STRUCTURE AND CONTENT OF A FACULTY HANDBOOK FOR ANTELOPE VALLEY COLLEGE

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CHAPTER I

INTRODUCTION

The problems of the teacher in coping with the day-to-day routine of teaching have been compounded in these days of expanding programs in the schools. Particularly is this true in areas, both instructional and geographical, where agencies other then the school district itself have interests which are evidenced in the school program.

Any device which may help to eliminate waste motion on the part of the teacher should be welcomed by an alert administration in the modern school. In these pressured times school teachers are beset by details concerned with functions which are not instructional, but nevertheless necessary. The needs of teachers for a knowledge of administrative duties was brought out by Reavis and Judd when they discovered that a classroom teacher occupies his day in 379 non-teaching duties as against 45 actual teaching duties. [1] These authors refer to a study by Klitzke to disclose that these 379 duties are divided as shown in Table I.[2]

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[1] William C. Reavis and Charles H. Judd. The Teacher and Educational Administration, p. 12.

[2] Ibid., p. 12.

TABLE I. DISTRIBUTION OF 379 NON-TEACHING DUTIES OF TEACHERS

Type of duty	Percent of total non-teaching duties
Managerial	50
Co-curricular or professional	39
Routine and clerical	11

Increasingly, the literature of modern education journals and periodicals have attested to the efficiency of the teacher handbook as a means of simplifying the details and problems of the administrative duties which encumber the teacher. It has been claimed that the handbook can help save steps, answer questions, give directions, and serve as a means of orientation for the teacher new to the school as well as the returning teachers.

Problems concerned with the managerial aspects of school operations will probably always be with the persons charged with the smooth running of the school program in any community. Any tool which can lead to better instruction in the school should be utilized. The development of such a tool to assist in the minimizing of the details outlined in Table I is the purpose of this paper.

The Problem

Communication between the teaching staff and the administration of any school usually is one item in the operation of a school which may be improved. Even in the smaller school in the rural areas, many teachers feel that the administration is not "getting through" to the teachers. Dennis determined that 50 percent of the teachers in the smaller schools in Wyoming complained that their administrators failed to inform the teachers adequately and that 35 percent of the teachers did not understand school policy.[3]

In the past, communication between the teaching staff and the administration of Antelope Valley College has not been cause for concern. Antelope Valley College was organized in 1929 as a division of the Antelope Valley Joint Union High School District, and for many years operated on the same campus as the high school. The college staff was integrated with the high school staff, the faculty teaching in both divisions in the early days of the college. With the establishment of a separate campus, and with the growth of the staff, the old "Blue Book", printed by the high school and used by the joint faculties of both schools, no longer was applicable to

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[3]Cyril Eugene Dennis, Teacher Morale in the Smaller Wyoming Schools, p. 89.

the college staff. The Blue Book was a faculty manual designed to answer all the questions which might arise about the operation of the school. It created about as many problems as it solved, and was not well received by the faculty, judging from the experience of the writer. Usually, it was stored in a dark drawer, to be resurrected and returned at the end of the school year. The problem which exists at this time is the development of a usable handbook for the faculty at Antelope Valley College, a handbook which will not only win acceptance with the faculty of the college, but which will also serve the college in a coming accreditation visit by the Western College Association.

Objectives of the Study

The primary objective of this study has been to develop the most suitable faculty handbook for the staff at the Antelope Valley College. To do so will involve the answering of these three questions:

1. What are the standards for faculty handbooks?
2. What items are usually contained in them?
3. What is the best composition and form?

Methods of Investigation

Answers to the above questions might be found in the published material in a well-equipped library, or

could be discovered by an analysis of the handbooks used by similar institutions in the nation. The writer has utilized both approaches - consulting the available published material and making an analysis of handbooks published in the junior colleges of California.

CHAPTER II

REVIEW OF LITERATURE

The published material at Montana State College was investigated to determine if any established pattern had been set for faculty handbooks. Particular attention was given to the purposes of the handbook, the handbook and orientation, the standards for handbooks, and the content of the handbooks.

Purpose of the Handbook

Readings in the field have revealed that a publication which is designed to serve as an administrative bulletin, teachers' manual, or faculty handbook generally serves more than one function. It can be used to orient the new teacher to the new teaching situation, at least in part. It can be used to refresh and to reenforce the teacher returning to the system. Jacobson, Reavis, and Logsdon have been impressed with its ability to focus the attention of the administrator on the numerous details of administrative routine, as shown in the following quotation:

> Such an administrative bulletin is invaluable in that it furnishes a handbook for new or substitute teachers, acts as a reminder to teachers who have served in the school, and causes the principal to think through the administrative routine for the year.

> ... the preparation of an administrative bulletin or handbook will serve to focus the attention on all the details which need to be faced before and after the opening of school.[4]

The preceding authors have suggested that the publication of a faculty handbook is strictly an administrative function, but other authors in the field have pointed out that faculty participation on a committee charged with the development of the handbook provides an effective method of making the handbook more meaningful to teachers, who actually are the people to whom the book should be directed.[5] The latter view, of course, ties in with the orientation of the new teacher and the refreshing of the returning teachers.

The Handbook and Orientation

Much has been written about in-service education for teachers and its purpose, but as Elsbree and Reutter pointed out, the orientation of new teachers to a district has not generally been considered a part of such education.[6]

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[4]Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal, p. 55.

[5]A. Mary Hutton, "What Every Teacher Should Know," The National Elementary Principal, 33:12, April, 1954; Florence Schulman, "A Helping Handbook for Teachers," The National Elementary Principal, 33:15, April, 1954; Lawrence E. Turner, "How to Develop a Handbook," The American Schoolboard Journal, 133:24, October, 1953.

[6]Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, p. 111.

It is generally agreed that proper orientation procedures can do much to facilitate the beginning of school and even have a continuing good effect on its smooth operation.[7] Despite the fact that the underlying objective of both orientation and in-service training are the same- the improvement of instruction - the separation of the two has been so definite that the 56th Yearbook for the Study of Education makes no mention of orientation while devoting the entire issue to aspects of in-service training of teachers.[8] It has seemed strange to the writer that the orientation of the new teacher in a teaching situation has not been considered a part of the in-service education of the teacher new to a district.

Not all writers in the field have been blind to the effect that a well-developed handbook can have in the orientation of the new teacher. Yeager, for instance, has maintained that "An attractive teachers' handbook will convey a good initial preparation."[9] If a handbook could be developed to conform with acceptable standards, it should be a help in easing the burden of the teacher

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[7] W. W. Carpenter and John Rufi, The Teacher and Secondary-School Administration, p. 54.

[8] Nelson B. Henry, ed., Inservice Education for Teachers, Supervisors, and Administrators.

[9] William A. Yeager, Administration and the Teacher, p. 162.

just starting in the profession or to an experienced teacher who is new to a school district.

The Standards for Handbooks

According to Shulman, by the definition of the word "handbook", a faculty handbook is short - designed for easy use and convenient handling.[10] Its function is to provide the teacher with needed information in a readable, succinct, reference form.[11] The study by Dennis[12] showed that poor communication with teachers was a cause of low teacher morale when it disclosed that half of the teachers who responded to his query complained that their administrators failed to inform them adequately on school matters, and that approximately 35 percent of them did not understand school policy. It should be remembered that these were conditions existing in small schools, where channels for communication are usually more open than are those in the larger, more complex school systems.

The publication of the handbook in mimeograph formseems to have found greatest favor in the views of the authors in print. Hutton has stated that the book

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[10]Shulman, op. cit., p. 12.

[11]John L. Bracken, "Let the Handbook Answer Those Questions," The School Executive, 73:55, October 1953.

[12]Dennis, op. cit., p 89.

should be of the loose-leaf type, which when "fastened with brads seems to be the most practical."[13] The loose-leaf, mimeographed handbook facilitates changes in text materials caused by changes in policies in the principal's office or by changes in the district office. The need for changes in material might indicate that there is divergence of opinion on the content of the handbook.

The Content of the Handbook

The content of a handbook for teachers has been given a varied treatment by the different authors, depending on the instructional level of the schools represented by these authors. Turner[14] has given a good, brief outline of the material for a handbook by commenting, in general, that a handbook is a statement of information about a school system and its operating policies; that it should be organized around major subject heads; should be developed by group thinking; should contain a table of contents and an index; and be adopted by the Board of Trustees. This structure is quite similar to the outline for orientation developed by Yeager in Administration and the Teacher.[15] He has maintained that a proper outline for the orientation of teachers new to a school system should

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[13] Hutton, op. cit., p. 16.

[14] Turner, op. cit., p. 24f.

[15] Yeager, op. cit., p. 162.

cover the following items:

1. The philosophy of the school
2. The organization of the school
3. The program of the school
4. Student accounting and evaluating procedures
5. School rules and regulations
6. The physical plant
7. General information

John Wilcox has suggested a slightly more extensive outline for the contents of a teachers' manual.[16] His list differed principally from that of Yeager in that he included three items which directly pertain to teachers in particular. In general, his material for inclusion in the handbook would be as follows:

1. History of the school
2. School policies directly affecting teachers
3. Functions of special faculty committees
4. Extra-curricular responsibilities
5. Attendance procedures and regulations
6. Disciplinary procedures
7. Guidance and medical services
8. Audio-visual facilities and procedures
9. Testing and reporting procedures
10. Other pertinent information

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[16]John Wilcox, "Put Policies and Procedures on Paper," The School Executive, 73:61, April, 1954.

Other writers have been more explicit and detailed in discussing material for inclusion in a faculty handbook. Hutton[17] would even include such items as retirement regulations, certification rules, sick leave provisions, and other legal provisions. Carried to an extreme, this type of material in a faculty handbook could lead to duplicating the educational code for the state, clipping it into a loose-leaf folder, and issuing one to each teacher.

Inasmuch as the material in print which dealt with faculty handbooks was limited, and agreement among the writers in the field was lacking, the second method of investigation was brought into the study - the analysis of handbooks published by junior colleges in the state of California.

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[17]Hutton, op. cit., p. 15f.

CHAPTER III

ANALYSIS OF HANDBOOKS

Inasmuch as the material available in published form has been rather scanty, the writer has attempted to assemble copies of existing handbooks from the public junior colleges of California. A letter was addressed to the Dean of Instruction of each of the junior colleges requesting that a copy of the current issue of the faculty handbook at each institution be sent so that comparisons of current practices could be made. A copy of the letter appears in the appendix.

Response to the Request

The response to the request for copies of the faculty handbooks used by 56 of the 57 currently operating public junior colleges in California was very gratifying. Handbooks from 37 institutions were received. Eleven of the colleges answered that they did not have a faculty handbook at the time of the request. Five colleges were engaged in the project of making major revisions and therefore did not send a copy. Only three of the colleges did not respond at all. Antelope Valley College, of course, was the 57th public junior college in the state. One college was anxious that the handbook be returned as soon as possible. This was done, so the comparisons made in this study were made on the basis of 36 handbooks. Analyses

of the physical makeup of the handbooks and the content were made on the handbooks and the results are discussed in the following sections.

Physical Structure

The first item of analysis for the handbooks was the physical structure - the type of printing or duplication and the method of binding. Readings in the available literature seemed to indicate that the mimeographed, loose-leaf handbook was desirable. Overwhelmingly, the California junior colleges seemed to reflect this attitude - 24 of the 36 handbooks used mimeographed material in the texts. Three utilized the spirit duplicating process. Six colleges published their handbooks by the offset printing method, and two (Compton and Pasadena) published their handbooks in the regular linotype form.

Of the 27 mimeographed handbooks, 23 were in the loose-leaf form, so that changes in material could be made rather easily. Three of the other four used the modern plastic, easy-opening type of fastener. The other one was stapled. Los Angeles Trade Technical Junior College sent a handbook that was reproduced by the offset method and bound in book fashion. Nine of the handbooks were stapled together, but since many of them were sent without the usual protective covers, it might have been that the stapled copies were for the convenience of the

recipient rather than the form in which they were issued to the teachers.

All but two of the handbooks were of the commonly used size for mimeographed material - the 8½ x 11 inch paper as used in this report. The two exceptions, Taft and Santa Rosa, actually issued pocket-sized handbooks of 6 x 9 inch dimensions. However, Taft had one of the briefest publications while Santa Rosa's handbook was one of the more extensive. Obviously, there was some difference in the content of these handbooks. Nor was the difference restricted to these two only.

Contents of the Handbooks

The policy of including "first things first" was followed by 24 of the colleges that sent handbooks. These 24 placed a table of contents in the front of the book. The method of classifying material in groups was utilized in forming the table of contents, although two institutions used an index as a table of contents. Six colleges included an index as well as a table of contents. As might be inferred, theirs were among the more lengthy handbooks.

A preface was included in 22 of the handbooks. The prefaces were used to do many things. The majority of them pointed out the philosophy of the particular institution and the purpose of the handbook. The philosophy of the college was outlined to a greater or lesser degree in 20 of the books available.

The calendar of events for the college was listed in 10 of the handbooks. These calendars were not generally very detailed, but two of them seemed worthy of special comment. Compton College published its calendar in two forms - one, a list of important events and their dates during the year; and the other, a regular, open-faced chart with these important events listed and room for the teacher to fill in other events as they came up during the year. Mount San Antonio College, which distributes its handbook to teachers at the opening meeting in the fall presented the most complete calendar of events found in any of the handbooks.

The organization of the administration of the college was outlined in varying degrees of completeness in 32 of the handbooks. This seemed to be a point about which there was very little divergence in the handbooks. A line of responsibility chart was included in 17 of the manuals, and 27 of them gave a breakdown analysis of the duties and responsibilities of the line members of the college faculty. The duties and responsibilities of teachers were covered in many different ways, with no predominant pattern being evident.

The handbooks showed complete agreement on one item of content - the safety regulations. The entire 36 handbook collection listed somewhere the accident procedures and emergency signals used at each institution.

Twelve of the handbooks gave the teachers some concept of the responsibilities of the student regarding conduct in the classroom, aside from the smoking regulations for the institution.

Student and auxiliary services were outlined by 32 of the responding colleges. The counseling and guidance program for the students, the activity program, service and social clubs, and athletics were given a great deal of attention.

The details of attendance reporting and the procedures for acquiring instructional materials, equipment, and other business office procedures were covered in 33 of the books. Of course, the varying sizes of the colleges helped determine the amount of detail that went into the procedures necessary to secure material from the district office. The larger schools generally referred the teacher to the department chairman to secure district support for some project, while some of the smaller schools go to great length to explain how money or equipment was obtained from the district office. However, no pattern was discernible here, since a reversal of the sizes of the schools in the preceding statements would not alter the truth of the statements in certain cases.

The composition of the various standing committees is often of interest to teachers in a college. The handbooks consulted covered the composition of such committees in 19 cases.

Authorities seemed to feel that the development of a faculty handbook should be a matter for group participation. Here perhaps is the point on which the faculty handbooks examined for the purpose of this study have differed most from the opinions expressed in literature. Seven of the colleges which sent handbooks make specific mention that the books were planned and organized with faculty participation.

It is interesting to note that only nine of the manuals described the local faculty club or organization with officers, committees, and meeting dates. This may be a commentary on the amount of faculty participation generally utilized in developing faculty handbooks.

A map of the campus was shown by two handbooks. The graduation requirements were listed by five. Eight colleges published a daily time schedule in their handbooks; only one published the examination schedule at the opening of school.

The length of the handbooks seemed to have little relation to the size of the institution from which it came. Taft Junior College, a small school, had a small handbook, set in small type for a total of eight pages. Citrus Junior College, a relatively small college, had a handbook of nearly 100 pages, not counting special forms and separator pages. Stockton Junior College had the handbook which took the largest number of pages, 129.

Stockton is not considered a small junior college, as it has about 1750 regular day students. Compton College is one of the best known and one of the largest junior colleges, and its handbook contained 25 pages. Pasadena, one of the oldest junior colleges in the state of California, had a handbook of 30 pages. Of course, it should be noted that the latter two were printed handbooks. This permitted the shortening of the book, as more material can be printed on a page than can be mimeographed. However, El Camino, a junior college of 2400 day students, mimeographed a very complete handbook in just 30 pages.

Briefly, the analysis of the handbooks from 36 of the public junior colleges in California showed that the handbooks in general follow the pattern suggested by the authors of the published material in the field. The method of reproduction and organization of content into major subject groups was done in the majority of the handbooks in accordance with the views of the authorities. The size of the institution had little influence on the size of the faculty handbook for the institution.

The readings from the literature and the analysis of the handbooks could be interesting diversions in themselves, but for the purpose of this study would have had little meaning if conclusions were not drawn and applications made on the basis of such conclusions.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND APPLICATIONS

It was the purpose of this study to ascertain what standards exist for the publication of a handbook for teachers in Antelope Valley College.

It has been disclosed that published material on the content and arrangement of material in a handbook designed to give essential information to and eliminate chores for teachers is scarce. Further, comparisons of handbooks of junior colleges in California showed a lack of conformity either in content or arrangement.

Correspondence with Deans of Instruction in the junior colleges of California indicates that there is some question as to the advisability of a handbook, particularly if it is filled with items with which teachers do not concern themselves. This correspondence indicated a tendency to swing toward the brief manual, such as is published by Compton College, Pasadena College, or El Camino College. A handbook could be too short, as has been indicated previously, but brevity is preferred to expansiveness.

It was concluded that a handbook which is brief, contains a Table of Contents for material which is grouped in classifications which help the teacher find where to find answers, which is teacher-centered and not

top-heavy with unneeded detail would be a workable answer to the problem for this study. Such a handbook is outlined on pages 26 and 27 of this paper.

Conclusions

Obviously, personal judgments are involved when any piece of subjective material is considered better than any other piece of similar material. One very definite conclusion seems clear to the writer, based on an analysis of the structure of handbooks and letters received from persons charged with the production of such books.

Since 75 percent of the handbooks were of the mimeographed, loose-leaf type, it follows that the people who produced them felt that the books were not the final answer or the ultimate in administrative bulletins. The books which were received were usually accompanied by notes to the effect that the books were last year's editions and were up for revision. Five colleges sent no book because of the problems in revisions and modifications. Even Stockton Junior College with the longest book felt there should be some changes in format and content.[18] In this present day, it is axiomatic that change is inevitable. Therefore, the first conclusion drawn from this study was that the handbook forthcoming from this study probably would not be the handbook to end all handbooks, but would

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[18] Personal letter to the writer from Philip C. Garlington, Stockton Junior College, dated April 29, 1957.

be subject to changes even as the seasons, and the structure of the handbook very likely would be of the mimeographed, loose-leaf form.

A second conclusion is that the trend in form seems to be toward what Turner[19] recommended - a concise statement of information about a school and its operating policies and organization. Regardless of the physical structure of the book, the handbook should not be something that teachers will hide away in the back part of the desk. One school had abandoned the faculty handbook because of the complexity of its content and the difficulty of getting the teachers to use it effectively.[20] This school is presently "mulling over the whole issue of a handbook. ...(They) feel that it is desirable to have one provided that it can be concerned with important things and not mere trivia."[21] Also, this college maintained that its handbook, when redrawn, would be more of a guide to where to find things than a detailed catalog which characterized its discarded handbook.

On the other hand, Glendale College is planning to do a much more complete handbook than the one which has

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[19]Turner, op. cit., p. 24.

[20]Personal letter to the writer from George C. Kimber, Sacramento Junior College, dated June 10, 1957.

[21]Ibid.

been in use there previously.[22] The plan at Glendale is to produce a book of the form used at Compton College, which is brief, concise, and contains pertinent information. Since Glendale's previous effort in handbook publication consisted of a five-page pamphlet, a much more complete book for the college need not be a long book.

A third conclusion of the writer, based on letters and conferences, is that the influence of the Western College Association on the production of faculty handbooks in the junior colleges of California has been widespread. The accrediting committees of the Association have indicated that the production of a faculty handbook is an essential thing.[24] This influence has resulted in the existence of such books, but does not seem to have resulted in a particular form or a common body of material.

It is a further conclusion that many things in a faculty handbook have no legitimate place there. Many of the handbooks have sections about salary schedules, sick leave and certification. These items need be covered but once for each teacher during the time the teacher works in one particular school district and this coverage is usually done fairly well at the time the teacher is employed. In-

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[22]Personal letter to the writer from John Kreider, Glendale Junior College, dated May 3, 1957

[23]Kimber letter, op. cit.

[24]Conference with Hugh Price, Consultant in Secondary Education, State of California, March 1, 1957.

deed, the teacher cannot be employed in the state of California unless certified to teach by the Department of Education. If a teacher doesn't know the base salary to be received, perhaps the teacher should be in some other business.

In line with the idea implicit in the name "faculty handbook", one of the available handbooks actually geared the entire content to assisting the teacher. Long Beach City College has listed the administrative officers of the college not by duties as such, but as the people that teachers should see with regard to the things the various administrators do with and for teachers. This approach seems to put the administrators in a different light than do some of the usual handbooks which list the administrators in terms of assigned duties and responsibilities and not in the light of assistants to the teachers.

These conclusions can be consolidated into guidelines for making applications to fulfill the purpose of this study.

Applications

As mentioned when drawing conclusions, personal judgments are involved when deciding on any particular pattern of faculty handbook, whether in physical form or in material for inclusion. Consequently, it resolves into a matter of choice or personal preference when the problem of drawing up a handbook for the faculty of any particular institution. Many of the books examined for this

study were largely "code" books of the action of the boards of trustees for the districts involved. Many such books are, from the experience of the writer, principally used to fill up the back spaces in desk drawers and are of very little practical use. It is hoped that the handbook for the faculty of Antelope Valley College can be a practical working guide for teachers. The opinion of the administration of Antelope Valley College coincides with the ideas of the writer.[25]

With this idea in mind, it is the purpose of the writer to offer to the administrative council of the Antelope Valley College a suggested form for a faculty handbook which will list information about the almost daily routine of the instructor in the college. It is the opinion of the writer that a handbook is most useful when the teachers who use it feel that it is something they can use when they want to, and not something to be regarded as "scripture". The following is an outline of material which the writer feels could reasonably be covered in a faculty handbook:

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[25]Personal letter to the writer from Dr. Lowell F. Barker, president of Antelope Valley College, dated July 3, 1957.

TABLE OF CONTENTS

I. PREFACE

II. GENERAL INFORMATION

Philosophy
Administration of the College
Map of the Campus
Calendar for the Year
Schedule of Meetings

III. THE INSTRUCTOR

How to Make Use of Administrators

See the President about:
See the Dean of Students about:
See the Dean of Instruction about:
See the Dean of the Evening Division about:

Classroom Responsibilities

Attendance Reporting
Class Roll Books
Testing and Reporting
Library Facilities
Audio-Visual Procedures
Field Trip Procedures
Standards of Teacher-student Conduct
Expendable Instructional Materials
Veterans' Regulations
Teacher Duty Hours and Absence Procedures

Co-curricular Responsibilities

Special Faculty Committees
Administrative Cabinet
Administrative Advisory Committee
Curriculum Committee
Student Personnel Committee
Library Committee
Departments of the College
Student Activities
Counseling and Guidance Services

Professional Responsibilities

In-service Education Requirement
Antelope Valley College Faculty Club

Southern California Junior College Association
California Teachers Association
National Education Association

District Office Relationships

Requisitions
Special Trips and Activities
Repair of Buildings and Equipment

IV. GENERAL REGULATIONS

Emergency Procedures
Fire Drill
Earthquake Drill
Accidents
Special Leave Provisions
Sabbatical Leave
Master Calendar and Scheduling of Events
School Publicity

While it is conceded that there are many other items which can be included and often are included in faculty handbooks, the writer's experience with handbooks and his correspondence with men charged with the publication of such books impells him to assert that the content here outlined would, in general, be sufficient.

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HANDBOOKS

Handbooks from the following junior colleges in California were utilized in this study:

Bakersfield College, Bakersfield
Chaffey College, Ontario
Citrus Junior College, Azusa
City College of San Francisco, San Francisco
College of Marin, Kentfield
College of Sequoias, Visalia
Compton College, Compton
East Contra Costa Junior College, Concord
El Camino College, El Camino
Fresno Junior College, Fresno
Fullerton Junior College, Fullerton
Glendale College, Glendale
Lassen Junior College, Susanville
Long Beach City College, Long Beach

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Los Angeles City College, Los Angeles
Los Angeles Trade Technical College, Los Angeles
Los Angeles Valley Junior College, Van Nuys
Modesto Junior College, Modesto
Mount San Antonio College, Pomona
Oakland Junior College, Oakland
Oceanside-Carlsbad College, Oceanside
Orange Coast College, Costa Mesa
Pasadena City College, Pasadena
Pierce Junior College, Woodland Hills
Porterville Junior College, Porterville
Reedley College, Reedley
San Bernardino Valley College, San Bernardino
San Luis Obispo Junior College, San Luis Obispo
Santa Barbara Junior College, Santa Barbara
Santa Rosa Junior College, Santa Rosa
Shasta College, Redding
Stockton College, Stockton
Taft College, Taft
West Contra Costa Junior College, Richmond
Vallejo Junior College, Vallejo
Ventura Junior College, Ventura
Yuba Junior College, Marysville

APPENDIX

Dear Sir:

If your college publishes a Faculty Handbook, you can help us at Antelope Valley College.

We find it necessary to begin publication of such a handbook and wish to see as many as possible from the junior colleges in California in order to do the best job we can.

If you have published a Faculty Handbook this year, would you please send us a copy? If you have not, I would appreciate a short note to that effect.

Your help will be very much appreciated.

Sincerely,

Warren R. Nunn,
Dean of Instruction

WRN:kb