

POSSIBLE CONTENT FOR AN EFFECTIVE
ELEMENTARY SCHOOL FACULTY HANDBOOK

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CHAPTER I

INTRODUCTION

The purpose of education in American democracy is to meet the educational, social, emotional and physical needs of youth.¹ The professional staffs of elementary schools are charged with the responsibility of providing young people with experiences which will develop the knowledge, understandings, ideals, and attitudes necessary to meet life's problems both in and outside of school. It seems desirable that educational experiences for youth of all ages should be directed to the educational goals just mentioned.

If this educational responsibility, just referred to, is to be met well, more time should be made available for teachers to teach and pupils to learn. Some of this needed time might be found by relieving both teachers and pupils of non-teaching and non-learning details. In many schools, both elementary and secondary, faculty handbooks have been prepared which delineate the duties of all professional personnel who are charged with details not concerned with teaching and learning.

It seems that these faculty handbooks represent a forward step in the organization of the work of the school principal. Likewise these handbooks may provide worthwhile assistance to the teaching staff and the administration in establishing better working relationships. Moreover these handbooks make possible the elimination of wasted time and effort which frequently results from uncertainty and lack of clarification and organization of non-teaching detail.²

¹Kilpatrick, William H. and Vantel, William, Intercultural Attitudes in the Making, Harper Brothers, New York, 1947, p. 1-16.

²Jacobson, Paul B., Reavis, William C., and Logsdon, James D., The Effective School Principal, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1961, p. 439.

It appears that the work of the teacher has increased in recent years because of the additional non-teaching responsibilities as well as larger enrollments. There are heavy responsibilities which are necessary other than those instructional in nature. Yeager³ points out that in a work week of 47 hours and 50 minutes the typical elementary school teacher spends 59 per cent of his class time in class instruction, 25 per cent in out-of-class duties, and 16 per cent in all other activities associated with his position.

Reavis and Judd discovered that a class room teacher can occupy his day with up to 379 non-teaching duties as against 45 actual teaching duties.⁴

The authors refer to a study by Klitzke to disclose that these 379 duties are divided as follows: (1) of the non-teaching duties 199, or approximately 53 per cent, are classified as managerial in character, (2) 139, or nearly 37 per cent, as personal and professional, and (3) 41, or a little over 11 per cent, as routine and clerical.⁵

Table I discloses the per cent distribution of the 379 teaching and non-teaching duties of teachers.

³Yeager, William A., Administration and The Teacher, Harper and Brothers, New York, 1954, p. 193.

⁴Reavis, William and Judd, Charles H., The Teacher and Educational Administration, Houghton Mifflin Company, New York, 1942, p. 12.

⁵Ibid., p. 12.

TABLE I. PER CENT DISTRIBUTION OF 379 TEACHING AND NON-TEACHING DUTIES OF TEACHERS

Type of Duty	Per Cent of Total Teaching Duties	Per Cent of Total Non-Teaching Duties
Managerial	37	53
Co-Curricular or Professional		
Routine and Clerical		11

The information in Table I clearly shows that 64 per cent of the total teacher's time is spent in non-teaching activities. It would seem, then, that any means which would help to eliminate or reduce non-teaching duties and clarify organization and policy would be welcomed by any alert school administration. Likewise teachers, surely, would welcome relief from non-teaching detail as well as clarification of school policy.

During the past two years the writer was an elementary school principal of two schools which served different types of communities and have different sized school staffs. No current faculty handbook was available at either school. One of the schools had a handbook which was compiled in 1950 but had not been revised since then. There seemed to be little need for a faculty handbook since the faculty members were returning year after year and they were, therefore, familiar with school routines and non-teaching duties.

The first year the writer was principal, however, eleven of the thirteen regular teachers from the previous year, were transferred to other

elementary buildings in the community. The new teachers, replacing the eleven transferred, were orientated by a series of meetings held by the writer during which he explained the school's policies and procedures concerning teaching and non-teaching responsibilities.

The following year, in the second school of which the writer was principal, ten of the nineteen teachers on the staff were new to the school system. These teachers were again orientated by a series of meetings also held by the writer during which time school policies and procedures were explained concerning teaching and non-teaching responsibilities. This time spent in orientation, it seemed to the writer, could have been substantially reduced with the aid of a handbook. The writer felt any means that would help to eliminate some of the orientation meetings and simplify directions for teachers would be welcomed by school administrators in general.

The writer questioned whether or not the faculty handbook was desirable. Could it be made a functional tool? If handbooks are not to be kept current and if they are not used, it seemed to the writer inadvisable to spend the time and cost in compiling them.

Current educational journals and periodicals, strongly supported the idea of the faculty handbook as a means of explaining: (1) how records are kept and why, (2) how to participate in fire drill routine, (3) how to requisition equipment and supplies, and (4) how to secure various staff services and supervisory assistance.⁶

⁶Hutton, A. Mary, "What Every Teacher Should Know," The National Elementary Principal, 33:15, April, 1954.

Statement of Problem

The purpose of this study was the determination of the possible content for an elementary school faculty handbook designed to meet the needs of the faculty and administration in most elementary schools of a size similar to those served by the writer.

Procedures

The following procedures were used by the writer in order to solve the problem.

1. A survey of literature was made by the writer concerning the need, purpose, and content, of elementary school faculty handbooks.
2. Letters were prepared and mailed to 68 elementary school principals. Sixty-six were in Montana, one in Minnesota and one in Oregon. In these letters four questions were asked.
 - (1) Are handbooks common in the elementary schools?
 - (2) Are the handbooks used by the faculty?
 - (3) What items are usually found in this handbook?
 - (4) What are the best forms and compositions used in the handbook?
3. Copies of handbooks in use were requested of all schools contacted.

Limitations

This study was subject to the following limitations:

1. District

1. The review of literature was confined to the Montana State College Library.
2. The letter was mailed to sixty-eight elementary school principals in schools of similar size.
3. Likewise the writer was limited by the expense factor: For example, a survey of handbook contents in the continental U.S. would have cost more than the writer could afford.

Definition of Terms

In order to insure clarity for the reader certain terms are defined. The Encyclopedia of Modern Education defines a handbook as "A handbook is a compact compilation of important facts, principles, theories, and data in each of the various phases of education . . . to stimulate teachers and others interested in the profession to further study in the field of education . . . consisting of a list of directions, suggestions, statements of policy, and rules of the school system, a guide, not a textbook."⁷

A "non-teaching responsibility" is that which concerns managerial, routine, and clerical duties of the teacher. These duties are not directly concerned with the promoting of the educational growth of the pupil.

The term "similar in size" refers to elementary schools whose enrollments ranges from 400 to 800 pupils and whose staffs ranges from eleven to twenty-five teachers.

⁷Baker, D. L., "Formation of a Teacher's Handbook," National Association of Secondary School Principals, 42:125, September, 1958.

The term "Topic" used in this study is similar to a chapter heading as outlined in the table of contents of a book. The term "Sub-Topic" refers to the items that would come directly under a topic heading. For instance, the Topic "Teacher Welfare" and the Sub-Topic "Insurance", this means that "Insurance" for teachers can be found under the topic "Teacher Welfare."

CHAPTER II

REVIEW OF LITERATURE

The literature relative to faculty handbooks for elementary schools was reviewed to determine: (1) the purposes of faculty handbooks, (2) the desired contents of faculty handbooks, (3) the format of the faculty handbooks. The review of literature concerning determination of the purposes for faculty handbooks follows.

Purposes of Faculty Handbooks for Elementary Teachers

Literature dealing with faculty handbooks has revealed that a publication which is designed to serve as an administrative bulletin, teachers manual, or faculty handbook generally serves more than one function. Among the functions of such handbooks was the orientation of new teachers to new teaching positions. Inasmuch as there are so many things strange to teachers new to a school system, often they may feel a little anxious when assuming their duties. A handbook containing the over-all policy and the essential details of a school system often may help teachers feel more secure. For instance, information about enrollment procedures, daily programs, textbook adoptions, and the numerous other informational details probably will insure a successful school beginning for most teachers.

Turner⁸ points out that handbooks should contain both a table of contents and an index. The table of contents should list the main topics

⁸Turner, Lawrence E., "How to Develop a Handbook," American School Board Journal, 126:24, April, 1953.

and the sub-topics with page numbers given on which the topics or sub-topics appear. The index, on the other hand, provides an easy way to find specific information. The various items contained in the handbook should be listed in a cross reference index.

Most writers in the field tend to agree that a handbook is meant to serve as a guide for school personnel. This guide must be prepared in such a way so that it can be easily revised. Revision, in order to be of value, must follow procedures for continual updating of the material contained in the handbook. Jones⁹ stated that "the handbook should contain its own provision for amendment, i.e., an explanation of the procedure." This provision should clearly explain the procedures used in removal of outdated material and the correct placement of new material.

Likewise, handbooks were used to help both the teacher and principal work with efficiency and a feeling of security in knowing that they were following accepted school policies and procedures. Carper¹⁰ pointed out that teachers who have been in school systems for some time and are confronted with problems have a need for a source of reference. Consequently they find the handbook a very useful tool. One purpose for the handbook, as a tool, is to give specific directions for teachers new to the school system. Jones found that many school systems are finding the handbooks valuable in orienting new teachers.¹¹

⁹Jones, R. E., "Teachers Handbook," National Association of Secondary School Principals, 43:199, September, 1959.

¹⁰Carper, E. L., "Teacher Handbooks," National Association of Secondary School Principals, 42:47, October, 1958.

¹¹Jones, op. cit., p. 198.

These school systems are finding that handbooks are "another step forward in good school organization."¹² Handbooks generally give directions for recording heights and weights of pupils on health cards and report cards. Moreover, the handbook often serves a purpose of establishing responsibility for the recording of personal data on cumulative records. Also they indicate the time of year these records are to be completed.

Writers of magazines articles implied that if teachers are to have worthwhile handbooks, a worthy purpose would be to serve as an easy reference. Through the use of a table of contents Kossow stressed that page numbers associated with topics such as Teacher Welfare and sub-topics such as Insurance will quickly indicate where the information desired by the teachers is to be found.¹³ Kossow further stressed that an index will further serve in locating a reference with its alphabetical listing.¹⁴ For example, specific sections such as Industrial Accident Insurance should be listed under the topic, "Insurance," thus making it easy to locate topics for reference.

Furthermore, handbooks could serve the purpose of time-saving for teachers. Often steps can be saved for the teacher simply by reference to the handbook, rather than seeking information from another staff member.

¹²Ibid., p. 199.

¹³Kossow, H. H., "Handbook for Parents," National Elementary Principal 37:185, September, 1957.

¹⁴Ibid., p. 186.

If there is no handbook, often the school principal would be the only person of authority the teacher could rely on for the information. Again this would require time and inconvenience to find the answer. Such questions as how and when to fill out accident reports and attendance reports are examples of topics which can be included in handbooks to save teachers' time.

Notices and bulletins often may be eliminated through the use of handbooks. Fire drill instructions may be used as an example. Fire drill procedures usually will remain unchanged and can be placed in the handbook as a permanent item. Instructions concerning field trip arrangements represent another example. The information in the handbooks usually gives directions such as: (1) the suggested number of parent chaperons per number of pupils, (2) the liability involved concerning the teacher and chaperons, and (3) the arrangements necessary for transportation. Procedures for field trips usually remain unchanged, yet when a teacher wants this type of information, it is available to him in his faculty handbook.

Also, handbooks mentioned in the literature, seemed most often to serve as a uniform reference on school procedures in order to obtain more accurate and complete information concerning record keeping. The information usually contained in handbooks gives directions and procedures for the enrollment of new pupils. Quite often the forms used in pupil accounting are contained in the handbook. Consequently, concise directions often are given in the handbooks to insure uniformity in record keeping. Correct order in recording names and dates of birth are examples. Should the name be recorded in the order of last name, first name, middle initial or,

first name, middle initial, last name? This is probably of no consequence with a name like John I. Carlson, since the last name Carlson is not commonly used as a given name. However, in the case of Thomas I. James or James J. Michael, this could be very important. Thomas, James, and Michael are commonly used as either given names or last names. The same principle is represented in the recording of the date of birth. The directions may indicate either recording the date of birth numerically (7/1/63) or recording the date of birth wherein the month is spelled out (June 1, 1963) and the year is not abbreviated. If the recording is done numerically, it may indicate recording the month first, day second, and year last, (10/1/57), or recording the day first, month second, and year last, (1/10/57). Without these directions often birthdates could be recorded incorrectly. This could lead to the enrollment of an ineligible pupil since most elementary schools require that children must be six years of age on or before a given date for legal enrollment in first grade.

Another purpose for handbooks is to clarify the responsibility of the principal in non-teaching duties. Jacobson, Reavis, and Logsdon were impressed with the handbook's usefulness in that it "caused the principal to think through the administrative routine for the year."¹⁵ Carper¹⁶ stated that "problems of first-year principals are many--there are many details that are overlooked and many more that are a source of confusion regardless of how careful the principal might be in arranging the multitude

¹⁵Jacobson, Reavis, and Logsdon, op. cit., p. 55.

¹⁶Carper, op. cit., p. 47

of activities that are a part of each day." Jones¹⁷ stated that a purpose for handbooks is "to act as an aid for the new administrator in familiarizing himself with his new school." Further, the author said that instead of "causing the principal to think through the administrative routine for the year," as stated by Jacobson, Reavis and Logsdon,¹⁸ it should "force the principal to think through the administrative routine for the year."²⁰

It appears then, that the purposes of the faculty handbooks are many. Authors have referred to purposes such as: (1) successful orientation of new teachers, (2) the referral to a common reference as a resource for information, (3) saving time by referring to the directions in the handbook, (4) the elimination of unnecessary bulletins or notices, (5) insuring uniformity in clerical and non-teaching duties of teachers, and (6) helping the principal think through administrative routines of the year. These purposes generally are accepted as valid reasons for the existence of faculty handbooks. Burbank seemed to support not only the purposes just mentioned, but most important he believed that the paramount justification for faculty handbooks was the heightened morale on the part of the teaching staff.²¹

In order then, to achieve these purposes certain content for faculty handbooks was proposed by the literature.

¹⁷Jones, op. cit., p. 196.

¹⁸Jacobson, Reavis, and Logsdon, op. cit., p. 55.

¹⁹Jones, op. cit., p. 197.

²⁰Burbank, N. B., "How to Write a Policy Handbook," Nations Schools 68:56, December, 1961.

Content of the Various Handbooks

Of major importance to teachers and other staff members is that the content of faculty handbooks be appropriate and worthwhile. Authors in writing about handbooks agree that certain criteria should be followed in determining the contents of the handbook.

Turner suggested that the contents should be in accord with, and complement state laws. He further suggested that the contents complement the rules and regulations of the state board of education.²¹

Handbooks should include: (1) worthwhile material which relates to the successful orientation of teachers, (2) written policies of the school system pertaining to teachers, (3) items that vary according to the individual school, (4) sample forms with information concerning the filling in of system blanks, and (5) a special section for substitute teachers.²²

However, authors usually did not separate or classify contents of handbooks in these five ways just mentioned. Usually they suggested lists which were general in nature. For example, Landingham suggested a general list of items to be included in a handbook that contained details of procedures and policies affecting the faculty such as:

1. Attendance--taking procedures, forms, etc.
2. Report cards, practices, philosophy.
3. Field trips, permits, etc.
4. Extracurricular responsibilities, class sponsorships, party chaperons.

²¹Turner; op. cit., p. 24.

²²Jones, op. cit., p. 198.

5. Pre-enrollment instruction.
6. Final enrollment instructions.
7. Fall enrollment instructions.
8. Locker assignment instructions.
9. Discipline--regarding local and transported students.
10. Use of library and resource material.
11. Internal accounting responsibilities.
12. Fire drill.
13. Repair, maintenance, procedures.
14. How to order and receive supplies.
15. Any other items peculiar to a system.

In addition a substitute teacher "flier" should be included. This would include a page of things which the substitute teacher might expect such as:

1. Fire or disaster drill.
2. Discipline measures.
3. Attendance taking.
4. Students out of class.
5. Other items peculiar to a system.²³

Baker presented more detail in his interpretation of the materials required in a faculty handbook. In general his materials for inclusion in a handbook were as follows:

²³Landingham, Dean Van, "Instruments of and for Efficient Administration," National Association of Secondary School Principals Bulletin, 42:120, September, 1958.

1. Admission of new students.
2. Assemblies.
3. Attendance.
4. Audio-visual equipment and its usage.
5. Bell schedule.
6. Code of ethics for the staff.
7. Procedures to be followed when contagious diseases are discovered.
8. Procedures for handling discipline.
9. Faculty meetings.
10. Field trips.
11. Fire drills.
12. Lost and found articles.
13. Lunch periods and cafeteria regulations.
14. Description of the marking system.
15. Playground schedule and supervision regulations.
16. Procedures for home-room teachers.
17. Procedures in case of illness or accident of teachers or pupils.
18. Promotion policies of the school.
19. Rules on pupil detention.
20. Explanation of the report cards.
21. School calendar.
22. Regulations concerning school programs and parties.
23. Sending pupils on errands.
24. Student fees.
25. Student council -- its philosophy and purposes.

26. Other student regulations.
27. Regulations concerning the welfare of the teacher.
28. Explanation of the testing program and guidance services offered.²⁴

Other writers were more explicit in listing material for inclusion in faculty handbooks. Hutton²⁵ would have included such items as retirement regulations, certification rules, sick leave provisions, and other provisions which deal with Teacher Welfare.

Format of the Various Faculty Handbooks

The third important item that authors considered in compiling handbooks was the format itself. The publication of the handbook in mimeographed form seemed to have found greatest favor in the views of authors. Hutton stated that the book should be of the loose-leaf type, which when "fastened with brads seems to be the most practical."²⁶ The loose-leaf mimeographed handbook facilitated changes in text materials caused by changes in policies in the principal's office or by changes in the district office.

Authors seemed to have agreed on purpose, content, and format of faculty handbooks. In the next chapter procedures used in determining the purpose, content, and format of a faculty handbook will be discussed.

²⁴Baker, op. cit., p. 124-25.

²⁵Hutton, op. cit., p. 15.

²⁶Ibid., p. 15.

CHAPTER III
PROCEDURES USED IN DETERMINING THE CONTENT
OF ELEMENTARY SCHOOL FACULTY HANDBOOKS

In selecting the procedures to be used for determining the content of elementary school faculty handbooks, two approaches were used as stated in the Procedures Section of Chapter One. First, the literature was reviewed to determine the opinions of authors with regard to purpose, content, and format for faculty handbooks. Second, a letter was mailed to elementary principals. This letter contained four questions pertaining to faculty handbooks and also a request for sample handbooks.

The findings in the review of literature can be summarized as follows: The purposes of handbooks were six in number: (1) successful orienting of new teachers, (2) serving as a reference, (3) acting as a time-saver, (4) eliminating many notices and bulletins, (5) insuring of uniformity in directions and policy, and (6) helping principals to think through the administrative routine for the year. The content of handbooks should consist of: (1) worthwhile material, (2) written policies of the school system, (3) items peculiar to a given school, (4) sample forms and information concerning the forms, and (5) a special section for substitute teachers. The format of handbooks suggested in the literature was a loose-leaf, mimeographed handbook, 8 1/2 x 11 inches in size.

Letters were sent to 68 elementary school principals, 66 in Montana, one in Minnesota, and one in Oregon, whom the writer thought may possess and use faculty handbooks.

While not all questions were answered by the recipients of the letter,

enough information was returned to the writer to show the lack of uniformity in the use of faculty handbooks in the elementary schools.

Question number one in the letter asked, "Are handbooks common in the elementary school?" Twenty out of 38 or approximately 53 per cent of the principals answered yes. Eighteen out of 38 or approximately 47 per cent of the principals answered no. The number of actual replies to question one were 38 as shown in Table 2.

TABLE 2. REPLIES TO QUESTION ONE

Question	Reply		
	Yes	No	Total
1. Are handbooks common in the elementary school?	20	18	38

Question number two in the letter asked, "Are the handbooks used by the faculty?" Twenty out of 38 or approximately 53 per cent of the principals answered yes. Sixteen out of 38 or approximately 42 per cent answered no. Two of the principals or 5 per cent, gave no answer. The number of actual replies to question two were 38 as shown in Table 3.

TABLE 3. REPLIES TO QUESTION TWO

Question	Reply			
	Yes	No	No Reply	Total
2. Are the handbooks used by the faculty?	20	16	2	38

Question number three asked, "What items are usually found in this handbook?" Five out of 38 or 13 per cent of the principals attempted to answer this question by listing various items they thought important enough to be in this handbook. Seven out of 38 or 18 per cent of the principals referred the writer to the sample handbook itself. Twenty-six out of 38 or 68 per cent of the principals did not reply to the question. This question implied the listing of items to be included in a faculty handbook. It is the opinion of the writer that the time required to answer this question was not available to these principals. The number of actual replies to question three were 38 as shown in Table 4.

TABLE 4. REPLIES TO QUESTION THREE

Question	Replies			
	Attempted to reply to question through listing items to be included in a handbook.	Referred writer to sample handbook.	No reply	Total
3. What items are usually found in this handbook?	5	7	26	38

Question number four asked, "What are the best forms and compositions used in the handbook?" Seven out of 38 or 18 per cent of the principals referred the writer to the sample handbook itself. Thirty-one out of 38 or 83 per cent of the principals did not attempt to answer this question. The number of actual replies to question four were 38 as shown in Table 5.

TABLE 5. REPLIES TO QUESTION FOUR

Question	Replies		
	Referred writer to sample handbook.	No reply	Total
4. What are the best forms and compositions used in the handbook?	7	31	38

The letter sent out to principals contained a request for sample handbooks. The purpose in obtaining these handbooks was to determine common content in terms of frequency of topics and sub-topics. Forty out of 68 principals or 59 per cent, replied to the request and sent handbooks to the writer. Twelve principals answered that they did not have faculty handbooks. Five principals answered that they were engaged in revising the handbook and therefore did not send a copy. Nine elementary principals did not respond at all.

In summary, it was established that handbooks were used in most elementary schools. It was believed by the principals, that the handbooks were being used by the faculty.

In the next chapter the contents of the handbook will be tabulated.

CHAPTER IV
SUGGESTED FORMAT AND CONTENT FOR ELEMENTARY SCHOOL
FACULTY HANDBOOKS

Before tabulating frequency of topics and sub-topics, consideration was given to three items of importance: (1) the format of the handbook, (2) the table of contents, and (3) the preface. From the handbooks received the frequency of topics and sub-topics was tabulated. These tabulations, in conjunction with opinions from authors in the field were used by the writer to determine the possible content for an elementary school faculty handbook.

Format of the Faculty Handbooks Received

The first item examined by the writer was the format of the handbooks received. This examination was done in order to maintain a proper sequence of the items found that were general in nature. These items were not considered to be a part of the topics or sub-topics to be discussed later in this chapter.

This examination included the cover, type of reproduction, the binding, and the size of the handbooks. The cover of one handbook had a glossy finished picture in which there was a view of the school. Five handbooks in addition or 15 per cent of the handbooks tabulated, including the one just mentioned had covers with artistic designs. The remaining handbooks used covers on which only the title appeared.

Readings in the available literature seemed to indicate that the mimeographed, loose-leaf handbook was desirable. This opinion seemed to

be reflected in the handbooks analyzed since 26 out of 40 or 65 per cent were of mimeographed, loose-leaf type. Twelve of the faculty handbooks were "dittoed." Three of the handbooks were published in the offset printing method and two were published in the regular linotype form.

Of the 26 mimeographed handbooks, 18 were in the loose-leaf form so that they could be revised easily. Eight of the remaining 9 used a modern plastic, easy opening type of fastener. The other one was stapled. Eight of the duplicated handbooks were stapled together, but since many of them were without protective covers, it might have been that they were stapled for the convenience of the user and were considered expendable at the end of the school year. The remaining two duplicated handbooks were fastened together with paper fasteners. The size of pages used by all but four of the handbooks was 8 1/2 x 11 inches. Three of the handbooks were of the 6 x 9 inch size. The other handbook was mimeographed on legal sized paper 8 1/2 x 14 inches.

Content of Faculty Handbooks Received

Thirty-six of 40 or 90 per cent of the elementary school faculty handbooks contained a table of contents. Two handbooks contained colored paper used for separating the major topics, such as: (1) pink paper for policies and regulations, (2) yellow paper for teachers' information, (3) blue paper for teachers' notes taken at building meetings, and (4) white paper for lesson plans. In 29 out of the 40, or 73 per cent of the handbooks, the table of contents established the outline of the handbooks. The classifying of the material appeared to the writer, to be into

topics of main concern, and into sub-topics, for example; Teachers' Records (Topic), Class Record (sub-topic).

Topics That Were Common in the Handbooks Received

In tabulating the topics used in the various handbooks the writer arranged the various topics under five general headings. These were:

(1) Teacher Welfare, (2) Routine Procedures, (3) Records and Reports, (4) Supplies, and (5) Student Welfare.

The topic "Teacher Welfare" was chosen because this heading appeared to the writer to represent best all those items having to do directly with the teacher. Other topics offered in the handbooks were, for example, "Personal Instructions for Teachers," and "Teacher's General Information." The topic "Routine Procedures" appeared more frequently in the books used in this tabulation. Other topic headings found in the handbooks were, for example, "General Instructions," "Books", "Drills", "Health Service", and "Pupil Accounting". The writer placed these items under the general topic "Routine Procedures". The topic "Records and Reports" was relatively appropriate. Only two other topic headings were used often enough to warrant mentioning. These were "Teacher Records" and "Pupil Accounting". The topics "Supplies" and "Pupil Welfare" appeared to the writer to be appropriate and were adopted by the writer for inclusion in the basic five topics of the handbook.

Sub-Topics That Were Common in the Handbooks Received

In tabulating the frequency of the sub-topics under the five topic headings, a page by page screening of the 40 handbooks was necessary. There were a total of 134 sub-topics tabulated under the five topics. Because these subtopics are great in number, the writer has placed them in Table 6 which shows: (1) the placement of the sub-topic under the correct topic, (2) the frequency the sub-topic appeared, and (3) the per cent of incidence each sub-topic appeared in all the handbooks.

TABLE 6. SUB-TOPICS THAT WERE COMMON IN THE HANDBOOK

Topic	Sub-Topic	Frequency in 40 handbooks tabulated	Per Cent Incidence of the 40 handbooks tabulated
Teacher Welfare	Mail Box	6	20
	Check-in Book	6	20
	Salary Payment	21	52
	Salary Schedule	6	20
	Sick Leave	25	62
	Substitute Teachers	13	33
	Certification	15	38
	Transcripts	15	38
	Insurance	21	52
	School Calendar	33	82
	Education	15	38
	Extra Duties	10	25
	Teachers' Lounge	2	5

TABLE 6 (continued)

Coffee Regulations	2	5
Smoking Regulations	2	5
Gift Fund	2	5
Faculty Social Hour	2	5
Movie Tickets	4	10
Consultant Service	6	15
Faculty Counsel	2	5
Hours of Duty	35	87
Supervisory Service	6	15
Special Programs	2	5
Health Nurse	6	15
Custodian-Teacher Relationships	23	57
Secretary-Teacher Relationships	13	33
PTA	25	62
Faculty Directory	38	95
Course of Study	23	57
Social Security	15	38
Retirement	8	20
Professional Organizations	25	62
Teacher Institute	8	20
Ethics	20	50
Pay Roll Deductions	6	15
Salesmen, Agents, Solicitors	6	15

TABLE 6 (continued)

Fund Drives	4	10
Teacher Visitations	6	15
Cadet Teachers	6	15
School Philosophy	15	38
Industrial Accident	6	15
Teacher Evaluation	13	33
School Law Section	6	15
Time Allotments	6	15

Routine Procedures

Length of Day	38	95
Fire Drill	38	95
Earth Quake Drill	18	45
Civil Defense	10	25
Supervision of--		
Cold Lunch Students	25	62
Hot Lunch Students	27	67
Where Teachers Eat	6	15
Leaving Grounds	10	25
During Day		
Use of School Phone	18	45
Smoking Regulations	2	5
Duty Schedules	38	95
Inclement Weather Days	15	38
Discharging Students	33	82
during the Year		

TABLE 6 (continued)

Entering New Students	33	82
Use of Health Room	21	52
Movie Tickets	6	15
Superintendent's Bulletin	6	15
Faculty Building Meetings	33	82
Policy for Calling a Substitute Teacher	25	62
Procedure for Shifting Children	25	62
Workbooks	10	25
Supervised P. E.	13	33
Parties--Room, etc.	21	52
Field Trips	27	67
Lighting	25	62
Ventilation	25	62
Flag	10	25
Desks	15	38
Correcting Papers	6	15
Property Damage	13	33
Lost and Found	23	57
Room and Hallway Decoration	6	15
Lavatory Break	10	25
Homework	30	75

TABLE 6 (continued)

Dismissals for Piano, Church, etc.	13	33
Playground Regulations	21	52
Remedial Programs	10	25
Special Education	10	25
Bell Schedule	21	52
Room Order	13	33
Collecting Money	8	20
Discipline	27	67
Buses	13	33
Forms, Sample of	8	20

Records and Reports

Registers	38	95
Formulas for Balancing Registers	27	67
Milk Money	6	15
Permanent Records	33	82
Personal Folders	15	38
Principles of Reporting	35	87
Directions for Marking Report Cards	30	75
Parent-Teacher Conferences	30	75
Policy Governing Conference Scheduling	23	57

TABLE 6 (continued)

Health Records	23	57
Contagious Disease Charts	13	33
Accidents Reports	25	62
Attendance	38	95
Excuses	15	38
Tardiness	21	52
Truancy	18	45
Lesson Plans	27	67
Daily Program	21	52
Illness	25	62
Promotion Policy	33	82
Testing Program	18	45
Grade Books	23	57
Schedules; Auditorium, gym, lunch, lava- tory, film, etc.	25	62
Age at Which Children May Enter School	10	25
Inventory	6	15

Supplies

Opening Supplies	15	38
Major Supplies	38	95
Special Supplies	15	38
Text Books	23	57

TABLE 6 (continued)

Courses of Study	8	20
Audio-Visual Materials	25	62
Library Schedules	27	67
Library Regulations	18	45
Phonograph Records	8	20
Teacher Aids	21	52
First Aid	15	38
Room Library	13	33
Pupil Welfare		
Safety	15	38
Leaving School During The Day	10	25
Eating at School	15	38
Discipline	23	57
Clothing	10	25
Bicycle Rules	13	33
Telephone Rules	13	33
Student Counsel	8	20
School Insurance	8	20
School Hours	27	67

In regards to the sub-topics that were emphasized in the literature, 30 out of 40, or 75 per cent of the sub-topics mentioned by the authors, were also tabulated in the handbooks sampled. This shows then, some

indication that many topics and sub-topics are common to all schools and yet flexibility is left for using sub-topics which are peculiar to a particular school.

Briefly, the analysis of the contents of the handbooks from 40 of the elementary schools in Montana, Minnesota, and Oregon showed that the handbooks in general followed the pattern suggested by the authors of the literature. The method of reproduction was done in the majority of the handbooks in accordance with the view of the authorities. The content was much the same, and allowed flexibility of topics and sub-topics peculiar to their individual schools.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the purpose of this study to determine the possible contents for an elementary school faculty handbook.

It has been disclosed by literature that three factors seemed necessary in preparation and compilation of faculty handbooks. First, literature revealed that the faculty handbook, to be effective, must serve certain purposes such as: (1) successful orientation of new teachers, (2) the referral to a common reference as a resource for information and policy, (3) saving time by referring to the directions in the handbook, (4) the elimination of unnecessary bulletins or notices, (5) insuring uniformity in clerical and non-teaching duties of teachers, and (6) helping the principal think through administrative routines of the year.

Second, the contents of the faculty handbook should include:

(1) worthwhile material which relates to successful orientation of teachers, (2) written policies of the school system pertaining to teachers, (3) items that vary according to the individual school, (4) sample forms with information concerning the filling in of sample blanks, and (5) a special section for substitute teachers.

Third, in the literature it was pointed out that faculty handbooks should: (1) be mimeographed, (2) be contained in loose-leaf containers, and (3) be published on paper 8 1/2 x 11 inches in dimension. Further it was concluded in the literature that a faculty handbook whose content

is written in simple English, contains a Table of Contents, is teacher centered and does not contain unneeded detail, would constitute usable material for a faculty handbook.

Conclusions

1. Most principals seemed to favor the use of faculty handbooks.
2. The frequency of topics and sub-topics found in the faculty handbooks examined seemed to agree with topics and sub-topics suggested by authorities in literature for inclusion in faculty handbooks.
3. The handbooks examined contained a common core of topics which centered around the basic five topics of: (1) teacher welfare, (2) routine procedures, (3) pupil accounting and reporting, (4) supplies, and (5) pupil welfare.
4. Handbooks to be worthwhile, should be constructed in such a way so that they can be easily revised.

Recommendations

It is recommended that the elementary school principal should provide the necessary leadership in the organization and development of the faculty handbook. Further, it is recommended that the development of the faculty handbook be the result of group thinking and staff effort.

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APPENDIX

16 Prospect Drive
Great Falls, Montana
April 26, 1963

Dear

Another school year is fast drawing to a close and our thoughts turn to vacations and summer schools. Mine turns to the latter, summer school.

I am doing a paper as part of the requirements for completion of my Master's degree this summer. The paper has to do with a teacher's handbook or manual in the elementary school. These are some of the questions I'm trying to answer:

1. Are handbooks common in the elementary school?
2. Are the handbooks used by the faculty?
3. What items are usually found in this handbook?
4. What are the best forms and compositions used in the handbook?

If you have published a faculty handbook or similiar manual, would you please send me a copy? All materials will be returned if you so desire.

If you have not, I would appreciate a short note to that effect.

Your help will be appreciated.

Sincerely,

Roger D. Larson