METHODS PREPARATORY TO TEACHING, ALL TEACHERS

U.B.C.

<u>Percent Reporting Degree Of Value, All Teachers</u>							
METHODS	Not Stated	Much	Some	Little	None	Total %	No.
1. Methods Courses	19	19	36	21	6	100	469
2. Professional Courses	27	17	36	16	4	100	469
3. Practice Teaching Program	20	59	16	4	1	100	469
4. Interviews With Staff Members	24	18	31	19	8	100	469
5. Seminars	26	10	21	26	16	100	469
6. Conferences With Fellow Students	21	27	38	12	3	100	469
7. Reading In Library	22	13	35	22	8	100	469

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIII (CONT'D) - VALUE OF CERTAIN TRAINING METHODS PREPARATORY TO TEACHING, ALL TEACHERS

VICTORIA COLLEGE

Percent Reporting Degree Of Value, All Teachers

METHODS	Not	Much	Some	Little	None	Total	
	Stated					%	N
1. Methods Courses	2	32	48	16	1	100	122
2. Professional Courses	8	14	54	20	3	100	122
3. Practice Teaching Program	1	76	20	2		100	122
4. Interviews With Staff Members	5	35	38	17	5	100	122
5. Seminars	5	21	34	20	19	100	122
6. Conferences With Fellow Students	6	36	41	15	2	100	122
7. Reading In Library	3	24	44	26	2	100	122

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Question 84 - HOW SATISFACTORY WERE THE FOLLOWING FACULTY SERVICES?

- (1) PERSONAL GUIDANCE
- (2) PROFESSIONAL ADVISEMENT
- (3) LIBRARY FACILITIES
- (4) VARIETY OF COURSES AVAILABLE
- (5) FACILITIES FOR RECREATION
- (6) ADMINISTRATION OF SCHOOLS
- (7) VISITING SPECIALISTS
- (8) OBSERVATION OF EXPERT DEMONSTRATION TEACHERS
- (9) ASSISTANCE IN PLACEMENT
- (10) PROVISION OF BIBLIOGRAPHIES
- (11) CONTACT WITH STAFF MEMBERS

This question sought comparative information regarding attitudes of beginning teachers toward faculty services provided in their teacher training college. Victoria College graduates reported greater satisfaction with their faculty services than U.B.C. graduates on all aspects except two, namely facilities for recreation and observation of expert demonstration teachers. As in question 83, the question of college differences regarding library facilities appears significant. While 62% of the Victoria College group reported they were very well satisfied with their library facilities, 31% of the U.B.C. graduates were similarly satisfied. These differences in attitudes may be attributed to possible overcrowding at U.B.C., limited volumes in the library or a difference in attitudes as to what constitutes a good library.

Table CIV shows the proportion of U.B.C. graduates as compared to the Victoria College beginners who did not answer this question.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV - SATISFACTION WITH FACULTY SERVICES
(EXCLUDING THOSE NOT STATING)

U.B.C.

	<u>Percent Reporting</u>			Total %	Total No.
	Very Well	Fairly Well	Little		
1. Personal Guidance	22	44	34	100	374
2. Professional Advisement	21	49	30	100	369
3. Library Facilities	31	50	20	100	373
4. Variety Of Courses Available	19	53	27	100	374
5. Facilities For Recreation	33	46	21	100	359
6. Administration Of Schools	17	64	20	100	337

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

	<u>Percent Reporting</u>				Total No.
	Very Well	Fairly Well	Little	Total %	
1. Personal Guidance	39	48	13	100	116
2. Professional Advisement	32	53	15	100	117
3. Library Facilities	62	35	3	100	119
4. Variety Of Courses Available	23	62	15	100	117
5. Facilities For Recreation	21	52	27	100	117
6. Administration Of Schools	28	58	14	100	110

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES
(EXCLUDING THOSE NOT STATING)

U.B.C.

	<u>Percent Reporting</u>			Total %	Total No.
	Very Well	Fairly Well	Little		
7. Visiting Specialists	10	52	38	100	352
8. Observation Of Expert Demonstration Teachers	29	43	28	100	374
9. Assistance In Placement	13	38	50	100	359
10. Provision Of Bibliographies	13	52	36	100	344
11. Contact With Staff Members	21	49	30	100	369

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

	<u>Percent Reporting</u>				Total No.
	Very Well	Fairly Well	Little	Total %	
7. Visiting Specialists	19	43	38	100	115
8. Observation Of Expert Demonstration Teachers	19	46	36	100	118
9. Assistance In Placement	17	37	46	100	113
10. Provision Of Bibliographies	17	49	34	100	112
11. Contact With Staff Members	28	52	21	100	116

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES, ALL TEACHERS

U.B.C.

SERVICE	<u>Percent Reporting</u>				<u>Total</u>	
	Not Stated	Very Well	Fairly Well	Little	%	No.
1. Personal Guidance	20	17	35	28	100	469
2. Professional Advisement	21	16	39	24	100	469
3. Library Facilities	20	24	40	16	100	469
4. Variety Of Courses Available	20	15	43	22	100	469
5. Facilities For Recreation	23	25	35	16	100	469
6. Administration Of Schools	28	12	46	14	100	469

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES, ALL TEACHERS

VICTORIA COLLEGE

SERVICE	<u>Percent Reporting</u>				<u>Total</u>	
	Not Stated	Very Well	Fairly Well	Little	%	No.
1. Personal Guidance	5	37	46	12	100	122
2. Professional Advisement	4	30	51	15	100	122
3. Library Facilities	2	61	34	2	100	122
4. Variety Of Courses Available	4	22	59	15	100	122
5. Facilities For Recreation	4	20	50	25	100	122
6. Administration Of Schools	10	25	53	12	100	122

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES, ALL TEACHERS

U.B.C.

SERVICE	<u>Percent Reporting</u>				<u>Total</u>	
	Not Stated	Very Well	Fairly Well	Little	%	No.
7. Visiting Specialists	25	7	39	29	100	469
8. Observation Of Expert Demonstration Teachers	20	23	34	22	100	469
9. Assistance In Placement	23	10	29	38	100	469
10. Provision Of Bibliographies	27	10	37	27	100	469
11. Contact With Staff Members	21	18	39	24	100	469

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIV (CONT'D) - SATISFACTION WITH FACULTY SERVICES, ALL TEACHERS

VICTORIA COLLEGE

SERVICE	<u>Percent Reporting</u>				<u>Total</u>	
	Not Stated	Very Well	Fairly Well	Little	%	No.
7. Visiting Specialists	6	18	40	36	100	122
8. Observation Of Expert Demonstration Teachers	3	18	44	34	100	122
9. Assistance In Placement	7	16	34	43	100	122
10. Provision Of Bibliographies	8	16	45	31	100	122
11. Contact With Staff Members	5	26	49	20	100	122

Question 85 - IN EVALUATING THE TEACHER TRAINING YOU RECEIVED
DO YOU FEEL THE AMOUNT OF TIME DEVOTED TO
PRACTICE TEACHING SHOULD BE INCREASED, DECREASED,
OR LEFT AS IS?

This question focuses attention on practice teaching and it is noted in Table CV that most of the beginning teachers irrespective of sex, teaching level or college attended, said they felt the amount of time devoted to practice teaching should be increased. The majority of beginning teachers who did not answer this question were teachers at the secondary level who were trained at U.B.C.

The elementary level beginning teachers were proportionately higher in number than their secondary counterparts when asking for an increase in practice teaching time.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CV - ATTITUDES TOWARD AMOUNT OF TIME SPENT ON PRACTICE TEACHING,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

TIME DEVOTED SHOULD BE:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Increased	27	66	151	77	178	75	73	73	39	78	112	75	290	75
Decreased			1	1	1		2	2			2	1	3	1
Left As Is	14	34	43	22	57	24	25	25	11	22	36	24	93	24
Total	41	100	195	100	236	100	100	100	50	100	150	100	386	100

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VICTORIA COLLEGE

TIME DEVOTED SHOULD BE:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Increased	17	77	56	70	73	72	5	62	7	78	12	71	85	71
Decreased														
Left As Is	5	23	24	30	29	28	3	37	2	22	5	29	34	29
Total	22	100	80	100	102	100	8	100	9	100	17	100	119	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CV (CONT'D) - ATTITUDES TOWARD AMOUNT OF TIME SPENT ON PRACTICE TEACHING,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.

TIME DEVOTED SHOULD BE:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	8	16	9	4	17	7	38	28	28	36	66	31	83	18
Increased	27	55	151	74	178	70	73	53	39	50	112	52	290	62
Decreased			1		1		2	1			2	1	3	1
Left As Is	14	29	43	21	57	23	25	18	11	14	36	17	93	20
Total	49	100	204	100	253	100	138	100	78	100	216	100	469	100

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VICTORIA COLLEGE

TIME DEVOTED SHOULD BE:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			2	2	2	2			1	10	1	6	3	2
Increased	17	77	56	68	73	70	5	62	7	70	12	67	85	70
Decreased														
Left As Is	5	23	24	29	29	28	3	37	2	20	5	28	34	28
Total	22	100	82	100	104	100	8	100	10	100	18	100	122	100

Question 86 - DO YOU PREFER PRACTICE TEACHING SESSIONS TO BE CARRIED OUT IN SESSIONS OF:

- (1) 2 OR 3 WEEKS
- (2) 1 WEEK
- (3) A DAY OR 2 PER WEEK
- (4) A COMBINATION OF WEEKLY AND DAILY SESSIONS

This question attempts to give information about the kinds of practice teaching sessions beginning teachers said they preferred. The matter has been subject to many opinions and varying methods have been tried out in the teacher training programs. Table CVI shows that 63% of the beginning teachers in 1958 - 59 from U.B.C. and 50% from Victoria College said they preferred practice teaching sessions of two or three weeks duration. These teachers may have preferred even longer periods, say a month at a time, but provision was not made for such opinions in the questionnaire. Another 28% of the U.B.C. beginning teachers and 37% of the Victoria College graduates reported a preference for a combination of weekly and daily sessions of practice teaching. Some 31% of the secondary level beginning teachers from U.B.C. did not respond to the question and the findings are therefore subject to certain limitations.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVI - ATTITUDES TOWARD PROGRAMMING OF PRACTICE TEACHING SESSIONS,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

SESSIONS OF:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>		271
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
2 Or 3 Weeks	25	61	125	64	150	64	62	62	29	62	91	62	241	63	
1 Week	5	12	8	4	13	5	9	9	3	6	12	8	25	6	
A Day Or Two Per Week	1	2	1	1	2	1	7	7	1	2	8	5	10	3	
A Combination Of Weekly And Daily Sessions	10	24	61	31	71	30	23	23	14	30	37	25	108	28	
Total	41	100	195	100	236	100	101	100	47	100	148	100	384	100	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVI (CONT'D) - ATTITUDES TOWARD PROGRAMMING OF PRACTICE TEACHING SESSIONS,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

SESSIONS OF:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>			
	Men		Women		Total		Men		Women		Total					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2 Or 3 Weeks	8	40	43	54	51	51	4	50	4	40	8	44	59	50		
1 Week	5	25	8	10	13	13			2	20	2	11	15	13		
A Day Or Two Per Week																
A Combination Of Weekly And Daily Sessions	7	35	29	36	36	36	4	50	4	40	8	44	44	37		
Total	20	100	80	100	100	100	8	100	10	100	18	100	118	100		

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVI (CONT'D) - ATTITUDES TOWARD PROGRAMMING OF PRACTICE TEACHING SESSIONS,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.

SESSIONS OF:	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				273
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated	8	16	9	4	17	7	37	27	31	40	68	31	85	18	
2 Or 3 Weeks	25	51	125	61	150	59	62	45	29	37	91	42	241	51	
1 Week	5	10	8	4	13	5	9	7	3	4	12	6	25	5	
A Day Or Two Per Week	1	2	1		2	1	7	5	1	1	8	4	10	2	
A Combination Of Weekly And Daily Sessions	10	20	61	30	71	28	23	17	14	18	37	17	108	23	
Total	49	100	204	100	253	100	138	100	78	100	216	100	469	100	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVI (CONT'D) - ATTITUDES TOWARD PROGRAMMING OF PRACTICE TEACHING SESSIONS,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

VICTORIA COLLEGE

SESSIONS OF:	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>				274
	Men		Women		Total		Men		Women		Total						
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated	2	9	2	2	4	4									4	3	
2 Or 3 Weeks	8	36	43	52	51	49	4	50	4	40	8	44	59	48			
1 Week	5	23	8	10	13	12				2	20	2	11	15	12		
A Day Or Two Per Week																	
A Combination Of Weekly And Daily Sessions	7	32	29	35	36	35	4	50	4	40	8	44	44	36			
Total	22	100	82	100	104	100	8	100	10	100	18	100	122	100			

Question 87 - HAVE THE TEACHERS UNDER WHOM YOU HAVE DONE PRACTICE TEACHING:

- (1) PROVIDED SUFFICIENT ACTUAL TEACHING EXPERIENCES,
- (2) PROVIDED SPECIFIC HELPFUL SUGGESTIONS

The responses to the two parts of this question are shown in Tables CVII and CVIII and it is noted that there is little difference in the way beginning teachers answered both parts of the question.

Generally, most beginning teachers said they were provided with sufficient actual teaching experiences and specific helpful suggestions by the teachers under whom they did their practice teaching.

Again, proportionately more of the secondary beginning teachers who were trained at U.B.C. failed to comment on this question.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVII - PROVISION OF SUFFICIENT ACTUAL TEACHING EXPERIENCES,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				276
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	35	90	175	92	210	92	78	87	43	84	121	86	331	89	
No	4	10	15	8	19	8	12	13	8	16	20	14	39	11	
Total	39	100	190	100	229	100	90	100	51	100	141	100	370	100	

VICTORIA COLLEGE

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	19	86	65	84	84	85	8	100	9	90	17	94	101	86
No	3	14	12	16	15	15			1	10	1	6	16	14
Total	22	100	77	100	99	100	8	100	10	100	18	100	117	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVII (CONT'D) - PROVISION OF SUFFICIENT ACTUAL TEACHING EXPERIENCES,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.

	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				277
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Not Stated	10	20	14	7	24	9	48	35	27	35	75	35	99	21	
Yes	35	71	175	86	210	83	78	57	43	55	121	56	331	71	
No	4	8	15	7	19	8	12	9	8	10	20	9	39	8	
Total	49	100	204	100	253	100	138	100	78	100	216	100	469	100	

VICTORIA COLLEGE

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated			5	6	5	5							5	4
Yes	19	86	65	79	84	81	8	100	9	90	17	94	101	83
No	3	14	12	15	15	14			1	10	1	6	16	13
Total	22	100	82	100	104	100	8	100	10	100	18	100	122	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVIII - PROVISION OF SPECIFIC HELPFUL SUGGESTIONS DURING PRACTICE TEACHING,
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

	<u>Elementary</u>						<u>Secondary</u>				<u>All Teachers</u>				278
	Men		Women		Total		Men		Women		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	34	89	170	89	204	89	76	84	43	88	119	85	323	88	
No	4	11	20	11	24	11	15	16	6	12	21	15	45	12	
Total	38	100	190	100	228	100	91	100	49	100	140	100	368	100	

VICTORIA COLLEGE

	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	16	76	69	87	85	85	8	100	9	100	17	100	102	87
No	5	24	10	13	15	15							15	13
Total	21	100	79	100	100	100	8	100	9	100	17	100	117	100

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CVIII (CONT'D) - PROVISION OF SPECIFIC HELPFUL SUGGESTIONS DURING PRACTICE TEACHING
BY SEX, TEACHING LEVEL AND COLLEGE ATTENDED

U.B.C.														
	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	11	22	14	7	25	10	47	34	29	37	76	35	101	21
Yes	34	69	170	83	204	81	76	55	43	55	119	55	323	69
No	4	8	20	10	24	9	15	11	6	8	21	10	45	10
Total	49	100	204	100	253	100	138	100	78	100	216	100	469	100

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VICTORIA COLLEGE														
	<u>Elementary</u>						<u>Secondary</u>						<u>All Teachers</u>	
	Men		Women		Total		Men		Women		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Stated	1	5	3	4	4	4			1	10	1	6	5	4
Yes	16	73	69	84	85	82	8	100	9	90	17	94	102	84
No	5	23	10	12	15	14							15	12
Total	22	100	82	100	104	100	8	100	10	100	18	100	122	100

Question 88 - IN EVALUATING THE HELP GIVEN BY YOUR FACULTY ADVISORS, CHECK THE TYPE OF AID YOU RECEIVED IN THE FOLLOWING AREAS

- (1) DEVELOPING BROAD CONCEPTS OF TEACHING
- (2) ASSISTING WITH PRACTICAL PROBLEMS
- (3) ASSISTING WITH PERSONAL PROBLEMS

Three areas are listed in this question and the beginning teachers responses are shown in Table CIX. Generally, most beginning teachers said they got some help in developing broad concepts of teaching and assistance with practical problems but somewhat more than half of the beginners reportedly got little or no help with personal problems, irrespective of the college attended.

The Victoria College graduates said they got proportionately more help with practical problems than their counterparts from U.B.C. This is expected in view of the answers given to Question 83 wherein it was noted that the Victoria College students reported proportionately more opportunity for interviews with staff members and more seminars than their U.B.C. colleagues. It would seem that the staff of Victoria College in 1958 - 59 were able to establish a closer relationship with their students than that made possible at U.B.C. and hence assist them during their training program.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIX - HELP GIVEN BY FACULTY ADVISORS, BY COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

	<u>Percent Reporting</u>				<u>Total %</u>	<u>Total Number</u>
	<u>Much</u>	<u>Some</u>	<u>Little</u>	<u>None</u>		
1. Developing Broad Concepts Of Teaching	16	56	22	6	100	377
2. Assisting With Practical Problems	23	44	26	8	100	379
3. Assisting With Personal Problems	12	25	33	30	100	375

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VICTORIA COLLEGE

	<u>Percent Reporting</u>				<u>Total %</u>	<u>Total Number</u>
	<u>Much</u>	<u>Some</u>	<u>Little</u>	<u>None</u>		
1. Developing Broad Concepts Of Teaching	18	50	29	3	100	119
2. Assisting With Practical Problems	36	48	16	1	100	120
3. Assisting With Personal Problems	22	28	25	25	100	119

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CIX (CONT'D) - HELP GIVEN BY FACULTY ADVISORS, ALL TEACHERS, BY COLLEGE ATTENDED

U.B.C.

	Not Stated	Much	<u>Percent Reporting</u>			<u>Total</u>	
			Some	Little	None	%	No.
1. Developing Broad Concepts Of Teaching	20	13	45	18	5	100	469
2. Assisting With Practical Problems	19	19	35	21	6	100	469
3. Assisting With Personal Problems	20	9	20	27	24	100	469

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VICTORIA COLLEGE

	Not Stated	Much	<u>Percent Reporting</u>			<u>Total</u>	
			Some	Little	None	%	No.
1. Developing Broad Concepts Of Teaching	2	17	49	28	3	100	122
2. Assisting With Practical Problems	2	35	47	16	1	100	122
3. Assisting With Personal Problems	2	21	27	25	25	100	122

Question 89 - WHAT IS YOUR OPINION REGARDING THE VALUE OF THE ELEMENTARY METHODS COURSES THAT YOU HAVE TAKEN?

- (1) LANGUAGE ARTS
- (2) READING
- (3) ARITHMETIC
- (4) SCIENCE
- (5) SOCIAL STUDIES
- (6) ART
- (7) MUSIC
- (8) PHYSICAL EDUCATION

Table CX shows that beginning teachers trained at U.B.C. made a proportionately higher number of 'not stated' responses than beginning teachers from Victoria College. This is due in part to two factors, one being the higher proportion of secondary level teachers coming from U.B.C. and who would not have taken the elementary methods courses, the other factor being the tendency on the part of some of the U.B.C. group not to answer certain questions on the questionnaire.

Bearing in mind the higher 'not stated' ratio of the U.B.C. trained teachers, Table CX indicates courses such as reading, arithmetic, art and physical education could be considered as having fairly high value for the U.B.C. trained beginners whereas courses like science, social studies and music were reported by these teachers as having some to little value.

For those beginning teachers who graduated from Victoria College, elementary courses such as reading, arithmetic and art were rated to be of high value whereas language arts, science, social studies and physical education were stated as being of some or little value generally. Science and social studies are two courses rated of some or little value by the beginning teachers irrespective of their teacher training college. It is possible that a curriculum or teaching problem could exist in these areas, particularly at the elementary level.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CX - VALUE OF ELEMENTARY METHODS COURSES TAKEN, BY COLLEGE ATTENDED
(EXCLUDING THOSE NOT STATING)

U.B.C.

COURSE	<u>Percent Reporting</u>				Total No.
	High Value	Some Value	Little Value	Total %	
1. Language Arts	24	57	20	100	286
2. Reading	42	43	15	100	281
3. Arithmetic	47	39	14	100	282
4. Science	18	49	33	100	283
5. Social Studies	16	39	45	100	284
6. Art	56	37	8	100	279
7. Music	14	48	38	100	279
8. Physical Education	45	47	8	100	280

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CX (CONT'D) - VALUE OF ELEMENTARY METHODS COURSES TAKEN
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

COURSE	<u>Percent Reporting</u>				Total No.
	High Value	Some Value	Little Value	Total %	
1. Language Arts	15	40	45	100	120
2. Reading	58	34	8	100	120
3. Arithmetic	67	29	4	100	120
4. Science	27	50	23	100	120
5. Social Studies	35	44	21	100	120
6. Art	68	26	6	100	120
7. Music	36	47	17	100	120
8. Physical Education	38	42	20	100	120

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CX (CONT'D) - VALUE OF ELEMENTARY METHODS COURSES TAKEN,
ALL TEACHERS, BY COLLEGE ATTENDED

U.B.C.

COURSE	<u>Percent Reporting</u>					Total % No.
	Not Stated	High Value	Some Value	Little Value		
1. Language Arts	39	14	35	12	100	469
2. Reading	40	25	26	9	100	469
3. Arithmetic	40	28	24	8	100	469
4. Science	40	11	30	20	100	469
5. Social Studies	39	10	24	27	100	469
6. Art	40	33	22	5	100	469
7. Music	40	6	29	23	100	469
8. Physical Education	40	27	28	5	100	469

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CX (CONT'D) - VALUE OF ELEMENTARY METHODS COURSES TAKEN,
ALL TEACHERS, BY COLLEGE ATTENDED

VICTORIA COLLEGE

COURSE	<u>Percent Reporting</u>					Total No.
	Not Stated	High Value	Some Value	Little Value	%	
1. Language Arts	2	15	39	44	100	122
2. Reading	2	57	34	7	100	122
3. Arithmetic	2	66	29	4	100	122
4. Science	2	26	49	23	100	122
5. Social Studies	2	34	43	20	100	122
6. Art	2	67	25	6	100	122
7. Music	2	35	46	17	100	122
8. Physical Education	2	37	42	20	100	122

Question 90 - WHAT IS YOUR OPINION REGARDING THE VALUE OF
THE SECONDARY METHODS COURSES THAT YOU HAVE
TAKEN?

It is evident from Table CXI that only a small proportion of beginning teachers in 1958 - 59 took any secondary methods courses at all. The data indicate very little in the way of beginning teachers evaluations of secondary methods courses. It would appear that few had taken secondary method courses having enrolled in the elementary program. The few teachers who did report did not differentiate to any great extent between high, some or little value as regards the secondary courses, hence conclusions are not warranted here.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXI - VALUE OF SECONDARY METHODS COURSES TAKEN, ALL TEACHERS, BY COLLEGE ATTENDED

U.B.C.

COURSE	<u>Percent Reporting</u>				<u>Total</u>	
	Not Stated	High Value	Some Value	Little Value	%	No.
1. English	80	6	8	6	100	469
2. French	91	3	3	2	100	469
3. Latin	97		1	2	100	469
4. German	97	1		1	100	469
5. Spanish	97	1	1	1	100	469
6. History	85	3	6	5	100	469
7. Geography	88	7	4	1	100	469
8. Mathematics	87	5	6	2	100	469
9. Science	86	4	7	3	100	469

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXI (CONT'D) - VALUE OF SECONDARY METHODS COURSES TAKEN, ALL TEACHERS, BY COLLEGE ATTENDED

COURSE	VICTORIA COLLEGE					Total %	No.
	Not Stated	High Value	Some Value	Little Value			
1. English	71	7	16	7	100	122	291
2. French	86	1	5	8	100	122	
3. Latin	95		1	4	100	122	
4. German	97		1	2	100	122	
5. Spanish	98			2	100	122	
6. History	84	7	7	2	100	122	
7. Geography	84	6	9	1	100	122	
8. Mathematics	83	7	8	2	100	122	
9. Science	83	10	6	1	100	122	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXI (CONT'D) - VALUE OF SECONDARY METHODS COURSES TAKEN, ALL TEACHERS, BY COLLEGE ATTENDED

U.B.C.

COURSE	Not Stated	<u>Percent Reporting</u>			Total	
		High Value	Some Value	Little Value	%	No.
10. Art	92	4	3	1	100	469
11. Health And Physical Development	88	3	7	2	100	469
12. Physical Education	87	8	4	1	100	469
13. Music	94	2	2	2	100	469
14. Commerce	96	1	2	1	100	469
15. Industrial Arts	93	5	1		100	469
16. Home Economics	95	2	2	1	100	469
17. Agriculture	98		1	1	100	469
18. Drama	96	2	1	1	100	469

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXI (CONT'D) - VALUE OF SECONDARY METHODS COURSES TAKEN, ALL TEACHERS, BY COLLEGE ATTENDED

VICTORIA COLLEGE						
COURSE	Not Stated	High Value	<u>Percent Reporting</u>			Total No.
			Some Value	Little Value	%	
10. Art	83	7	7	2	100	122
11. Health And Physical Development	83	7	6	5	100	122
12. Physical Education	81	8	8	3	100	122
13. Music	85	5	7	3	100	122
14. Commerce	90	4	3	2	100	122
15. Industrial Arts	96		1	3	100	122
16. Home Economics	88	2	4	6	100	122
17. Agriculture	97	1		1	100	122
18. Drama	94	1	3	2	100	122

Question 91 - CHECK THE ITEMS WHICH YOU FEEL SHOULD RECEIVE
MORE, LESS, OR THE SAME EMPHASIS IN THE TEACHER
TRAINING PROGRAM

This question attempts to provide information about beginning teachers attitudes toward certain aspects of their teacher training program. It is possible that items reported by beginning teachers as requiring more emphasis in the training program are areas that have given them difficulty during the first year of teaching in B.C.

It is shown in Table CXII that 50% or more of the beginning teachers from both U.B.C. and Victoria College training centres expressed the feeling that more emphasis should be given to the following items: methods of teaching, controlling and disciplining pupils, providing for individual differences, knowledge of phonics, grading and evaluating student progress, knowledge of subject matter, obtaining, selecting and using instructional material and observation of teachers in action. With the remaining items the majority of beginning teachers felt the emphasis should be the same or less.

When comparing the responses of each college separately, it is noted that proportionately more Victoria College graduates than U.B.C. ones stated they felt more emphasis should be placed on methods of teaching, providing

for individual differences, knowledge of phonics and grading, evaluating student progress. Proportionately more U.B.C. graduates than Victoria College student-teachers reported the opinion that more emphasis should be placed on individual skills and planning lessons.

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM,
(EXCLUDING THOSE NOT STATING)

U.B.C.

ASPECT	<u>Percent Reporting Degree Of Emphasis</u>			Total %	Total No.	
	More	Same	Less			
1. Handling Extra-Curricular Activities	36	58	6	100	363	962
2. Methods Of Teaching	62	29	8	100	374	
3. Using Audio-Visual Aids	34	55	11	100	369	
4. Controlling And Disciplining Pupils	60	39	1	100	381	
5. Counselling And Guidance	44	52	4	100	361	
6. Providing For Individual Differences	58	40	2	100	338	
7. Knowledge Of Phonics	61	37	2	100	336	
8. Keeping Official Records And Reports	27	65	7	100	369	
9. Grading, Evaluating Student Progress	51	46	3	100	364	
10. Organizing Classroom Schedules	33	63	4	100	366	

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

ASPECT	<u>Percent Reporting Degree Of Emphasis</u>			Total %	Total No.
	More	Same	Less		
1. Handling Extra-Curricular Activities	32	66	3	100	117
2. Methods Of Teaching	73	22	5	100	118
3. Using Audio-Visual Aids	37	55	8	100	118
4. Controlling And Disciplining Pupils	57	42	2	100	118
5. Counselling And Guidance	38	60	2	100	115
6. Providing For Individual Differences	67	33		100	107
7. Knowledge Of Phonics	78	22	1	100	120
8. Keeping Official Records And Reports	32	66	2	100	119
9. Grading, Evaluating Student Progress	64	36		100	119
10. Organizing Classroom Schedules	31	65	3	100	118

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM
(EXCLUDING THOSE NOT STATING)

U.B.C.

ASPECT	<u>Percent Reporting Degree Of Emphasis</u>			Total %	Total No.
	More	Same	Less		
11. Dealing With Parents	33	63	4	100	366
12. Individual Skills - Musical, Artistic	27	69	5	100	348
13. Using And Administering Tests And Measurements	44	51	5	100	369
14. Understanding Young People	36	59	5	100	368
15. Knowledge Of Subject Matter	60	37	4	100	375
16. Planning Lessons	32	61	7	100	375
17. Obtaining, Selecting And Using Instructional Material	51	46	3	100	371
18. Observation Of Teachers In Action	71	26	3	100	373
19. Use Of Journals And Research Material	23	69	8	100	368

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM
(EXCLUDING THOSE NOT STATING)

VICTORIA COLLEGE

ASPECT	<u>Percent Reporting Degree Of Emphasis</u>			Total %	Total No.
	More	Same	Less		
11. Dealing With Parents	36	62	3	100	118
12. Individual Skills - Musical, Artistic	19	72	8	100	119
13. Using And Administering Tests And Measurements	43	55	2	100	119
14. Understanding Young People	36	63	1	100	119
15. Knowledge Of Subject Matter	52	46	2	100	120
16. Planning Lessons	22	72	6	100	119
17. Obtaining, Selecting And Using Instructional Material	53	47	1	100	118
18. Observation Of Teachers In Action	66	29	5	100	121
19. Use Of Journals And Research Material	20	74	6	100	118

B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM,
ALL TEACHERS, BY COLLEGE ATTENDED

U.B.C.						
<u>Percent Reporting Degree Of Emphasis</u>						
ASPECT	Not Stated	More	Same	Less	Total %	Total No.
1. Handling Extra-Curricular Activities	23	28	45	5	100	469
2. Methods Of Teaching	20	50	23	7	100	469
3. Using Audio-Visual Aids	21	27	43	9	100	469
4. Controlling And Disciplining Pupils	19	49	32	1	100	469
5. Counselling And Guidance	23	34	40	3	100	469
6. Providing For Individual Differences	28	42	29	2	100	469
7. Knowledge Of Phonics	28	44	26	2	100	469
8. Keeping Official Records And Reports	21	21	51	6	100	469
9. Grading, Evaluating Student Progress	20	51	28	1	100	469
10. Organizing Classroom Schedules	22	39	36	2	100	469

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM,
ALL TEACHERS, BY COLLEGE ATTENDED

VICTORIA COLLEGE

ASPECT	<u>Percent Reporting Degree Of Emphasis</u>				<u>Total</u>	
	Not Stated	More	Same	Less	%	No.
1. Handling Extra-Curricular Activities	4	30	63	2	100	122
2. Methods Of Teaching	3	71	21	5	100	122
3. Using Audio-Visual Aids	3	36	53	7	100	122
4. Controlling And Disciplining Pupils	3	55	40	1	100	122
5. Counselling And Guidance	6	36	57	2	100	122
6. Providing For Individual Differences	12	59	29		100	122
7. Knowledge Of Phonics	2	76	21	1	100	122
8. Keeping Official Records And Reports	2	31	64	2	100	122
9. Grading, Evaluating Student Progress	2	62	35		100	122
10. Organizing Classroom Schedules	3	30	63	3	100	122

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM,
ALL TEACHERS, BY COLLEGE ATTENDED

U.B.C.

Percent Reporting Degree Of Emphasis

ASPECT	Not Stated	More	Same	Less	Total %	Total No.
11. Dealing With Parents	22	26	49	3	100	469
12. Individual Skills - Musical, Artistic	26	20	51	3	100	469
13. Using And Administering Tests And Measurements	17	35	40	4	100	469
14. Understanding Young People	21	28	47	4	100	469
15. Knowledge Of Subject Matter	20	48	29	3	100	469
16. Planning Lessons	20	26	48	6	100	469
17. Obtaining, Selecting And Using Instructional Material	21	40	36	3	100	469
18. Observation Of Teachers In Action	20	56	20	3	100	469
19. Use Of Journals And Research Material	21	18	54	7	100	469

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B.C. BEGINNING TEACHERS, 1958 - 59

TABLE CXII (CONT'D) - DEGREE OF EMPHASIS ON CERTAIN ASPECTS OF TEACHER TRAINING PROGRAM,
ALL TEACHERS, BY COLLEGE ATTENDED

VICTORIA COLLEGE

ASPECT	<u>Percent Reporting Degree Of Emphasis</u>					Total No.
	Not Stated	More	Same	Less	%	
11. Dealing With Parents	3	34	60	2	100	122
12. Individual Skills - Musical, Artistic	2	19	71	8	100	122
13. Using And Administering Tests And Measurements	2	42	54	2	100	122
14. Understanding Young People	2	36	61	1	100	122
15. Knowledge Of Subject Matter	2	51	45	2	100	122
16. Planning Lessons	2	21	70	6	100	122
17. Obtaining, Selecting And Using Instructional Material	3	51	45	1	100	122
18. Observation Of Teachers In Action	1	66	29	5	100	122
19. Use Of Journals And Research Material	3	20	71	6	100	122

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ANALYSIS OF COMMENTS REGARDING BEGINNING
TEACHER QUESTIONNAIRE

Now That You Have Completed The Questionnaire What
Did You Like Or Dislike About It?

A variety of comments were made in response to this request and these have been classified and reported below. A total of 299 beginning teachers out of 591 commented on the questionnaire.

(Numbers in brackets where shown refer to No. of teachers commenting.)

Seventy-eight beginning teachers expressed the opinion that the questionnaire covered all aspects of their teaching situation efficiently and thoroughly. Another 25 said the form was good because of the potential results that might lead to improvements in the field of teaching.

The check method of answering the questionnaire appeared favorable to 20 teachers and 17 commented on the clarity of the items and the ease with which the form could be completed. The questionnaire reportedly caused 16 teachers to evaluate their teaching role in the light of the items and suggested some self analysis of their position. For 14 teachers, the form gave them an opportunity to comment

on the College of Education.

Seven teachers stated that the questionnaire allowed them to express their opinions where otherwise they might not have done so.

'Ambiguous items' was a criticism mentioned by 34 beginning teachers, specifically item 45, "Relation to the Community". Those teachers who began teaching in a larger urban centre had difficulty in the interpretation of the term community as it applied to their situation. The opinion that the questionnaire was too long was expressed by 28 teachers and 21 felt that the items did not make sufficient provision for subjective feelings on various issues.

Nine teachers commented on the view that some questions were irrelevant and 9 said some items were too personal. Other comments included: a questioning of the form's purpose (8), that it was of little value (3), more detail was wanted (2), that it was unethical (2), disliked the form being numbered (2), the questionnaire was not suited to teachers from foreign countries (2), and two said they didn't like the questionnaire.

ANALYSIS OF GENERAL COMMENTS, BEGINNING TEACHER

Any General Comments You Could Make About Your First Year Of Teaching In British Columbia Would Be Appreciated

Of the 591 beginning teachers who completed the questionnaire, 467 commented on this question. Their statements were relatively spontaneous and the groupings below were arbitrarily set up for analysis purposes.

(Numbers in brackets where shown refer to No. of responses.)

Teaching Job And Working Conditions

The first year of teaching was enjoyed very much, according to 140 beginning teachers. Another 20 said their first year in teaching was very satisfactory, 8 found teaching a rewarding experience, 3 said their first year was very stimulating and one beginner felt she was lucky to have been in a nice school.

One teacher found teaching very tiring and was fed up while another beginner could like teaching if she were able to find a happy school situation. In a number of instances, enjoyment of teaching appeared related to the help received by the beginning teacher from fellow staff and principal. Those specifically stating they received much help from staff numbered 20.

It was felt by 25 teachers that the first year teaching load was too heavy and 2 teachers stated they should have been prepared to expect an extra work load. Coupled with this feeling was the comment made by 21 beginners that the pupil-teacher ratio in their classes was too high.

Problems of organization and establishing adequate routines were mentioned by 13 teachers and 11 teachers said there were too many reports and forms to complete. Lesson preparation takes a lot of time according to 10 teachers and 10 didn't think that beginning teachers should have to teach multigrade classes during their first year. Several teachers (9) said there were too many other duties to perform that were not directly related to teaching and 8 suggested that more secretarial help ought to be provided. Two teachers stated there should be teachers aids. That teachers living quarters, i.e. teacherages should be improved was the opinion of 5 beginners.

Other views expressed regarding working conditions were: too much time is spent on extra-curricular activities of a purely social nature (2); help is needed from fellow teachers for the first while (1); 3 spare periods per week should be given to beginning teachers (1).

Salaries And Fringe Benefits

Salaries are inadequate according to 6 beginners. It was also felt that: there should be a standard wage scale throughout the province with special allowances for remote areas (1); salaries for elementary and secondary teachers with comparable qualifications should be the same (1); the span between highest and lowest salaries is too great (1), and the time required to reach maximum salary is too long (1). One teacher said married men should receive a higher salary than the present scale affords and another teacher suggested that pension payments should be optional for married women. Additional money should be paid to grade one teachers (1) and to those teachers completing extra courses beyond certification (1).

Teacher Assignments

The beginning teachers confined their comments to courses within the school. It was stated by 4 teachers that they had been given courses for which they were not prepared whereas 3 beginners were not given courses as promised. One teacher commented on her dislike for teaching health and personal development.

Superintendents

Superintendents appeared to beginning teachers as one: who didn't give enough constructive advice (1), whose requirements should be stated at the beginning of the year (1), who tended to discourage, not encourage (1), and who tended to make beginning teachers nervous (1).

Principals

Some principals are dictatorial (1) whereas they should make comments regarding the beginners progress during the first year of teaching (1), and should be more positively critical (1) and give more help (2).

Consultants

Although 3 teachers found consultants helpful, 3 also felt that consultants could be more helpful to them. Inconsistent ideas concerning teaching techniques seem to exist among supervisors, principals and consultants (1) while some consultants tend to think in terms of one method only as the right teaching method (1).

General Comments On Supervision And Administration

Although 2 teachers found their supervision very helpful, one teacher stated that there was not enough supervision of beginning teachers. It was also felt by one beginning teacher that there should be a more adequate teacher rating method. School boards become impersonal when large (1), are too dictatorial in that there is not enough scope left for teacher initiative (1), have expectations that are too high and lead to excessive pressure of work (1). One teacher disliked the length and uselessness of district association meetings while one teacher suggested that teacher-supervisor meetings should be held during school hours.

The school board has more control over education than the teachers one teacher pointed out. Another said teachers cannot be professionals if controlled by non-professional people on school boards.

Physical Facilities

Inadequacies were felt to exist in classroom equipment (8) playground (1) physical education facilities (3) visual aid material (2) paper and pencils (2) and transportation (1). The opinion that school buildings could be planned better (1), heated till 5 p.m. for work (1), and equipped for electives offered (1) was also expressed by beginning teachers.

Books And Library

Many school texts were considered inadequate by 8 teachers including arithmetic texts (1) and science texts (1). There should be more Canadian textbooks (2) and more useful seatwork books (1). Five teachers commented on the inadequacy of their school library while two teachers felt the library at the U.B.C. College of Education was poor.

Teacher Qualifications

Four teachers were of the opinion that in-service training particularly summer sessions and extra-session courses, was hindered by lack of finances. Relative to the quality of teachers, it was felt that every teacher should have 4 years training (1), teacher trainees should be screened (1), all teachers should take a B.A. followed by 1 year of

practical experience (1) and that the B. Ed. degree was relatively useless in comparison with a B.A. (1).

Other points mentioned were: the Faculty of Education evaluated credits inconsistently (1), a College of Education should be established at an interior location in B.C. (1), and one teacher disliked the idea of having to take a year out from teaching to attend U.B.C. for a degree. School Board in-service training programmes were a waste of time, repeating College of Education training (1).

Teacher Training

More practice teaching was suggested by 33 beginning teachers. While 25 teachers commented on the weakness of education courses at the College of Education, another 16 said the lectures were a waste of time. Courses were repetitious and overlapped too much (10); and English 200 was deemed of little value to elementary teachers (4). Examinations were considered of low calibre by one teacher.

The teaching staff at the College of Education were too idealistic in their approach and procedures to teaching (11), were of poor calibre as instructors (6), some being mediocre (3) and not aware of the problems in the field (3), and others conveyed a superior attitude toward the students (2).

Eight teachers felt they were inadequately prepared for teaching, and some said they lacked knowledge in subject

matter (10), did not receive enough instruction regarding discipline (6), needed more training to handle the exceptional child (4), required more training in programming and organization of teaching activities (6), felt that greater emphasis should have been placed on visual aids (3), on rural schools (3), phonics (2), and administration (2).

Beginning teachers went on to say that more training was required in: adolescent psychology (1), the role of extra-curricular activities in the school (2), shop training for Industrial Arts (1), inter-relatedness between elementary and secondary programmes (1), how to deal with parents (1), and reporting achievement of pupils (1).

Practicum observers were destructively critical, according to 2 teachers and another said there should be more positive criticism regarding teaching techniques.

Suggestions relating to types of training programmes were advanced by several beginning teachers. One proposed a two year college programme followed by 1 year teaching then returning to the college for a degree. Another felt that, in the 3rd year of training, students could become apprentice teachers. In their 4th year they could teach or return to college. An apprenticeship scheme rather than teacher training was advocated by 2 teachers.

Other comments concerning teacher training and the College of Education were: provision should be made for those

already skilled in a special area whereby certain courses in that specific field do not have to be taken (1), some explanation of objectives held by the B.C.T.F. and where dues are spent should be made in the College (1), the one year "emergency course" is of little value, too much theory and not enough practice (6), more outside reading should be required (1), there is difficulty in changing courses in College of Education (1), not enough expert demonstration lessons (7), more guidance and counselling for prospective teachers (1), more seminars (1), experienced teachers have low opinion of the College of Education (1).

One teacher felt that the primary methods course was most valuable, and another felt similarly toward the English 200 course.

Public Relations

People expect perfection of teachers (1), talk about teachers too much (1) and assume teachers to be strange (1). There was limited social opportunity in the community, said one teacher and another found the community not too friendly.

Parent-Teacher Relationships

One teacher remarked that teachers are not regarded as professionals by parents and another beginner suggested that parents ought to know more about their school system. The Doukobor problem was referred to by one teacher. Parents: complain about too strict discipline (1), too much homework (1), are either dictatorial toward the teacher (1) or lack an interest in school (1).

Discipline

Six beginning teachers reported having difficulty in maintaining discipline and 5 suggested that the standards of discipline were poor. A problem for 3 teachers was the lack of support from the administration regarding discipline.

That discipline problems are created by staff, not pupils (1) and corporal punishment should be designed to cure, not provoke difficulties (1), and there should be more strict discipline (1), was also expressed by beginning teachers.

One teacher found the head-teacher-principal administration detrimental to discipline while another reported having no guidance regarding disciplinary measures. It was the opinion of one teacher that parents should be informed of disciplinary methods.

Promotional Policy And Achievement Standards

Three teachers remarked on the difficulty experienced in setting standards of work. The requirements for promotion are too low (2), there are too many in the university program (1), promotions with low standards are occurring in rural areas (1), and too many weak students are entering grade 12 without a hope of passing (1).

One teacher stated that the normal curve distribution was not practical while another felt that an absolute standard was needed and must be met before promotion could occur.

Seatwarmers

Seatwarmers: should be dealt with more strictly (1), should be ousted at the grade 9 level (1), should be put in special schools (1), should be controlled by the regulations provided for them (1). The treatment of seatwarmers is related to the need of a more academic atmosphere in the classroom (1).

Examinations And Standardized Testing

One teacher noted that examples of well designed examinations should be provided beginning teachers.

Curriculum

Health and Personal Development courses are relatively useless, 5 teachers stated, and there should be less emphasis placed on H.P.D. (2). Beginning teachers should not be assigned high school H.P.D. (1). Other comments concerning curriculum were: not enough local autonomy regarding curriculum (4), more emphasis on reading at elementary level (2), curriculum vague (2), too much repetition in curriculum (1), more time should be allotted for library work (1), more curriculum planning by supervisors (1), need new course of studies for Home Economics (1), too much repetition in science courses (1), should be conversational French from Grade 5 up (1), one foreign language should be compulsory (1), social studies courses need standardizing (1), the Art program is ill-defined (1), a phonetic language system should be adopted (1).

One teacher said there was not enough provision for the gifted child in the curriculum.

Homogeneous Grouping And Streaming

Classes are too heterogeneous (9), and there should be homogeneous grouping at all grades (1). Two teachers suggested redirection of pupils lacking ability and motivation. One beginner would separate boys and girls at Grade 7 and another advocated 5 streams. These were: intensive academic, terminal general, high quality technical, slow learners, and retarded.

Enrichment And Acceleration

It was the opinion of 4 teachers that gifted children were not being expected to achieve to capacity. One teacher recommended accelerated programs for superior children and another suggested a different course content for bright and slow students.

Retarded And Disturbed Children

Six teachers said they needed more training in handling this group while another 3 stated that the retarded children need a special program. Special schools (1) and special visual aids (1) are also needed for the retarded.

Report Cards

Five teachers say they find the report form too vague, one specifically referring to the vagueness of the N symbol. There is difficulty in evaluating pupils on the

basis of report categories (1) and perhaps a percentage basis should be adopted (1).

Miscellaneous Comments

Teacher-School board relations are not good.(2)

P.T.A.'s are a waste of time. (2)

School District disorganized regarding allocation of teachers and pupils to respective schools. (1)

Need more information about school district ideas and educational ideals. (1)

Disappointed with a 7 month delay in getting the Departmental Teaching Certificate. (2)

Teacher training instructors seem to suggest that students should misrepresent themselves when applying for a teaching position. (1)

General standard of education in B.C. very low as compared with Europe. (1)

Lack an adequate system of objective analysis of education in B.C. (1)

Education is test-bound. (1)

Older teachers seem to take advantage of younger ones. (1)

Future teacher clubs inadequate. (1)

Want more job security. (1)

Incorrect learning in lower grades has
to be undone. (1)

Did not like being asked about Merit
Rating. (1)

Need more good men teachers. (1)

Residential schools should be provided
for children with poor home environments. (1)

Comments Regarding Problems Specific To Primary Grades

Five teachers commented on the need for a more specific outline for primary phonics and language in the program of studies. Other problems mentioned included the weakness of the Quance Spellers (1), poor social studies texts for grades 1 - 3 (2), incomplete outline of arithmetic courses (1), difficulty in obtaining seatwork material (1).

One teacher said that top ability teachers should teach primary grades.

Comments re Problems Specific To Intermediate Grades

Grade 4 readers are uninteresting (1), and too difficult (1), the social studies course content is too heavy (1), and needs good reference texts (2), and the Grade 6 science course is inadequate (1).

A foreign language should begin in Grade 6 (1).

Comments Regarding Problems Specific To Junior High

It was felt that the general program was too weak (1), standards were much too low (1) and junior high and senior high should be separate schools (1).

The science courses are poor (1), and need revision (1). Language texts are disorganized, one teacher stated.

Comments Regarding Problems Specific To Senior High

One teacher wanted a more academic orientation in senior high with separate schools for vocational training. Another beginning teacher felt there was too great a gap between the standards of achievement expected in Grade 11 English and Grade 12 English.

Staff Relations

There should be more teacher discussion groups in school (3), although staff room conversations are trivial (1) and staff meetings are valueless (1).

According to one teacher, some staff behave unethically toward their fellow staff.

When the general comments of beginning teachers in 1958 - 59 were summarized, as shown in Table CXIII, the most frequently stated single comment was one of enjoyment and reward found in teaching. The work itself seemed heavy to a number of beginners, some aspects of the teaching load being considered too heavy. Some 41% (191) of the teachers who commented chose to express an opinion regarding various

weaknesses in their training. These opinions included an evaluation of courses, lectures, lecturers, methods, and an appraisal of their degree of preparedness as beginning teachers entering a profession. Mention was also made of existing school curricula, discipline problems, school and schoolbook inadequacies and school organization difficulties with the organization of their work were also commented upon.

According to these comments, two main problems were encountered by beginning teachers when they began teaching in 1958 - 59. They felt inadequately trained for a demanding and heavy work load. It would follow from these statements that improvements made in the beginning teachers' work situation would involve some modification of the teacher training program in the light of the problems suggested by beginning teachers in this study and a revision and redistribution of the work load assigned during the beginners first year, particularly in those specific tasks that appear to be too heavy for her.

B.C. BEGINNING TEACHERS, 1958 - 59TABLE CXIII - SUMMARY OF GENERAL COMMENTS
RE FIRST YEAR OF TEACHING

ASPECT COMMENTED ON	Frequency ¹
Teaching Was Enjoyed, Satisfactory, Rewarding	172
Various Aspects That Make Teaching Load Too Heavy	98
Adverse Comments Re College Of Education Courses, Lectures And Programs	76
Comments Re Weaknesses In Their Training As Teachers	57
More Practice Teaching Needed	33
Weaknesses In School Curriculum And Curriculum Planning	27
Adverse Comments Re College Of Education Staff	25
Comments Re Discipline (problems and suggestions)	20
Inadequacies In Physical Facilities	19
Inadequacies In Books And Library	16
Problems Of Organization And Routines	13
Comments Re Lack Of Proper Class Grouping And Student Streaming	13

1. No. of teachers commenting - teachers commented on more than one aspect hence totals are mutually independent.

Chapter V

INTEGRATION OF QUESTIONNAIRE MATERIAL

The teaching profession in British Columbia during 1958 - 59 continued to attract more women than men, the ratio being identical to beginning teachers in the United States in 1956 - 57, viz. 63% women and 37% men. One might expect a predominance of women to enter teaching in view of several factors, one being the generally held opinion that teaching is a woman's role, another the feeling held by women beginning teachers that the salary is good in comparison to the years of academic training required and conversely men feeling the salary is perhaps not as good as that offered in competitive business vocations.

Perhaps one of the most significant differences noted between the British Columbia beginning teachers of 1958 - 59 and those in the United States in 1956 - 57 was the difference in level of education. Of the beginning teachers entering the British Columbia public school system in 1958 - 59, 23% of them held a Bachelor's degree or higher whereas 86% of the United States beginning teachers had obtained the same degree or higher. Since proportionately more of the British Columbia beginners spent less time in

their formal training than their American counterparts did two years earlier, it is likely that the average British Columbia teacher would be younger than the United States beginner when she actually began teaching. This is borne out by the fact that the median age of the British Columbia beginning teacher in 1958 - 59 was 22.3 years whereas the United States beginner in 1956 - 57 was 23.6 years of age. Being older, the United States beginning teacher is more likely to be married and it is noted that 50% of them were, in comparison to 35% of the British Columbia beginning group. Because of the marital status differences between the British Columbia and United States beginner, such factors as annual income and number of dependents also will probably be either directly or indirectly affected. Information concerning these factors for the American beginning teacher was not available at the time of this writing but it was found that 64% of the spouses of British Columbia beginning teachers earned on the average approximately \$3000 per year, thereby roughly doubling the annual income for married beginning teachers with working spouses. However, married teachers beginning their career in British Columbia had an average of 1.2 children to support.

The fact that the British Columbia and the United States beginning teachers differed little in the amount of

non-teaching employment engaged in prior to entering teaching (British Columbia beginners showing a slightly higher amount) tends to emphasize the conclusion that the age differences between them are largely attributable to the length of formal training obtained by each group.

Related to the question of non-teaching employment is the type of activity engaged in immediately prior to entering teaching. Most beginning teachers in British Columbia were attending school just before commencing teaching, hence their income for the year prior to teaching was considerably lower (a median of \$590 for elementary teachers, \$1300 for secondary beginners) than if they had been regularly employed in a full-time occupation. Proportionately more of the United States beginners than British Columbia ones came from home-making and work outside of education. This would account for a higher proportion of married teachers beginning in the United States and an older starting age.

Most of the British Columbia beginning teachers in 1958 - 59 had acquired two years university or less in the College of Education, holding either an elementary conditional or elementary basic certificate. This is a somewhat higher level of academic training than that obtained by their parents who generally had either completed grade school or high school only. Fathers of beginning teachers in 1958 - 59 were varied in their occupations, a number of them being farmers

or farm managers, proprietors, or skilled craftsmen. Mothers had also worked or were working at various occupations, many of them being in clerical or sales types of employment. Differences exist between elementary and secondary beginning teachers relative to their father's occupation. Proportionately more secondary beginning teachers than elementary beginning teachers' fathers were employed in professional, farmer or farm manager, proprietor, manager or executive and clerical or sales positions. On the other hand proportionately more elementary than secondary beginning teachers' fathers were teachers, skilled craftsmen, foremen, semi-skilled operative, service workers or laborers.

If teaching is considered to be more 'professional' or socially more desirable than certain other occupations, it is likely to expect that parents of elementary beginning teachers will be more favorably inclined toward their children entering teaching than would the parents of secondary beginners since the elementary beginning teachers' parents would tend to place teaching on a higher occupational level than their own type of work. The findings tend to support this inference. Not only were the parents of the elementary beginners more favorable in their attitudes toward teaching but were more influential too in that 18% of the elementary beginning teachers stated parents as the main influence in

causing them to enter teaching whereas 9% of the secondary beginners attributed the main influence to their parents.

Teachers in British Columbia who entered classrooms for the first time in 1958 - 59 grew up in communities ranging from farms to urban centres of 100,000 or more, the lowest single percentage (27%) came from the large urban centers. Most, (69%) of the beginning teachers resided in the community where they taught but half of the beginners (51%) had been there less than one year, probably living with relatives or friends. Elementary beginning teachers (42%) lived with parents or other relatives during the first teaching year and secondary beginners, because of their age and consequent marital status, lived with their spouse (51%).

Since 47% of the elementary beginning teachers had resided in their teaching community less than one year as compared with 58% of the secondary beginning teachers, it is not surprising to find 49% of the elementary beginners as compared to 38% of the secondary beginners stating they belong in their community, that it is home.

Secondary beginning teachers are more likely to be teaching in a different community from the one they grew up in because many of them, (37%), came from the large urban centres and due to the very limited number of positions available in these areas, secondary beginners would not find

sufficient openings in their own community and would be expected to teach elsewhere.

About half (51%) of all beginning teachers had resided less than one year in their teaching community. This could be accounted for in various ways. Because of the high demand for urban positions, a number of beginners who grew up in the urban centre would be forced to take suburban or rural posts. It has also been hinted that some beginning teachers would prefer to teach in a setting other than their home town, and this would explain the number of beginners who either live alone, with friends or relatives.

Since beginning teachers are just starting their career, and are young and single, it is not surprising to find that 65% of them are renting their living quarters.

Roughly one half of the new teachers in British Columbia in 1958 - 59 were promised a particular school and grade at the time of employment while (40%) were promised a particular subject field at this time. Most of the beginners who were given a promise actually did receive the specific assignment although a few (11%) were disappointed with what they did get. Many school boards did not or could not promise specific schools, grades, and subjects to new appointees initially because all possible vacancies and changes would not be known to them.

Beginning teachers commenced teaching duties in grades ranging from kindergarten to Grade 12 inclusive, the modal frequency being Grade 6. A fifth of the secondary British Columbia beginners taught mathematics or natural science, a proportion similar to the 1956 - 57 U.S. beginner. Another fifth of the secondary British Columbia group taught academic subjects such as English and social studies, this proportion being somewhat lower than for the United States beginner.

Because of the more specialized nature of the shop courses and courses in physical education, school boards, both in British Columbia and the United States demanded more people to fill such teaching positions and consequently 39% of British Columbia's secondary beginners and 42% of the United States secondary beginners were assigned such non-academic teaching duties.

It is found that, in general, elementary beginning teachers report spending more clock hours per week on their job than do the beginners at the secondary teaching levels; elementary men reporting .5 to .8 hours more and elementary women reporting 2.7 hours more than secondary beginning women. In view of the differing teaching conditions, the differences in time spent on the job might well be greater.

Two-thirds of the elementary beginning teachers taught 7 or more different subjects whereas 12% - 15% of the

secondary beginners experienced a similar course load. Another factor that could influence teaching load is the fact that elementary beginners had proportionately larger classes to teach than their secondary counterparts. However, in spite of this difference, the secondary beginners notion of what constitutes a "too large" class was even smaller than that of the elementary beginners. When asked about their teaching load, beginning teachers answered relative to their fellow elementary or secondary teachers' loads and thus the differences between elementary and secondary were negligible for this reason.

The greater the number of different courses taught, by the elementary beginner the more time would theoretically be spent on lesson preparation. Also, the larger the class in the elementary grades the greater the amount of marking, correcting and supervising will be expected.

For their first year of teaching, secondary beginners on the average earned nearly \$800 more than their elementary level colleagues, \$3,954 as compared with \$3,161. In the same year, 1958 - 59, secondary beginners, generally, looked forward to an increment ranging between \$150 - \$249 whereas the elementary beginning teachers anticipated a salary increase ranging from \$100 - \$199. Differences in salary between elementary and secondary beginning teachers are due almost entirely to differences in amount of formal

education obtained, not the amount of responsibility or work done, since salaries are pre-determined on this basis at the time of employment.

Beginning teachers received most of their help from fellow classroom teachers and the principal. This is to be expected since supervisors, consultants and inspectors are not as close to the beginners' actual teaching situation as are the principal and staff. When problems of difficulties encountered are considered, differences are again observed between elementary and secondary beginning teachers, particularly in adjusting to the demands of time and energy after school hours. In view of differences in the teaching situation mentioned above, one would expect the elementary beginners to experience more difficulty in matters of time and energy. Thus, some 66% of the elementary beginners reported much or some difficulty with the problem of adjusting to the demands of time and energy after school hours while 50% of the secondary beginning teachers reported the same difficulty.

No beginning teacher in 1958 - 59 reported teaching in a double session or 'swing-shift' situation.

The Beginning Teachers Attitudes Toward Teaching

At what period do teachers decide to become teachers? It was found that 66% of the elementary beginning teachers in 1958 - 59 decided to enter the field before completing high

school whereas the beginners in secondary grades decided quite a bit later; (26% before completing high school, 51% during or after university). Since the majority of secondary beginning teachers decided to enter teaching after high school and largely during and after university, the decision to enter teaching could be attributed in part to their university experience. One possibility is that university training causes students to feel that teaching, particularly in a public school, is a very important task and might be worth considering as a vocation. Another possibility is that the university student has failed in another field of endeavor e.g. Medicine, Engineering, Law and turned to teaching as an appropriate outlet for his or her higher education. Whatever the factors may have been, experiences during their university training were highly influential in causing secondary beginning teachers to enter teaching. It is interesting to note also that 16% of the elementary beginning teachers said they would have preferred to do something else other than teach whereas 30% of the secondary beginners reported a desire to work in another field. Hence the question arises as to why they did not pursue their preference, assuming they were to continue their university training. Unfortunately this study does not provide the answers to this question.

When asked whether or not they would enter teaching again if they had it to do over, secondary level beginners were less emphatic in their willingness to re-enter teaching, expressing more doubt about their vocational choice than their elementary grade counterparts. This hesitancy about teaching by the secondary beginning group tends to support the point noted above that they entered the field because of failure or displeasure with other fields of endeavor rather than a genuine desire to teach, per se.

Once having chosen teaching as a career and working at it, most beginners stated they felt they could achieve their life goals in it, secondary beginners somewhat more so than elementary beginners. This is predictable in view of the earlier findings which point to better working conditions in the secondary grades as compared with elementary level teaching.

In keeping with the above mentioned attitudes toward teaching as a career, 87% of the beginning teachers expect to teach in 1959 - 60 while 10% of them plan to return to school for further education. These intentions compare favorably with the United States beginner in 1956 - 57 except that fewer American beginning teachers planned to return for further education since most of them held a Bachelor's degree or higher. The British Columbia beginners were quite certain about their plans for 1959 - 60 but the trends changed

regarding their long term career plans are different. Thus, less than one quarter (23%) of the British Columbia beginning teachers in 1958 - 59 expected to teach until retirement, 15% of the elementary group and 35% of the secondary beginners. The reason so few of the elementary group intend to continue in the field until retirement is due to the greater proportion of women included among them, 79% of whom intend to leave for homemaking. It is likely that their life goals will be directed more toward the home than to classroom teaching, and this clarifies the statement that, though they felt they could achieve their life goals in teaching, they don't intend to do so. The men in both elementary and secondary levels were comparable in proportion concerning their views on teaching until retirement.

When do the beginning women teachers intend to leave the field? Some 32% of the elementary women beginners expect to leave definitely or probably within three years, 69% by five years. Among the secondary women, 41% expect to leave definitely or probably within three years, 66% by five years. Since 83% of the elementary beginning men and 86% of the secondary beginning men stated that it was either not likely or extremely unlikely that they would leave teaching within five years, one way to reduce loss and turnover in the teaching field is to induce proportionately more men than women to enter the teaching field. Moreover, since 37% of

the men who began teaching in the elementary grades in 1958 - 59 decided to enter teaching between Grades 7 and 12 whereas 41% of the elementary beginning women had decided before Grade 11 (24% in Grade 6 or before) some consideration should be given to the reasons for sex differences in early choice of teaching as a career. Is it because all or nearly all primary teachers in British Columbia are women? Should an attempt be made to offset this imbalance with a predominance of male teachers in Grades 4, 5 and 6 in the hope that more boys may aspire to become teachers one day? Further research into this area seems worthwhile because of these differences in vocational decisions.

The most important reason given by women beginning teachers as to why they intend leaving teaching is marriage and family and not pay or working conditions. Men would leave to engage in another occupation or to return to school, but few intend to. In an analysis of the general comments (see page 306) the most popular comment involving 172 beginning teachers was that they enjoyed teaching very much. Coupled with the finding that 43% of the beginning teachers said they liked teaching more than they thought they would, and 50% liked the work about the same as they thought they would, it would appear then that the problem of teacher shortage in B.C., is not one of conditions within the field but rather a desire on the part of women teachers to marry, become homemakers and rear children.

Regarding other aspects of teaching, it was found that 72% of the beginning teachers enjoyed working with their students a great deal, 27% fairly well. In general they felt they were doing a good job in both the human relations and subject matter aspects of teaching.

Elementary beginning teachers as compared with the secondary beginners were more entirely satisfied with subjects and grade level they had to teach, even though they taught, on the average, more subjects than their secondary colleagues. When asked to indicate their degree of satisfaction with various aspects of their position, the percentage of beginners reporting satisfaction on each aspect ranged from 78% to 98%. Salary and teaching load were items that appeared to be less satisfactory to beginners than the rest of the items but 90% of the new teachers said they were either very or fairly satisfied with their positions as a whole, including salary.

Half of the beginning teachers (54%) felt their personal life was not restricted in any way by entering teaching, while 43% stated they felt restricted but not seriously, with proportionately less in large urban centres than in the small urban and rural areas.

When asked about attitudes toward accelerated classes, opinions were varied but 92% of the beginners were in favor, at least in part, of acceleration.

Merit rating appeared to be a controversial item and the attitudes expressed on this question are many. While 36% of the beginning teachers were in favor of a fair merit rating plan, 55% were against it. At some point, either during training or soon after entering the field, 'merit rating' is learned as something 'bad' by a number of teachers. Some beginning teachers probably have logical reasons for or against merit rating schemes but others appear to have been left with a certain feeling tone and are not sure why they feel as they do. A number of beginning teachers questioned the honesty or fairness of a merit rating plan. Since the plan would be effected by the administration, such doubts can be interpreted as a mistrust of the administration. This attitude can hardly foster good labor-management relations. Nevertheless merit and money can be problematic for beginning teachers as they begin their career.

The attitudes of parents and spouses toward the beginner's choice of vocation is generally favorable, as is her acceptance by fellow staff members. Encouragement to continue teaching is apparently received from these sources.

The Beginning Teacher's Attitudes Toward Teacher Training

What are some of the factors that tend to influence the beginning teachers attitudes toward their training? This study shows a variation in attitudes between persons who attended U.B.C. College of Education and Victoria College,

suggesting the possibility that the school and its organization may be a factor in determining the students' attitudes toward their training program. Noted too, are differences in age, education and in sources of students between the students who attended U.B.C. and those who enrolled in Victoria College. Beginning teachers who attended U.B.C. were older, had more formal education and came principally from very small or very large communities. Hence, it would appear that the two colleges in effect are concerned with different kinds of pupils. Thus both differences in college practices and in kinds of student will, in part, account for the evaluations student-teachers made of either U.B.C. or Victoria College teacher training.

When asked to rate certain general aspects of their teacher training programs, beginning teachers who attended U.B.C. differed in their ratings from their Victoria College counterparts. Thus, for 52% of the U.B.C. trained teachers, the intellectual challenge was felt to be low, whereas 29% of the Victoria College students said they found this to be the case. Intellectual challenge would also be related to the calibre of examinations and the form of lecture presentations and since half of the U.B.C. group rated the intellectual challenge to be of low calibre, it is not surprising that 35% of them reported the calibre of examinations as low and 33% similarly rating the form of lecture presentations.

In contrast to these findings only 14% of the teachers trained at Victoria College rated the calibre of examinations as low and 21% felt the form of lecture presentations was low in quality.

In other aspects of the teacher training program, students from both colleges expressed more favorable ratings. Thus for interpretation of teaching as a field of work and opportunity to discuss educational problems, 23% of the teachers trained at U.B.C. rated them of high quality whereas the Victoria College group numbered 38% and 39% respectively. Such differences would in part be explained by the fact that the smaller student enrolment at Victoria College would allow more opportunity to discuss educational problems with the staff thus permitting a clearer interpretation of teaching as a field of work. This point is further supported by the finding that 37% of the Victoria College student-teachers reported they obtained much value from interviews with staff members as compared with 24% of the U.B.C. teacher trainees. The greater use of Seminars would also offer an opportunity to discuss educational problems and interpret the field to the student and it is found that 22% of the Victoria College students compared with 14% of the U.B.C. group felt seminars were of much value to them.

On the matter of the value of professional courses as related to teaching, proportionately more U.B.C. trained students than Victoria College rated them as being of much value. (U.B.C. 23%, Victoria College 15%) This difference is probably due to the fact that Victoria College, being a junior college at that time did not offer a full professional course program and hence was rated accordingly.

For both Colleges (U.B.C. 74%, Victoria College 78%) the practice teaching program was felt to be the most valuable training method to them.

The question arises as to the reasons why the practice teaching program should be rated so much higher than the methods and professional courses by most beginning teachers in 1958 - 59. One reason could be that practice teaching is closely related to the actual teaching situation. The problems encountered are real and meaningful to the student-teacher and demand a solution. The preparation of lessons and material is for a real class of pupils and hence has a more reality-determined purpose for the student-teacher. Another reason for the discrepancy between ratings in courses and in practice teaching may lie in the courses themselves. In the summary of the beginning teachers general comments regarding the training they received, (see page 306) some, though infrequent references concerning poor lecture techniques, weak course content, dissociation from the actual

field conditions by college staff, idealistic thinking on the part of some lecturers, etc. are noted.

Are the methods and professional courses of limited value to beginning teachers in 1958 - 59 because of their quality and limited applicability to teaching or is it because teaching as a field of endeavor may not require as much emphasis on course material as on experience derived from the actual teaching situation, similar to a craftsman's apprenticeship? The problem is then one of quality and/or quantity in formal teacher training and the beginning teachers attempted to provide some solution to it.

Practice teaching alone, however, is not enough since the beginning teachers who graduated from U.B.C. wanted more emphasis on methods of teaching (62%) while 73% of the Victoria students wanted more emphasis on the same methods. Beginning teachers from both colleges wanted more emphasis on controlling and disciplining pupils (U.B.C. 60%, Victoria College 57%), and knowledge of phonics (U.B.C. 61%, Victoria College 78%). According to beginning teachers, formal teacher training is essential and the reason why this training is of limited value would appear to be directed to its quality.

Generally, beginning teachers have expressed the opinion that practice teaching has been very valuable to them whereas their courses in teacher training have not met the needs of the actual teaching situation. A closer examination of these two areas may provide a better understanding

of the differences between them. Eighty-two percent of the beginning teachers in 1958 - 59, reported their practice teaching was either very or fairly helpful to them. Some (9%) had no practice teaching at all. Since practice teaching was helpful to them, 75% of the U.B.C. graduates and 71% of the Victoria students stated they wanted more time spent on it, preferably in sessions of 2 or 3 weeks (U.B.C. 63%, Victoria 50%), or even longer. During the amount of practice teaching they were given, 89% of the U.B.C. group and 86% of the Victoria graduates felt they were provided with a sufficient number of actual teaching experiences, and 88% of the U.B.C. students and 87% of the Victoria graduates reported receiving specific helpful suggestions during their practice teaching. Whereas 7% of all the beginning teachers found their practice teaching to be not very helpful or not helpful at all, 36% of them felt similarly towards their education courses. An analysis of the elementary methods courses provided a more specific description of the weaknesses in the methods courses as they were evaluated in each college.

When asked about the value of individual elementary methods courses, U.B.C. graduates reported the following courses to be of little value to them: social studies (45%) music (38%), science (33%) and language arts (20%). Of little value to students from Victoria College were language arts (45%), science (23%), social studies (21%) and physical

education (20%). Comparisons were not meaningful with the secondary methods courses due to the small number of beginning teachers having taken them.

Professional courses for students of both colleges were considered to be of less value than the methods courses by beginning teachers in 1958 - 59. This finding has important implications in view of the fact that teachers organizations seem to be striving for the attainment of status and professional recognition for teachers.

The following professional course aspects were reported to be of little or no value to U.B.C. student teachers: Introduction to Education (41%), Educational Thought (38%), Educational Psychology (35%), Audio Visual Techniques (42%), Speech (65%), School Administration (36%), Diagnostic and Remedial Teaching (48%), Guidance and Counselling (50%). Victoria College graduates said they obtained proportionately more value from their professional courses. Of little or no value to them were: Introduction to Education (28%), Educational Thought (29%), Educational Psychology (15%), Audio Visual Techniques (28%), Speech (55%), School Administration (33%), Diagnostic and Remedial Teaching (31%), Guidance and Counselling (41%).

Satisfaction with the faculty services was reported as limited, particularly for U.B.C. graduates. Of little satisfaction to U.B.C. teacher trainees were: Assistance in

Placement (50%), Visiting Specialists (38%), Provision of Bibliographies (36%), Personal Guidance (34%), Professional Advisement (30%) and Contact With Staff Members (30%).

Victoria College graduates reported little satisfaction with: Assistance in Placement (46%), Visiting Specialists (38%), Observation of Expert Demonstration Teachers (36%), and Provision of Bibliographies (34%). When asked about the help given by faculty advisors on three aspects, the U.B.C. graduates stated they received little or no help in the following matters: Assisting With Personal Problems (66%), Assisting With Practical Problems (34%), and Developing Broad Concepts of Teaching (28%). Victoria graduates, reporting on the same topics and receiving little or no help felt as follows: Assisting With Personal Problems (50%), Developing Broad Concepts of Teaching (32%), Assisting With Practical Problems (17%). In general, the Victoria College student teacher appeared to be helped to a greater extent both by the faculty themselves and the services they provided than did their U.B.C. counterparts. Again, size differences in the colleges must be considered when making such comparisons.

Part of the student-teacher's training involved the formation of certain ideas and philosophy towards education. When asked about the degree of conflict experienced between their ideas and those of their principal, half of all the beginners in 1958 - 59, irrespective of college

attended, reported some conflict but not of a serious nature whereas 41% of the U.B.C. group and 39% of the Victoria College group stated they experienced no conflict in these matters. It does not appear that beginning teachers, in general, encounter severe conflicts of a philosophical nature that might cause them directly to want to leave teaching but in the 5% to 6% who reported serious conflict, such attitudes could be a significant factor in causing them to leave the field.

Chapter VI

GENERAL CONCLUSIONS

In the interests of avoiding needless repetition the conclusions given here represent the major findings of this study. Other details are given in the preceding section on integration of results.

One of the objectives of this study was to provide a factual and definitive description of the beginning teacher and her attitudes toward teaching as a career in 1958 - 59.

1. Beginning teachers in B.C. were, on the average, younger and had less formal university training than the beginning public school teachers in the U.S. in 1956 - 57. In spite of these differences, beginning teachers of both B.C. and the U.S. had similar occupational values in that they looked for practically the same attributes in an ideal job situation. The career plans of both B.C. and U.S. beginners were very similar in terms of the length of time they intended to stay in teaching. It would appear that the difference in age and in the amount of formal education between the B.C. and the U.S. beginning teacher does not appreciably affect the problem of loss of teachers from the field.

No conclusive statement can be made regarding differences in salaries earned between B.C. and U.S. beginning teachers due to differences in the amount of training and differences in the time during which the two studies were conducted.

2. Although the large urban centres, namely Vancouver and Victoria, contributed to the supply of beginning teachers in a proportion comparable to the proportion of the pupil enrolment in these areas, they acquired the highest ratio of beginning teachers who held bachelors degrees or higher, thereby contributing to urban rural differences regarding teacher qualifications.

3. Beginning teachers, in general, enjoyed their first year of teaching but did not enter the field with the idea of making a career of it since only 23% of them expected to remain in classroom teaching until retirement. Sex is the most important single determinant when considering the length of a teaching career; proportionately more of the men beginning teachers intend to stay in teaching for a longer period than women.

4. Teaching as a field of work more than met the beginning teachers concept of the necessary conditions for an ideal job. They were satisfied with the working conditions but because of other goals, they did not intend to stay in teaching permanently.

5. Attitudes toward teaching differed between elementary and secondary level teachers. Elementary teachers seemed to be more satisfied with their role as a classroom teacher whereas the secondary group would have preferred to do something else, wondered whether they would enter teaching if they had to do it over again, decided later in university on a teaching career, and appeared to experience more difficulty in their work with students.

Part of this study involved a description of the beginning teachers' teaching situation.

1. Working conditions did not appear to be the same for both elementary and secondary beginning teachers. The elementary beginners had larger classes, taught more subjects, tended to have a longer work week in hours devoted to the job, and found the demands on their time quite extensive in comparison with their secondary level counterparts.

It was also the intent of this study to determine the adequacy of the beginning teachers' training in the light of their first year of teaching experience.

1. Generally, the beginning teachers did not feel they were adequately trained for their positions as teachers. Their comments referred to weaknesses in courses, in the presentation of material and the overall intellectual challenge. New teachers who graduated from the U.B.C. College of Education expressed greater dissatisfaction with

the calibre of their training than did the graduates from Victoria College. It should be remembered, however, that the U.B.C. group were older, had more formal education, and came from quite different community backgrounds in terms of population than did the Victoria College student teachers.

Proportionately more U.B.C. teacher trainees than Victoria College students felt their training program had low intellectual challenge, low calibre examinations and went on to state they derived low value from a number of specific courses. On the other hand, U.B.C. trained teachers rated their professional courses more highly than did the Victoria College trainees.

2. The practice teaching program was of much value to almost all beginning teachers in 1958 - 59 and they wanted more time devoted to it.

One objective was an attempt to find some possible reasons for the shortage of qualified teachers in B.C. In this regard several influential factors appeared to be relevant in an analysis of the 1958 - 59 beginning teacher.

1. Over three-quarters (77%) of all the beginning B.C. teachers as compared with 80% of U.S. beginners in 1956 - 57 did not expect to stay in classroom teaching until retirement.

2. Almost one-half (48%) of the B.C. beginning teachers in 58 - 59 and 51% of the U.S. beginners in 1956 - 57

said they were definitely or probably leaving teaching within five years.

3. Almost one-half (49%) of all the beginning teachers were single women in elementary and secondary schools, about 21 years of age, over four-fifths of whom expected to leave teaching within five years, presumably to marry and rear a family.

4. One-quarter of all the beginning teachers were men teaching at the secondary level, 34% of whom would have preferred to do something else. The most frequently given reason why they would leave teaching is for other employment.

5. The generally unfavorable attitude of beginning teachers toward the calibre of their teacher training combined with those beginning teachers who would have preferred to enter some other field than teaching could be a deterrent to those who otherwise might be attracted to teaching.

6. Working conditions and salaries do not appear to exert much influence on the beginning teacher's decision to leave teaching since only 13% of the men and none of the women reporting reasons for leaving teaching actually made reference to these aspects. Moreover they were generally satisfied with most aspects of their teaching situation, hence the significant factor influencing the beginning teacher's contribution to the teacher shortage problem is by and large a personal matter (e.g. marriage).

Chapter VII

SUMMARY

This study attempts to assess the opinions and attitudes of beginning teachers toward teaching in B.C. schools. The beginning teachers in 1958 - 59 were chosen with the hypothesis that an analysis of them, their teaching situation, their attitudes toward teaching and teacher training would yield important information relevant to the teacher shortage. No other study on the beginning teacher appears to have been done in Canada to date although several recent studies have occurred in the U.S. Because of the limited data available regarding the B.C. beginning teacher, another objective was to set forth a comprehensive description of the beginning teacher in such a way as to provide a structure for continuing research over longer periods of time.

In order to obtain information, a questionnaire was designed in which four broad areas were represented.

These were:

1. The Biographical Picture of the Beginning Teacher
2. Description of the Teaching Situation
3. Attitudes Toward Teaching
4. Attitudes Toward Teacher Training

The study represented 80% or 591 of all the beginning teachers in 1958 - 59 thereby giving some credence to the findings. Analysis of the survey was done by treating each of the 91 questions separately, followed by an integration of trends. This group of beginning teachers was analyzed by age, sex, marital status, formal education, teaching level and on certain questions in terms of size of school district and source of teacher training i.e. U.B.C. College of Education and Victoria College. Comparisons were also made between B.C. beginners in 1958 - 59 and U.S. beginners in 1956 - 57.

Several conclusions were made possible through analysis of the data. These were:

1. Beginning teachers in B.C. in 1958 - 59 were younger and had less formal education than beginners in U.S. schools in 1956 - 57. Elementary beginning teachers were, on the average, younger than secondary level beginners, women were younger than men, Victoria College trainees were younger than U.B.C. student teachers.

2. In general, more formal education was held by: the men beginning teachers in B.C., by those teachers teaching at the secondary level, by those graduating from the U.B.C. College of Education and by those teaching their first year in a large urban centre.

3. The beginning teachers who would find the first year of teaching especially demanding and heavy would more likely be women teaching at the elementary level.

4. Women teaching at the elementary level generally, are more satisfied with their working conditions and salary and enjoy teaching more than men and secondary level beginning teachers.

5. Beginning teachers, particularly women, do not enter the field with the intention of teaching for a long period of time, since most of them expect to leave teaching within 5 years.

6. Secondary level beginning teachers, for a variety of reasons, do not appear to be as satisfied with a teaching career as are the elementary beginners.

7. Generally, the beginning teachers were unfavorably impressed with their teacher training program although the practice teaching program was of much value to them. Beginners from U.B.C. College of Education were, on the whole, more critical of the adequacy of their training than were the Victoria College trained teachers. This difference could be due to many factors such as differences in age, level of education, community backgrounds, size of classes and possibly though unexplored intrinsic differences in the teacher training situations provided by the two colleges.

It is felt that this study has been reasonably fruitful due to the comprehensive nature of the survey and its relevance to the problem of the teacher shortage in B.C. Further follow-up research on the same group of teachers

would be of value. Such follow-up studies would indicate the number of drop-outs in each successive year, their reasons for doing so and the problems encountered in their second year of teaching. Attitudinal differences between graduates of the two teacher training colleges should be investigated more thoroughly in an endeavor to assess specific reasons why beginning teachers feel their training is inadequate.

REFERENCES

1. Katz, J., Graduates Evaluate a Teacher-Training Program, University of Manitoba, Faculty of Education Research Bulletin, 1953, 17, 23-33.
2. National Education Association, Research Division, First Year Teachers in 1954-55, Research Bulletin, 1956, 34, 3-47.
3. United States Office of Education, A Survey of New Teachers in the Public Schools, 1956-57, U.S. Department of Health, Education and Welfare, Circular No. 510, 1958.
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A P P E N D I X A

THE SCHOOL DISTRICT

QUESTIONNAIRE

THE ROYAL COMMISSION ON EDUCATION

Division of Tests, Standards & Research
Department of Education
347 Douglas Building
Victoria, B. C.

TO DISTRICT SUPERINTENDENTS OF SCHOOLS

The attached questionnaire asks for information concerning the beginning teachers in your school district. It is part of a larger survey whose success depends upon your fullest co-operation. The confidential nature of some items is appreciated, and we would ask that you answer the questions in such a way as to reflect an accurate picture of your particular school district.

Kindly complete and return your questionnaire to the attention of the writer at the above address as soon as possible.

P. W. EASTON

For Royal Commission on Education

A SURVEY OF BEGINNING PUBLIC SCHOOL CLASSROOM TEACHERS IN B. C.

A. SCHOOL DISTRICT SCHEDULE

1. Information supplied by:

S. D. NO.

(Name)

(Title)

2. PLEASE LIST ON THE INSIDE PAGE the name and school address of all beginning classroom teachers in your school district.

Definition: For the purposes of this study a beginning teacher is defined as a regular full-time teacher who devotes half or more of his time to classroom teaching at any level, from kindergarten through grade 12, who has not held a regular full-time paid position for a full term prior to the current school year (1958-59) in any school system.

INCLUDE:

- (1) Teachers with previous experience part-time or as substitutes if this is their first full-time position;
- (2) Teachers who completed their education several years ago but did not accept a regular full-time position until this school year;
- (3) Teaching principals and supervisors if they devote half or more of their time to classroom teaching and fulfill the requirements in the definition of the beginning teacher.

EXCLUDE:

- (1) Teachers who are new to their present school system but who have been regular full-time teachers in other school districts or other provinces previously;
- (2) Teachers who are new to the public schools but who have taught previously as regular full-time teachers in a private or parochial school or college;
- (3) Teachers who are working as substitutes or who devote less than half of their time to classroom teaching.

NOTE: Even if there are no beginning teachers in your school district according to this definition, please answer questions 3 to 25 on the last pages of this form and return it to the Division of Tests, Standards and Research, Douglas Building, Victoria, B. C.

- List Elementary and Secondary teachers separately
- Classify 7th or 8th grade teachers as Secondary
- Indicate Mr., Mrs., or Miss for each teacher.

—

POST OFFICE ADDRESS



POST OFFICE ADDRESS

(Continue the list of Beginning Secondary Teachers on another sheet if necessary)

3. GRADES INCLUDED IN YOUR SCHOOL DISTRICT:

Circle the lowest and highest grades.

K 1 2 3 4 5 6 7 8 9 10 11 12 13

4. Enrolment in grades K-12 on January 1, 1959 (or as of _____)
(Date)

Include pupils attending from other districts.

Exclude any nursery-school, evening-school or adult education enrolment.

ENROLMENT:

5. Total number of full time ELEMENTARY and SECONDARY Teachers in your school district on January 1, 1959 (or as of _____)
(Date)

Exclude any exclusively nursery school, evening-school or adult education teachers and all part-time and substitute teachers.

Classify teachers as Grade 1-6 elementary, 7-13 Secondary.

Total Elementary Teachers _____

Total Secondary Teachers _____

6. Inclusion of Urban Place:

1. ☐ This school district INCLUDES a settled place of 2500 or more population.

2. ☐ This school district does NOT include a settled place of 2500 or more population.

7. Length of School Term: Indicate the number of days that school is open in your school year _____ days.

8. Paid Sick Leave: How many days of paid sick leave are beginning teachers allowed during their first year in your school district? For the purpose of this study "paid sick leave" refers to leave with full pay without having to pay any part of a substitute's salary.

1. ☐ None

5. ☐ 7-8 days

2. ☐ each case handled
individually

6. ☐ 9-10 days

3. ☐ 1-4 days

7. ☐ 11-12 days

4. ☐ 5-6 days

8. ☐ 13-14 days

9. ☐ over 14 days

9. Employment of Married Women: Does your school district have any rule or regulation prohibiting the employment of married women as classroom teachers?

1. ☐ Yes, and the rule is enforced.
2. ☐ Yes, but the rule is NOT enforced.
3. ☐ No, but the practice is discouraged.
4. ☐ No, and the practice is NOT discouraged.

10. Supplementary Employment: Does your school district have any rule or regulation prohibiting classroom teachers from engaging in a second occupation during the school year?

1. ☐ Yes, and the rule is enforced.
2. ☐ Yes, but the rule is NOT enforced.
3. ☐ No, but the practice is discouraged.
4. ☐ No, and the practice is NOT discouraged.

11. Accelerated Classes: In general, does your school district subscribe to the completing of 4 years work, either in elementary or secondary school, in 3 years by superior students?

1. ☐ Yes, entirely.
2. ☐ Partly.
3. ☐ No, not at all.

12. In the present school year, did your school district employ beginning teachers of Industrial Arts, Physical Education, Home Economics etc. at a salary above the scale for your district?

Industrial Arts	1.	Yes	<input type="checkbox"/>	1.	No	<input type="checkbox"/>
Physical Education	2.	Yes	<input type="checkbox"/>	2.	No	<input type="checkbox"/>
Home Economics	3.	Yes	<input type="checkbox"/>	3.	No	<input type="checkbox"/>

13. Recruitment

What practices usually are followed by your school district in locating applicants for teaching positions: (Check)

1. Use applications sent in voluntarily by candidates 1. ☐ ☐
2. Publish announcements of positions to be filled 2. ☐ ☐
3. Get names from placement bureaus of teachers colleges 3. ☐ ☐

- | | |
|---|--|
| 4. Get list from Department of Education | 4. <input type="checkbox"/> <input type="checkbox"/> |
| 5. Get names from Teachers Federation | 5. <input type="checkbox"/> <input type="checkbox"/> |
| 6. Make inquiries in other school districts | 6. <input type="checkbox"/> <input type="checkbox"/> |
| 7. Make inquiries at conventions and other similar gatherings | 7. <input type="checkbox"/> <input type="checkbox"/> |
| 8. Other procedure _____
(specify) | 8. <input type="checkbox"/> <input type="checkbox"/> |

Add a second check for the one which is most productive.

4. How many years of educational preparation beyond high-school graduation are required for initial appointment as a full-time regular teacher in your school district?

- | | | | |
|----------------|--------------|----|--------------------------|
| 1. Elementary | No. of years | 1. | <input type="checkbox"/> |
| 2. Junior High | No. of years | 2. | <input type="checkbox"/> |
| 3. Senior High | No. of Years | 3. | <input type="checkbox"/> |

5. Are age limits set for new appointees to the teaching staff? Yes ☐ No ☐

6. If age limits are set, what are the age limits in years?

- | | Lower Limit | Upper Limit |
|----------------------|-----------------------------|-----------------------------|
| 1. Elementary School | 1. <input type="checkbox"/> | 1. <input type="checkbox"/> |
| 2. Junior High | 2. <input type="checkbox"/> | 2. <input type="checkbox"/> |
| 3. Senior High | 3. <input type="checkbox"/> | 3. <input type="checkbox"/> |

7. Are married women given appointments as new full-time regular teachers?

Yes ☐ No ☐ Rarely, under special conditions ☐

8. If married women may be appointed as new teachers, is there a preference for single women when qualifications are equal?

Yes ☐ No ☐

9. If married women usually are not appointed as new teachers, is the policy of nonappointment based on a rule officially adopted by the board?

Yes ☐ No ☐

10. If married women usually are not appointed as new teachers, are exceptions made for married women who are responsible for the support of dependents?

Yes ☐ No ☐

21. In 1958-59, as compared with 1950, to what extent is marriage an impediment to first employment of women teachers in your school system.

More of an impediment About the same Less of an impediment

22. How many years of previous teaching experience are required for initial appointment as a full-time regular teacher in your school district (minimum)

1. Elementary No. of years

2. Junior High " " "

3. Senior High " " "

23. If a teacher does not expect to return to your system for the next year of teaching, what is the latest date at which he is expected to notify you of his intention to leave?

1. March

4. June

2. April

5. July

3. May

6. August

24. How many teachers who had been employed regularly in your schools for five years or more have been dismissed or denied reemployment within the last three years because of unsatisfactory service?

No. of teachers

25. Are you requiring more teachers this school year, 1958-59, than you presently have, in order to give an adequate educational programme in your school district?

Yes No

If yes, state number of elementary teachers

secondary teachers required.

A P P E N D I X B

THE BEGINNING TEACHER

QUESTIONNAIRE

THE ROYAL COMMISSION ON EDUCATION

Division of Tests, Standards & Research
Department of Education
347 Douglas Building
Victoria, B. C.

TO THE BEGINNING TEACHER

The attached questionnaire asks for information concerning the beginning B. C. school teacher. Because of the personal nature of some items, we would ask that each question be given careful consideration so that your answer will be the most accurate one.

All information will be held in strictest confidence by the staff members of the Commission and will be summarized for report purposes.

Kindly complete this questionnaire as soon as possible and return it directly to the writer's attention at the above address.

Your fullest cooperation in this survey is appreciated.

P. W. Easton

For: Royal Commission on Education

THE ROYAL COMMISSION ON EDUCATION
DIVISION OF TESTS, STANDARDS AND RESEARCH

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DOUGLAS BLDG., VICTORIA, B. C.

A SURVEY OF BEGINNING PUBLIC SCHOOL CLASSROOM TEACHERS

The information obtained from this questionnaire will be kept strictly CONFIDENTIAL. You will note that some of the questions ask for your opinions about certain aspects of teaching. Please express YOUR OWN OPINIONS about your situation, not what you think other teachers might say.

NOTE: Throughout this questionnaire, "school" means a building or buildings on the same property under one principal or teacher-in-charge.

CHECK ONLY ONE BOX FOR EACH QUESTION unless other directions are provided.

1. Your Present Position:

- | | | |
|---------------------------------|--------------------------------|---|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No | A. Type of Position: Is your present job a REGULAR FULL-TIME POSITION? (If you are a substitute teacher, check "No".) |
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No | B. Time Devoted to Teaching: Do you devote HALF OR MORE OF YOUR TIME TO classroom teaching in one or more grades from kindergarten through 12? |
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No | C. Experience: Is the school year 1958-59 your FIRST YEAR as a regular classroom teacher? (If you have been a regular classroom teacher in another school district or in a private or parochial school or college prior to this school year, check "No".) |

IF YOU CHECKED "NO" FOR ONE OR MORE OF THE THREE PARTS OF THE QUESTION ABOVE, RETURN THIS QUESTIONNAIRE TO THE DIVISION OF TESTS, STANDARDS AND RESEARCH, DOUGLAS BUILDING, VICTORIA, B. C. WITHOUT FILLING OUT THE REST OF IT. OTHERWISE PLEASE GO TO THE NEXT QUESTION.

2. Grades included in your SCHOOL: Circle both the LOWEST AND HIGHEST grades regularly taught in the school where you are teaching.

K 1 2 3 4 5 6 7 8 9 10 11 12 13.

3. Your Teaching Level: Circle ALL the grades in which you are teaching this term.

K 1 2 3 4 5 6 7 8 9 10 11 12 13.

NOW place a check (✓) above the grade in which you do the MOST teaching.

4. Present Enrollment of the SCHOOL in which you teach: If you don't know exactly, make the best estimate you can.

1 <input type="checkbox"/> 1-24	5 <input type="checkbox"/> 200-399	9 <input type="checkbox"/> 1000-1199
2 <input type="checkbox"/> 25-49	6 <input type="checkbox"/> 400-599	0 <input type="checkbox"/> 1200-1399
3 <input type="checkbox"/> 50-99	7 <input type="checkbox"/> 600-799	Y <input type="checkbox"/> 1400- or more
4 <input type="checkbox"/> 100-199	8 <input type="checkbox"/> 800-999	

5. Number of Regular Full-Time Teachers in your SCHOOL: Include yourself. If you don't know exactly, make the best estimate you can.

1 <input type="checkbox"/> 1	5 <input type="checkbox"/> 11-20	9 <input type="checkbox"/> 51-60
2 <input type="checkbox"/> 2	6 <input type="checkbox"/> 21-30	0 <input type="checkbox"/> 61-70
3 <input type="checkbox"/> 3-5	7 <input type="checkbox"/> 31-40	Y <input type="checkbox"/> Over 70
4 <input type="checkbox"/> 6-10	8 <input type="checkbox"/> 41-50	

6. Sex:

1 ☐ Male 2 ☐ Female

7. Marital Status:

1 ☐ Single, never married
2 ☐ Married
3 ☐ Widow or widower
4 ☐ Divorced or legally separated

8. Age on Last Birthday:

1 <input type="checkbox"/> 20 or under	4 <input type="checkbox"/> 23-24	7 <input type="checkbox"/> 30-34
2 <input type="checkbox"/> 21	5 <input type="checkbox"/> 25-26	8 <input type="checkbox"/> 35-39
3 <input type="checkbox"/> 22	6 <input type="checkbox"/> 27-29	9 <input type="checkbox"/> 40 or over

9. Type of Teaching certificate you hold:

1 ☐ Basic or Advanced
2 ☐ Temporary
3 ☐ Conditional

10. If Basic or Advanced: How much of your time do you spend teaching classes or grades or subjects you are NOT certified to teach?

- | | | | |
|-----------------------------|--------|-----------------------------|--------|
| 1. <input type="checkbox"/> | None | 5. <input type="checkbox"/> | 60-79% |
| 2. <input type="checkbox"/> | 1-19% | 6. <input type="checkbox"/> | 80-99% |
| 3. <input type="checkbox"/> | 20-39% | 7. <input type="checkbox"/> | 100% |
| 4. <input type="checkbox"/> | 40-59% | | |

11. If SUB-BASIC: Are you preparing yourself for a BASIC certificate?

- | | | | |
|-----------------------------|-----|-----------------------------|-----|
| 1. <input type="checkbox"/> | Yes | 2. <input type="checkbox"/> | No. |
|-----------------------------|-----|-----------------------------|-----|

12. Education: What is the highest level of education you have completed?

- 1. ☐ No formal education beyond high school
- 2. ☐ Two years of university or less
- 3. ☐ More than two and up to four years of university, no bachelor's degree
- 4. ☐ Bachelor's degree
- 5. ☐ One year or LESS beyond bachelor's degree, NO master's degree
- 6. ☐ MORE than one year, beyond bachelor's degree, NO master's degree
- 7. ☐ Master's degree
- 8. ☐ One or more years beyond master's degree, no doctor's degree
- 9. ☐ Doctor's degree
- 0. ☐ Other, please describe:

13. Type of Institution You Attended for MOST of Your Undergraduate Education: Check only ONE box.

- 1. ☐ No formal education beyond high school
- 2. ☐ 1st year university
- 3. ☐ 1 year "Emergency Course" - College of Education
- 4. ☐ 2 years College of Education
- 5. ☐ 3 years College of Education
- 6. ☐ 4 years College of Education

7. ☐ Other unit of a university

8. ☐ Other, please describe: _____

14. THE FOLLOWING QUESTION IS FOR SECONDARY TEACHERS ONLY. ELEMENTARY TEACHERS GO TO QUESTION 15.

Principal Type of Subject You are Teaching in Secondary School: Which type of subject do you spend the Most Time teaching? Check only ONE.

1. ☐ Academic mathematics or one of the natural sciences (biology, physics, chemistry, or general science)

2. ☐ Academic subjects other than mathematics or natural science (for example English, social studies, or languages)

3. ☐ Non-academic subjects (for example home economics, business subjects, physical education, or shop courses)

15. Number of Hours of Student or Practice teaching in your classroom per term:

1. ☐ None

4. ☐ 7-9 hours per term

2. ☐ 1-3 hours per term

5. ☐ 10-12 hours per term

3. ☐ 4-6 hours per term

6. ☐ Over 12 hours per term

16. Teaching Schedule: Is your school on a single or double session schedule? (By a double session schedule is meant an arrangement in which two different groups of pupils use the same school at different times of the day.)

1. ☐ My school is on a single session schedule

2. ☐ My school is on a double session schedule

17. IF YOUR SCHOOL IS ON A DOUBLE SESSION SCHEDULE, do you teach:

1. ☐ One-half of a double session

2. ☐ Both halves of a double session

18. Teaching Load: Indicate below the number of classes of a given size which you teach. Consider a class to be a group of pupils taught during one class period approximating one hour in length. If you teach one group for two class periods, or "hours", (a class in Art, for example), consider it to be 2 classes. If you teach the same group throughout the school day, and the school day is not divided into class periods, consider the number of classes to be the same as the number of hours taught.

1. ☐ classes of 1-5 pupils

2. ☐ classes of 6-10 pupils

3. classes of 11-15 pupils
4. classes of 16-20 pupils
5. classes of 21-25 pupils
6. classes of 26-30 pupils
7. classes of 31-35 pupils
8. classes of 36-40 pupils
9. classes of 41-45 pupils

NOTE: If you teach any classes of more than 45 pupils, please fill in the blanks below to indicate the number and size of such classes:

1. classes of 46-55 pupils
2. classes of 56 and over

19. How Many Different courses do You Teach? (Eg. Art, Music)

- | | | |
|-------------------------------|------------------------------|---|
| 1. <input type="text"/> One | 4. <input type="text"/> Four | 7. <input type="text"/> Seven |
| 2. <input type="text"/> Two | 5. <input type="text"/> Five | 8. <input type="text"/> More than Seven |
| 3. <input type="text"/> Three | 6. <input type="text"/> Six | |

20. Average Number of Clock Hours per Week That You Devote to Your Job:
Include all time spent on activities which are required or definitely expected of you as part of your job WHETHER YOU DO THE WORK AT SCHOOL, AT HOME, OR ELSEWHERE.

- | | | |
|----------------------------------|-------------------------------|------------------------------------|
| 1. <input type="text"/> Under 30 | 4. <input type="text"/> 40-44 | 7. <input type="text"/> 55-59 |
| 2. <input type="text"/> 30-34 | 5. <input type="text"/> 45-49 | 8. <input type="text"/> 60-64 |
| 3. <input type="text"/> 35-39 | 6. <input type="text"/> 50-54 | 9. <input type="text"/> 65 or more |

21. Highest Level of Education Completed by Your Parents (or Guardians):
Check TWO boxes, one for your father and one for your mother.

- | Father | Mother |
|-------------------------|--|
| 1. <input type="text"/> | 1. <input type="text"/> Did not complete grade school |
| 2. <input type="text"/> | 2. <input type="text"/> Completed grade school but not high school |
| 3. <input type="text"/> | 3. <input type="text"/> Completed high school but not university |
| 4. <input type="text"/> | 4. <input type="text"/> Completed one but less than four years of university |

5. ☐

5. ☐

Completed a four-year university program

6. ☐

6. ☐

M. A., PhD. or a professional degree

22. Occupation of Family Members: What is (was) the MAIN occupation of your father, mother and husband or wife? If you were raised by a step-father or step-mother or by guardians answer for them. Check ONE box in each column.

Father

Mother

Spouse

1. ☐

1. ☐

1. ☐

Teacher or other educator

2. ☐

2. ☐

2. ☐

Professional or semi-professional

3. ☐

3. ☐

3. ☐

Farmer or farm manager

4. ☐

4. ☐

4. ☐

Proprietor, manager, or executive
(except farm)

5. ☐

5. ☐

5. ☐

Clerical or sales

6. ☐

6. ☐

6. ☐

Skilled craftsman or foreman

7. ☐

7. ☐

7. ☐

Semi-skilled operative

8. ☐

8. ☐

8. ☐

Service worker (domestic, protective,
etc.)

9. ☐

9. ☐

9. ☐

Laborer (either farm or non-farm)

0. ☐

Homemaker

Y. ☐

Student

X. ☐

I am not married

NOTE: The following six questions concern your income from various sources. May we repeat that this information will be treated confidentially and will be seen only by a few survey staff members on the Commission.

PLEASE FOLLOW THESE GENERAL INSTRUCTIONS:

1. Note the TIME PERIOD for which the data is requested.
2. Note the TYPE OF INCOME which is indicated.
3. If you are not sure of exact amounts, MAKE ESTIMATES.
4. If you had no income of that type for that time period, write ZERO.
5. Do not report the SAME income in more than ONE place.

23. Gross Annual Salary: Indicate the gross annual salary you expect to receive for the SCHOOL YEAR 1958-59.

INCLUDE cost-of-living and emergency increases, isolation bonuses, and any salary supplement paid in a lump sum.

INDICATE the amount of your annual salary BEFORE ANY DEDUCTIONS (for example, deductions for taxes or retirement).

GROSS ANNUAL SALARY: \$

24. NOTE: If you started work after the beginning of school in the Fall of 1958, indicate the number of months this salary covers:

..... Months

25. Additional Income From a Job or Business: How much income from the operation of a business, salaries, wages, commissions or fees in addition to your regular school salary do you expect to receive for THE SCHOOL YEAR 1958-59 from each of the following sources?

FROM A SECOND SCHOOL JOB: (e.g. night school classes, maintenance work or bus driving) \$

26. FROM A JOB OR BUSINESS OUTSIDE THE SCHOOL SYSTEM: \$

27. SUMMER INCOME: How much income did you receive LAST SUMMER (from June 30 to the opening of the FALL term in 1958) from the operation of a business, salaries, wages, commissions or fees?

SUMMER INCOME: \$

28. Other Income: How much do you estimate you yourself will have received for the 12 MONTH PERIOD ENDING JUNE 30, 1959 from rents, royalties, dividends, interest, and other sources of income?

OTHER INCOME: \$

29. Income of Spouse: Indicate the total income anticipated by your husband or wife from all sources for the 12 MONTH PERIOD ENDING JUNE 30, 1959.

SPOUSE'S INCOME: \$

30. Income Last Year: Indicate your income from each of the following sources for the 12 MONTH PERIOD ENDING JUNE 30 1958.

FROM A JOB OR BUSINESS: Give the gross figure before deductions . . \$

31. FROM ALL OTHER SOURCES: Include money from scholarships or other .. \$

32. Number of Your Children Who are Dependents:

0. <input type="checkbox"/>	No dependent children	3. <input type="checkbox"/>	3 children
1. <input type="checkbox"/>	1 Child	4. <input type="checkbox"/>	4 children
2. <input type="checkbox"/>	2 Children	5. <input type="checkbox"/>	5 or more children

33. Other Dependents: Please estimate the annual money cost to you of supporting dependents outside of your immediate family (that is, other than your children or husband or wife, either in your home or elsewhere). Include payments to dependents supported by your husband or wife. Include contributions to the support of dependents without regard to whether they are deductible for tax purposes.

- | | | |
|--------------------------------------|---------------------------------------|--|
| 1. <input type="checkbox"/> None | 4. <input type="checkbox"/> \$100-299 | 7. <input type="checkbox"/> \$750-999 |
| 2. <input type="checkbox"/> \$1 - 49 | 5. <input type="checkbox"/> \$300-499 | 8. <input type="checkbox"/> \$1000-1999 |
| 3. <input type="checkbox"/> \$50-99 | 6. <input type="checkbox"/> \$500-749 | 9. <input type="checkbox"/> \$2000 or over |

34. If you remain in your present position during the next school year, how much of an increase in annual salary are you likely to receive?

- | | |
|---|---|
| 1. <input type="checkbox"/> None | 5. <input type="checkbox"/> \$150 - 199 |
| 2. <input type="checkbox"/> \$1 - 49 | 6. <input type="checkbox"/> \$200 - 249 |
| 3. <input type="checkbox"/> \$50 - 99 | 7. <input type="checkbox"/> \$250 - 299 |
| 4. <input type="checkbox"/> \$100 - 149 | 8. <input type="checkbox"/> \$300 or more |

35. Work Period: Indicate the length of time in months which you are required to work for your school salary. Include time outside of the regular school term if this is part of your duty. Indicate the length of time you work for your salary exclusive of a summer vacation.

- | | |
|---------------------------------------|--|
| 1. <input type="checkbox"/> 7½ months | 5. <input type="checkbox"/> 9½ months |
| 2. <input type="checkbox"/> 8 months | 6. <input type="checkbox"/> 10 months |
| 3. <input type="checkbox"/> 8½ months | 7. <input type="checkbox"/> 10½ months |
| 4. <input type="checkbox"/> 9 months | 8. <input type="checkbox"/> 11 months |

36. Non-Teaching Employment Experience Prior to Beginning Teaching: Indicate the length of time you were in full-time gainful employment in occupations other than teaching before you began full-time teaching.

Do not include temporary summer employment.

Do not include military service unless you intended to make it your career.

- | |
|---|
| 1. <input type="checkbox"/> Was not employed full-time in another occupation before beginning to teach. |
| 2. <input type="checkbox"/> Employed less than 1 year. |
| 3. <input type="checkbox"/> Employed 1 year but less than 3 years. |
| 4. <input type="checkbox"/> Employed 3 years but less than 5 years. |

(question 36 con't on next page)

5. ☐ Employed 5 years but less than 10 years.
6. ☐ Employed 10 or more years.

37. Activity Last Year: What were you doing on or about April 1 1958?
CHECK AS MANY AS APPLY.

1. ☐ I was attending school.
2. ☐ I was a homemaker.
3. ☐ I was in military service.
4. ☐ I was working in education as a substitute teacher.
5. ☐ I was engaged in student or practice teaching.
6. ☐ I was working in education in a non-teaching job.
7. ☐ I was working for pay outside of education.
8. ☐ Describe your work:
9. ☐ I was seeking employment.
0. ☐ Other, please describe:

38. Decision to Enter Teaching: At What Grade were you in school when you definitely decided to become a teacher?

1. ☐ In grade 6 or before.
2. ☐ In grades 7 - 10.
3. ☐ In grades 11 - 12.
4. ☐ After high school but before further education.
5. ☐ In university, before beginning of 3rd year.
6. ☐ In university, during 3rd or 4th year.
7. ☐ After university.

39. Parents' Attitude: What was the attitude of your parents toward your going into teaching? Check TWO boxes, one for your father and one for your mother.

Father

1. ☐
2. ☐

Mother

1. ☐ Very favorable
2. ☐ Fairly favorable

(question 39 con't on next page)

3. ☐

3. ☐ Fairly unfavorable

4. ☐

4. ☐ Very unfavorable

5. ☐

5. ☐ Deceased

40. Size of the Community in which you Resided During Most of Your Childhood:
If you lived in several different communities, check the type in which you lived the longest up to the age of 17. If you don't know exactly the size of the community when you lived there, give your best estimate.

1. ☐ Farm or open country

2. ☐ A village or settlement of less than 2,500 population

3. ☐ 2,500 - 9,999 population

4. ☐ 10,000 - 24,999 population

5. ☐ 25,000 - 99,999 population

6. ☐ 100,000 or more population

41. Living Arrangements:

1. ☐ I live alone

2. ☐ I live with a friend (s)

3. ☐ I live with my husband or wife

4. ☐ I live with my parents or other relatives

5. ☐ Other, specify:

42. Living Quarters:

1. ☐ I (we) own or are buying a house or apartment

2. ☐ I (we) rent a room (with or without board)

3. ☐ I (we) rent a house or apartment

4. ☐ I (we) neither own nor rent living quarters

43. Residence: Do you reside in the community in which you teach?

1. ☐ Yes

2. ☐ No

44. Length of Residence: How many years have you lived in the community where you reside during the school year?
- | | | | |
|-----------------------------|------------------|-----------------------------|---------------------------------|
| 1. <input type="checkbox"/> | Less than 1 year | 4. <input type="checkbox"/> | 6-10 years |
| 2. <input type="checkbox"/> | 1-3 years | 5. <input type="checkbox"/> | Over 10 years but not born here |
| 3. <input type="checkbox"/> | 4-5 years | 6. <input type="checkbox"/> | All my life |
45. Relation to the Community: How close do you feel to the community where you reside during the school year?
- | | |
|-----------------------------|---|
| 1. <input type="checkbox"/> | I feel that I belong here and that this is my home community |
| 2. <input type="checkbox"/> | I feel quite close to this community but do not consider it to be my home |
| 3. <input type="checkbox"/> | I do not feel very close to this community |
| 4. <input type="checkbox"/> | I feel like a complete stranger in this community |
46. Do you enjoy working with the students in your classes?
- | | | | |
|-----------------------------|-------------------|-----------------------------|-------------------|
| 1. <input type="checkbox"/> | Yes, a great deal | 3. <input type="checkbox"/> | No, not very much |
| 2. <input type="checkbox"/> | Yes, fairly well | 4. <input type="checkbox"/> | No, not at all |
47. In general, how good a job do you feel you are doing in teaching your students in the HUMAN RELATIONS aspects of teaching?
- | | | | |
|-----------------------------|-----------|-----------------------------|------|
| 1. <input type="checkbox"/> | Excellent | 3. <input type="checkbox"/> | Fair |
| 2. <input type="checkbox"/> | Good | 4. <input type="checkbox"/> | Poor |
48. In general, how good a job do you feel you are doing in teaching your students SUBJECT MATTERS?
- | | | | |
|-----------------------------|-----------|-----------------------------|------|
| 1. <input type="checkbox"/> | Excellent | 3. <input type="checkbox"/> | Fair |
| 2. <input type="checkbox"/> | Good | 4. <input type="checkbox"/> | Poor |
49. Was teaching your first occupational choice or would you rather have gone into some other kind of work?
- | | |
|-----------------------------|---|
| 1. <input type="checkbox"/> | Teaching was my first choice |
| 2. <input type="checkbox"/> | I would have preferred to do something else |
50. If you had it to do over again, would you enter TEACHING?
- | | | | |
|-----------------------------|----------------|-----------------------------|---------------|
| 1. <input type="checkbox"/> | Definitely yes | 3. <input type="checkbox"/> | Probably no |
| 2. <input type="checkbox"/> | Probably yes | 4. <input type="checkbox"/> | Definitely no |

51. Life Goals: Do you feel that you can achieve your long-run life goals by continuing in classroom teaching as a career?

1. ☐ Definitely yes

3. ☐ Probably no

2. ☐ Probably yes

4. ☐ Definitely no

52. Your Plans for the Next School Year: Your plans for the next year may be indefinite at this time, but please give us your best guess as to what you will be doing next fall (1959).

1. ☐ I expect to teach in this school district.

2. ☐ I expect to teach in another school district.

3. ☐ I expect to be working in education but NOT as a classroom teacher.

4. ☐ I expect to devote my time to full-time homemaking.

5. ☐ I expect to go back to school for further training in education.

6. ☐ I expect to go back to school for training in a field outside of education: What field?

7. ☐ I expect to be gainfully employed outside of education.
Specify: Indicate the kind of work you will be doing, not the type of business or industry you will be in:
.....
.....

8. ☐ Other, please describe

53. Certainty of Plans for Next Year: How certain do you feel of the plans for next year which you indicated in question 52 above?

1. ☐ Very certain

3. ☐ Fairly uncertain

2. ☐ Fairly certain

4. ☐ Very uncertain

54. Career Plans: Your plans may not be definite at this time, but please indicate your present expectations.

1. ☐ I expect to continue teaching until retirement.

2. ☐ I expect to continue in the field of education until retirement, but hope to move from classroom teaching into some other area of education eventually.

3. ☐ I expect to leave teaching in order to devote my time to homemaking; I WOULD NOT want to return to teaching later.

4. ☐ I expect to leave teaching in order to devote my time to homemaking; I WOULD want to return to teaching later.

(question 54 con't on next page)

5. ☐ I expect to leave education for another occupation. Please describe:

6. ☐ Other, please describe:

55. Are your career plans dependent upon any of the following factors?
CHECK AS MANY AS APPLY.

1. ☐ Getting married.

2. ☐ Having a baby.

3. ☐ Spouse finishing school.

4. ☐ Spouse's job.

5. ☐ Spouse's income.

6. ☐ Being able to support a family on a teacher's salary.

7. ☐ Getting a better teaching job than I have now.

8. ☐ Other, please describe:

56. Spouse's Attitude: What is the attitude of your husband or wife toward your continuing in a teaching career?

1. ☐ Very favorable

3. ☐ Fairly unfavorable

2. ☐ Fairly favorable

4. ☐ Very unfavorable

5. ☐ I am not married

57. Likelihood of Leaving Teaching: What is the likelihood of your leaving classroom teaching WITHIN THE NEXT FIVE YEARS?

1. I will definitely leave teaching within 1. ☐ 1 year

2. ☐ 3 years

3. ☐ 5 years

2. I will probably leave teaching within 4. ☐ 1 year

5. ☐ 3 years

6. ☐ 5 years

3. I might leave teaching within 5 years but it is not likely - - 7. ☐

4. It is extremely unlikely that I would leave teaching within 5 years - - 8. ☐

58. Reasons for Leaving Teaching: REGARDLESS OF THE LIKELIHOOD OF YOUR LEAVING TEACHING WITHIN THE NEXT FIVE YEARS, under what conditions would you leave voluntarily (or for what reasons do you expect to leave?).
-
-
-

59. Your Satisfaction with Various Aspects of your Position: Please write the code number which best expresses your feeling about each item in the space to the left of each item. Use the following code:

- 4 - Very satisfactory
3 - Fairly satisfactory
2 - Fairly unsatisfactory
1 - Very unsatisfactory

- Adequacy of your school building
----- Adequacy of supplies and equipment furnished to you by the school
----- Your present salary
----- Maximum salaries for classroom teachers in your school system
----- Time needed to reach peak salary in your school system for teachers with full qualifications for their positions
----- Provisions for sick leave
----- Provisions for retirement
----- Your salary compared to that of other occupations in your area open to people with your level of education
----- Your teaching load
----- Your non-teaching responsibilities
----- Total time you spend on school duties, including both teaching and non-teaching responsibilities required or definitely expected of you
----- Helpfulness of the supervision you receive
----- Fairness with which duties are distributed in your school
----- Your relations with your superiors
----- Your relations with fellow teachers
----- Your relations with students
----- Your relations with parents
----- Pupil attentiveness and discipline
----- The amount of interest shown by your students
----- General community attitude toward teaching as an occupation
----- Your position as a whole (except salary)
----- Your position as a whole (including salary)

60. In your present position are you teaching the subjects and/or grade level you are MOST QUALIFIED to teach?

1. ☐ Yes, entirely 3. ☐ No, not at all
3. ☐ Partly

61. In your present position are you teaching the subjects and/or grade level you LIKE BEST to teach?

(Question 61 con't on next page)

1. ☐ Yes, entirely 3. ☐ No, not at all
2. ☐ Partly

62. Helpfulness of Education Courses: In general, do you feel that the education courses you had in university have been helpful in your present position?

1. ☐ Very helpful 4. ☐ Not helpful at all
2. ☐ Fairly helpful 5. ☐ I haven't had any courses in education
3. ☐ Not very helpful

63. Helpfulness of Practice Teaching: In general, do you feel that the student or practice teaching you did while in teacher training has been helpful in your present position?

1. ☐ Very helpful 4. ☐ Not helpful at all
2. ☐ Fairly helpful 5. ☐ I did not have any practice teaching
3. ☐ Not very helpful

64. Attitude toward Accelerated Classes:

In general, do you subscribe to the completing of 4 years work, either in elementary or secondary school, in 3 years by superior students?

1. ☐ Yes, entirely 3. ☐ No, not at all
2. ☐ Partly

65. 1. Below is a list of things which various people have mentioned as REQUIREMENTS FOR AN IDEAL JOB OR PROFESSION. As you read the list, consider to what extent ANY job or career would have to satisfy each of these requirements before you could consider it IDEAL. Indicate your opinion by checking the appropriate box to the left of each item.

Check HIGH for requirements you consider highly important.
Check MEDIUM for requirements you consider of medium importance.
Check LOW for requirements you consider of little or no importance, irrelevant, or even distasteful.

Your Job Requirements

Is This Statement Descriptive
of Teaching

<u>High</u>	<u>Medium</u>	<u>Low</u>		<u>Yes</u>	<u>No</u>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	A. Provide an opportunity to use my special abilities and aptitudes	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	B. Provide me with a chance to earn a good deal of money	1. <input type="checkbox"/>	2. <input type="checkbox"/>

(Question 65 con't on next page)

Your Job Requirements

Is This Statement Descriptive
of Teaching

High	Medium	Low		Yes	No
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	C. Permit me to be creative and original	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	D. Give me social status and prestige	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	E. Give me an opportunity to work with people rather than things	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	F. Enable me to look forward to a stable, secure future	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	G. Leave me relatively free of supervision by others	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	H. Give me a chance to exercise leadership	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	I. Provide me with adventure	1. <input type="checkbox"/>	2. <input type="checkbox"/>
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	J. Give me an opportunity to be helpful to others	1. <input type="checkbox"/>	2. <input type="checkbox"/>

66. Now GO BACK and indicate whether you think each statement is descriptive of the teaching profession by checking "yes" or "no" in the boxes provided to the right of each item.

67. Do you like teaching?

- 1. ☐ More than you thought you would
- 2. ☐ About the same as you thought you would
- 3. ☐ Less than you thought you would
- 4. ☐ Don't know

68. Do you plan to attend summer school THIS year?

- 1. ☐ Definitely planning to go
- 2. ☐ Not certain but probably
- 3. ☐ Not planning to go

69. Who or What was the MAIN Influence in Causing you to Enter Teaching?

- 1. ☐ Teacher
- 2. ☐ Parent
- 3. ☐ Friend
- 4. ☐ Other, Explain: _____

70. When you first started to work, what was the general attitude of most of the other classroom teachers in your building toward you?

1. ☐ Friendly 2. ☐ Indifferent 3. ☐ Unfriendly

71. Do you feel your personal life has been restricted by social pressure since becoming a teacher. Check (✓) one.

1. ☐ Not restricted in any way

2. ☐ Restricted but not seriously

3. ☐ Seriously restricted

72. Were you promised a particular school, grade level or subject field at the time you were employed?

1. School 1. ☐ Yes 1. ☐ No

2. Grade 2. Yes 2. No

3. Subject Field 3. ☐ Yes 3. ☐ No

If you Answered YES to any part of the above question did you actually get that specific assignment?

1. ☐ Yes 2. ☐ No

Were you disappointed with what you did get?

1. ☐ Yes 2. ☐ No

73. Have you been requested to teach any classes you have felt to be too large?

1. ☐ Yes 2. ☐ No

If yes, how many students are in this too-large class?

74. Has the teaching load assigned to you been:

1. ☐ Heavier than that of others on the staff

2. ☐ Heavy but not more so than other teachers

3.  Medium

4.  Light

75. Would you be in favour of a FAIR Merit Rating Plan in Your School District?

1. ☐ Yes 2. ☐ No

76. How much help with problems have you received from

	Much Help	Some Help	Little Help	No Help
1. Principal	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
2. Supervisors & Consultants	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
3. Fellow class-room teachers	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
4. Inspectors	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>

77. Check (✓) the following items to indicate how much help you have needed and how much help you have received during this first year of teaching: Check each item under both sections.

	Help Needed				Help Received			
	None	Little	Some	Much	None	Little	Some	Much
1. Understanding the goals of the school	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
2. Dvlpg. better personal qualities as a teacher - voice, poise, emotional control, etc.	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
3. Understanding and using special school services-standardized test results, health, remedial reading, psychologists, etc.	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
4. Keeping and making out official records and reports	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
5. Understanding and using courses of study & curriculum guides	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
6. Making effective use of community resources	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
7. Handling disciplinary problems	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
8. Planning for & working with gifted & retarded pupils	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
9. Getting acquainted with the community & its people	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>

78. The Number of Visits and Ratings by Inspectors should be:

1. ☐ Increased 3. ☐ Decreased
2. ☐ Left as Is

Number of Inspector's Visits you Have had to Date: _____

79. Check (✓) the difficulties you have encountered in your first year of teaching and signify the degree of difficulty you have encountered.

- | | Much | Some | Little |
|--|-----------------------------|-----------------------------|-----------------------------|
| 1. Handling problems of pupil control and discipline | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 2. Establishing and maintaining proper relations with supervisors and administrators | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 3. Adjusting to deficiencies in school equipment, physical conditions and materials | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 4. Adjusting to the teaching assignment | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 5. Handling broader aspects of teaching techniques | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 6. Motivating pupil interest and response | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 7. Adapting to the needs, interests and abilities of pupils | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 8. Adjusting to demand for time and energy after school hours | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 9. Crowded conditions | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 10. Lack of materials and supplies | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 11. Lack of time | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 12. Inadequate knowledge | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 13. Difficulties with parents | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 14. Evaluating students' work | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 15. Covering subject matter | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 16. Reporting to parents | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |

(Question 79 con't on next page)

Much Some Little

17. Keeping various groups busy with planned activities 1. 2. 3.
18. Dealing with maladjusted children 1. 2. 3.

THE FOLLOWING QUESTIONS ARE CONCERNED WITH THE ADEQUACY OF THE TEACHER TRAINING YOU RECEIVED AT U. B. C. OR VICTORIA COLLEGE AS YOU JUDGE THE TRAINING IN THE LIGHT OF YOUR TEACHING EXPERIENCES.

College Attended 1. U. B. C. 2. Victoria College

80. Generally, how would you rate the teacher training programme with regard to the following aspects:

- | | High | Fair | Low |
|--|-------------------------|-------------------------|-------------------------|
| 1. Intellectual challenge | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> |
| 2. Calibre of examinations | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> |
| 3. Interpretation of teaching as a field of work | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> |
| 4. The form of lecture presentations | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> |
| 5. Opportunity to discuss educational problems | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> |

81. Of how much value do you think the following professional courses were in preparing you for teaching?

- | | Much | Some | Little | None |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. Introduction to education | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 2. Educational Thought | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 3. Educational Psychology | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 4. Audio-visual techniques | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 5. Speech | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 6. School administration | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 7. Diagnostic and remedial teaching | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
| 8. Guidance and counselling | 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |

82. Have you encountered any conflict between the ideas and philosophy you formed while in college and the ideas and philosophy of your school principal, - check (✓) one:

1. No conflict
2. Some conflict but not of a serious nature

(Question 82 con't on next page)

3. ☐ Serious conflict

4. ☐ Don't know

83. In your opinion, how valuable have you found each of the following training methods in preparing you for teaching?

Much Some Little None

- | | | | | |
|-------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. Methods courses | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 2. Professional courses | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 3. Practice teaching programme | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 4. Interviews with staff members | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 5. Seminars | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 6. Conferences with fellow students | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 7. Reading in library | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |

84. How satisfactory were the following faculty services?

Very well Fairly well Little

- | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|
| 1. Personal guidance | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 2. Professional advisement | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 3. Library facilities | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 4. Variety of courses available | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 5. Facilities for recreation | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 6. Administration of schools | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 7. Visiting specialists | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 8. Observation of expert demonstration teachers | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 9. Assistance in placement | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 10. Provision of bibliographies | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 11. Contact with staff members | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |

85. In evaluating the teacher training you received do you feel the amount of time devoted to practice teaching should be:

1. ☐ Increased 2. ☐ Decreased 3. ☐ Left as is

86. Do you prefer practice teaching sessions to be carried out in sessions of:

- | | |
|--|--|
| 1. <input type="checkbox"/> two or three weeks | 3. <input type="checkbox"/> a day or two per week |
| 2. <input type="checkbox"/> one week | 4. <input type="checkbox"/> a combination of weekly and daily sessions |

87. Have the teachers under whom you have done practice teaching:

- | | | |
|--|---------------------------------|--------------------------------|
| 1. Provided sufficient actual teaching experiences | 1. <input type="checkbox"/> Yes | 1. <input type="checkbox"/> No |
| 2. Provided specific helpful suggestions | 2. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No |

88. In evaluating the help given by your Faculty Advisors, check (✓) the type of aid you received in the following areas:

- | | Much | Some | Little | None |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. Developing broad concepts of teaching | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 2. Assisting with practical problems | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| 3. Assisting with personal problems | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |

89. What is your opinion regarding the value of the elementary methods courses that you have taken

- | | High Value | Some Value | Little Value |
|-----------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. Language arts | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 2. Reading | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 3. Arithmetic | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 4. Science | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 5. Social studies | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 6. Art | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 7. Music | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 8. Physical Education | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |

90. What is your opinion regarding the value of the secondary methods courses that you have taken?

- | | High Value | Some Value | Little Value |
|------------|-----------------------------|-----------------------------|-----------------------------|
| 1. English | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |

(Question 90 con't on next page)

	High Value	Some Value	Little Value
2. French	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
3. Latin	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
4. German	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
5. Spanish	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
6. History	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
7. Geography	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
8. Mathematics	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
9. Science	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
10. Art	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
11. Health and Physical Development	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
12. Physical Education	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
13. Music	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
14. Commerce	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
15. Industrial Arts	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
16. Home Economics	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
17. Agriculture	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
18. Drama	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>

91. Check (✓) the items which you feel should receive more, less, or the same emphasis in the teacher training programme.

	More	Same	Less
1. Handling extra-curricular activities.	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
2. Methods of teaching	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
3. Using audio-visual aids	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
4. Controlling and disciplining pupils	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>

(Question No. 91 con't on next page)

	More	Same	Less
5. Counselling and guidance	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
6. Providing for individual differences	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
7. Knowledge of phonics	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
8. Keeping official records and reports	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
9. Grading, evaluating student progress	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
10. Organizing classroom schedules	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
11. Dealing with parents	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
12. Individual skills - musical, artistic	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
13. Using and administering tests and measurements	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
14. Understanding young people	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
15. Knowledge of subject matter	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
16. Planning lessons	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
17. Obtaining, selecting and using instructional material	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
18. Providing for individual differences	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
19. Observation of teachers in action	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
20. Use of journals and research material	1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>

A P P E N D I X C

FOLLOW-UP LETTERS

ROYAL COMMISSION ON EDUCATION

347 Douglas Bldg.,
Victoria, B.C.

TO THE BEGINNING TEACHER

Since we have not received your completed questionnaire in spite of the requests already made, the Commission has instructed me to inform you that this project is authorized by the terms of reference of the Royal Commission and is subject to all powers of access and enforcement, including the power to subpoena a witness, vested in the Commission under the Public Enquiries Act for the purpose of discharging its responsibilities.

You are therefore requested to complete and return the "Beginning Teacher Questionnaire" immediately upon receipt of this letter.

P.W.Easton

For: S.N.F.Chant

Chairman,

Royal Commission on Education.