

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1954

A handbook for parents in the Emerson Elementary School Mesa Arizona

Robert Ewing Renshaw
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Renshaw, Robert Ewing, "A handbook for parents in the Emerson Elementary School Mesa Arizona" (1954). *Graduate Student Theses, Dissertations, & Professional Papers*. 6031.
<https://scholarworks.umt.edu/etd/6031>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

A HANDBOOK FOR PARENTS
IN THE EMERSON ELEMENTARY SCHOOL
MESA, ARIZONA

by

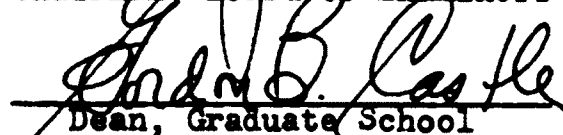
ROBERT E. RENSHAW
B. A. Parsons College, 1947

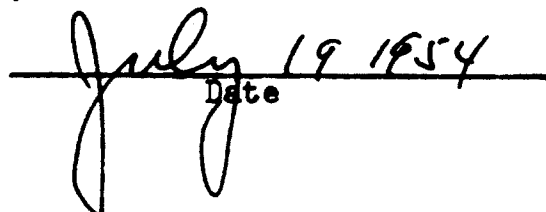
Presented in partial fulfillment of the
requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
1954

Approved by:


Chairman, Board of Examiners


Dean, Graduate School


Date

UMI Number: EP36832

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP36832

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	1
Purposes of the study	3
Purposes of this project	3
Delimitation of the study	4
Organization of remainder of paper	4
II. REVIEW OF THE LITERATURE	5
Literature on general criteria for	
a handbook for parents	5
Literature on general topics and informa-	
tion found in parents' handbooks	8
III. THE COMMUNITY OF MESA	13
Location and description of the community . .	13
The Mesa school system	14
Local Parent-Teachers Association	14
Types of children in the schools	15
Description of Emerson Elementary School . .	15
IV. DEVELOPING A PARENT'S HANDBOOK	17
Procedure used in developing the handbook . .	17
Questionnaire Number One	18
Questionnaire Number Two	18

CHAPTER	PAGE
Topic headings used in Questionnaire	
Number Two	21
Contents of the proposed handbook	26
Suggestions for evaluating the	
effectiveness of the handbook	28
V. SUMMARY AND RECOMMENDATIONS	39
Summary	39
Recommendations	40
BIBLIOGRAPHY	43
APPENDIXES	46
A A Handbook for Parents--Emerson Elementary	
School, Mesa, Arizona	47
B Samples of Questionnaires	61
C Letters	66

LIST OF TABLES

TABLE	PAGE
I. Number and Percentages of Alma and Emerson Teachers Rating Various Questionnaire Topics as "Important," "Worthwhile," or "Unnecessary"	19
II. Frequency with which Alma and Emerson Teachers Mentioned Various Suggestions Relating to Questionnaire Number Two	30

CHAPTER I

INTRODUCTION

The Problem. One of the great problems in the elementary schools of Arizona is that of orienting parents and children to the schools. Many people move into the state and enroll their children in the schools for a few months during the winter and then withdraw them in the spring to return to their home states. This paper describes an attempt to develop a handbook for such parents--indeed, all parents--whose children attend school at Mesa, Arizona.

Into any school system come children who must make new and oftentimes difficult adjustments. Especially is this true in the Mesa, Arizona, schools since children enter the system from all parts of the United States. Parents must meet new conditions in the community the same as children must meet new situations in the schools. Both parents and children feel in some degree uncertain and insecure regarding the standards and practices of the new school situation. A handbook concerning the overall school program ought to aid parents in helping the school in its task of adjusting the new pupil to school life.

This source of information contributes to better understanding of the school, the personnel, the instructional program, the

daily schedule, school facilities, and other policies and practices which affect the pupil, his parents, and his school.¹

The need for a handbook for parents became apparent during the 1953 fall registration at Mesa. Countless questions were asked and answered individually concerning the school program. These questions revealed a need for an informative booklet which could be distributed at the time of registration. Parents in possession of such a handbook would not need to call the school regarding incidental matters while school was in session, thus saving time for the principal and his secretary. According to McKown,² the main purpose of the handbook is to hasten assimilation of the new student. The parent can give his child information from the handbook which will aid him most rapidly to become a real member of the school.

Handbooks for parents are relatively new in usage, yet many school officials throughout the country have begun to distribute them, especially in larger schools. Parents and teachers should help in preparing information about the school that will simplify the adjustment problem. Cooperation of parents and teachers in writing the booklet should promote better public relations.

Usually such items as daily time schedules,

¹George C. Kyte, The Principal at Work (New York: Ginn and Company, 1952), p. 117.

²Harry C. McKown, Activities in the Elementary School (New York: McGraw-Hill Book Company, Inc., 1938), p. 413.

kindergarten, double sessions, use of books, recesses, attendance, safety precautions, bus routes, cafeteria, Parent-Teachers Association, playground and music activities, home study, pupils' reports, and the like are included in handbooks for parents. Very often a foreword or introduction by the superintendent or principal may include a statement of philosophy of purposes of the school. A plea for cooperation between the home and the school is sometimes included. A more complete discussion of the contents of handbooks will be found in the following chapter.

Purposes of the study. The purposes of the study were: (1) to analyze handbooks already in use in other school systems; (2) to report and evaluate methods used in the development of this handbook; (3) to report and evaluate some of the ways in which teacher relationships were affected by the development of the project; (4) to make recommendations for the evaluation of the handbook from the standpoint of the reactions of parents and teachers, and the adjustment of children.

Purposes of this project. The purposes behind the development of the handbook for parents were: (1) to make available for parents of children in the Emerson Elementary School, Mesa, Arizona, information which would (a) acquaint them with such matters as school objectives, registration procedures, scheduling, dismissal time, P.T.A. organization, cafeteria, playground and extra-curricular activities;

(b) save time for both the administrator and teachers; (c) and lead parents to a better understanding of their children's potentialities and what the school expects of them; and (2) to use the project as a means of bringing about a better working relationship between the parents and the school.

Delimitation of the study. This study is limited to the development of a handbook for the Emerson School at Mesa, Arizona. No assumption is made that the handbook will fit any other school system. Rather, it is taken for granted that any handbook should be tailored to a specific school system. Such can only be done through careful study by the persons involved, namely, teachers and parents.

The remainder of this paper consists of a review of handbooks that are now in use (Chapter II); a brief description of the community and the school in which this handbook is to be used (Chapter III); an explanation of the manner in which this handbook was constructed (Chapter IV); and a summary of foregoing chapters (Chapter V). In Appendix A will be found the handbook developed in the study. Samples of the questionnaires along with letters used in the study are found in Appendixes B and C.

CHAPTER II

REVIEW OF RELATED LITERATURE

A survey of the literature shows that very little was written about the use of handbooks as a means of linking the home and the school until quite recently. Population shifts during and since World War II have caused adjustment problems for both children and parents as they have moved from place to place. Since large numbers of Americans are now moving from one community to another, schools are faced with the problem of "communicating" their policies, practices, and customs to the newcomers. Both parents and children feel more secure in their relationships with the new school if they have adequate answers to their questions.¹

Turner² defines a handbook as a statement of general information about a school system and the policies governing its operation. A handbook is useful when the following criteria are upheld:

1. The handbook should be in accordance with state laws, rules, and regulations.

¹C. Glen Hass and Henry C. Fox, "Handbook for Parents," National Elementary School Principal, 33:19-23, April, 1954.

²Lawrence E. Turner, "How to Develop a Handbook," American School Board Journal, 126:24-25, April, 1953.

2. The handbook should meet the needs of a particular school situation.

3. The handbook should be the result of group activity. No one person can organize and assemble all of the material as well as experts in the various subject areas.

4. The content should be logically organized around major subject heads.

5. The board of education of the school system should officially adopt the handbook and make it a part of its official records.

6. A handbook should be published in a manner which will make it most convenient to the people who use it.

Arlington County, Virginia,³ has developed a total of seven handbooks. One entitled, "We Go to School in the Primary Department," applies to grades one through three. Suggestions as to how parents may prepare their children for starting to school, progress during the first year, and general school life of the lower elementary child are taken up. The handbook for intermediate children (ages nine, ten, and eleven) describes how parents may help school children at this age. Information is given concerning the instructional program, units of work, grouping of children, and a description of a typical day at school. Included in this booklet are facts about the curriculum, contributions of

³Hass and Fox, loc. cit.

supervisors, visiting teachers and helping teachers, as well as a discussion of the testing program, the school library, homework, reporting to parents, and transfers. Arlington County has developed similar handbooks at the junior and senior high school levels. Special handbooks called "Parents' Guide to Successful Conferences," "Uncovering Hidden Numbers (Arithmetic)," and "What About Reading?" have been developed over the past few years.

All of the Arlington handbooks were written by committees consisting of parents and teachers. Suggestions for working and planning came from a Community Council for Instruction representing laymen, civic groups, and the Parent-Teachers Association.

A supply of handbooks is kept available to distribute to new students at Arlington as they enroll. Parents of third grade children receive the handbook for intermediate grades in the spring before their children entered fourth grade in the fall. This same procedure is followed at the junior high and high school levels.

Dade County Florida,⁴ determined what should be included in its handbooks by using suggestions derived from the following sources: (1) questions actually asked by those new in the community; (2) interviews with newly enrolled children and their parents; (3) suggestions from people directly or indirectly related to the school; (4)

⁴Hass and Fox, op. cit., p. 21.

school practices and policies which needed explanation; (5) district policies and state laws.

Among the general topics included in handbooks distributed by various schools in Dade County are the following:

Address change	Parties
Age requirement	Physical Education
Band	Philosophy of School
Cafeteria	Rainy Days
Calendar	Remedial Work
Excuses and Passes	Respect for Property
Fees	Reports to Parents
Field Trips	Safety Practices
Health Room	School Hours
Homework Policy	Student Activities
Library	Supply Store
Lunch periods	Textbooks
Monthly Bulletin	Transportation
Parent Organizations	Visitors
Parent-Staff Conferences	Withdrawals and Transfers

Like Arlington County, Virginia, Contra Costa County Schools, California,⁵ published a series of four handbooks for the four elementary levels. Attractively illustrated and aimed at making the parents understand their children better, the books also present the school curriculum, health services, library facilities, and a few important phases of the State School Code.

The Carlsbad, New Mexico Schools⁶ distribute a different type of handbook. Their booklet contains specific information about school zones, attendance regulations, school buses, hours, report cards, the testing program, fire

⁵Handbook Committee, "Handbook Series," (Martinez California: Contra Costa County Department of Education, 1953).

⁶Irvin P. Murphy, et. al, "Parents Handbook for Elementary Schools," (Carlsbad, New Mexico: Carlsbad City Schools, 1953).

drills, textbooks, supplies, and a calendar of school activities. The size is five and one-half inches by nine inches with pages stapled together. Hass and Fox⁷ recommend the use of smaller size booklets. The Carlsbad Schools have followed this suggestion. Each page is of different length, with the title at the bottom, so that quick reference is possible for parents who want to read about a particular topic. The titles of the sections in the handbook are printed in large type. An attractive illustrated cover is used. The booklet was devised for the entire Carlsbad Elementary Schools and not for any particular grade levels.

Bracken⁸ informs us that a handbook can be an excellent public relations tool. More and more alert school administrators are using the printed handbook to inform the public about school activity. Administrators are also using the handbook to answer the many questions that parents have concerning the school. They ask such questions as: What shall the child wear? Shall his clothes be labelled? What do you do if he gets sick or hurt? Will he play outdoors? Is the teacher specially trained? What are the school hours? Can we visit school? What kind of lunch is served? How much does it cost? These and countless other questions can be readily answered in the printed handbook, resulting in conservation of time for principals, secretaries, and

⁷Hass and Fox, op. cit., p. 23.

⁸John L. Bracken, "Let the Handbook Answer These Questions," School Executive, 73:54-55, October, 1953.

teachers.

Handbooks need to be brief and simple enough to be easily understood. They should be colorful, attractive in design, and well illustrated. Bracken⁹ states that in Brockton, Massachusetts, the "Getting Ready for School" handbook is shaped like a schoolhouse; that "Primer for Presidents" produced by South Bend, Indiana, Schools has an eye-catching, rust-orange cover, with sub-heads in red italics to break up the book's copy; and that "We Go to Kindergarten," handbook for parents at Roslyn Heights, New York, has a cover finger-painted by a kindergarten child. The Contra Costa County, California,¹⁰ handbooks contain many photographs showing actual school scenes.

"First Days in School"¹¹ from Eugene, Oregon, is a simple handbook containing only nine pages in different colors, pages varying in length, with topic headings at the bottom of each sheet. The first page contains a statement from the superintendent of schools urging the cooperation of parents. The booklet was designed for parents of first grade children and contains information about progress reports, the school lunch program, school hours, the year's calendar, special services, a page of general information, and a contagious disease reference chart.

⁹Ibid., p. 55.

¹⁰Handbook Committee, loc. cit.

¹¹Clarence Hines, "First Days in School," (Eugene, Oregon: Eugene Public Schools, 1950).

Cherokee Public Schools,¹² Cherokee, Iowa, published a handbook for parents of kindergarten children, explaining briefly to parents what to expect in the kindergarten program. Registration notes were included, as were information on preparing children for entering school, home visits, parent conferences, supplies needed, and health reminders. This handbook was prepared by Miss Helen Quirk, the elementary supervisor of the school.

One of the handbooks received from the National Education Association Research Division,¹³ was entitled "You and Your School," published by the Battle Creek, Michigan, Schools. This handbook is described by Elsbree and McNally.¹⁴ They commended the use of the handbook as an additional reporting technique, as well as a means of orienting both parents and children to the ways of the school.

Hagman¹⁵ gives a description of the Rockford, Illinois, handbook to parents. The booklet contains much the same material as others reviewed here, except that a questionnaire to be filled out for the school records is

¹²Helen Quirk, "And Now It's Kindergarten," (Cherokee, Iowa: Cherokee Public Schools, 1952).

¹³Handbook Committee, "You and Your School," (Battle Creek, Michigan: Battle Creek Public Schools, 1950).

¹⁴Willard S. Elsbree and Harold J. McNally, "Elementary School Administration and Supervision (New York: American Book Company, 1951), p. 187.

¹⁵Harlan L. Hagman, "The Administration of American Public Schools (New York: McGraw-Hill Book Company, Inc., 1951), p. 382.

included.

Present day educators are generally agreed that handbooks for parents are one of the latest devices for promoting good public relations. Kyte¹⁶ is of the opinion that this source of information contributes to better understanding of the school, the personnel, the instructional program, the daily schedule, school facilities, and policies. There is much confusion in our schools today which undoubtedly could be avoided if administrators would put forth more effort to keep their public informed about what is going on in the school. The publication of parents' handbooks is a step in the right direction. Parents must work hand in hand with school people. Where this is done, better schools are in operation and outside criticism is at a minimum.

A handbook for parents need not be an expensive undertaking. The principal and the school secretary can very easily hectograph or mimeograph the pages for the booklet. After committees have prepared materials to be included, and submitted them for publication, a small editorial staff can decide upon the sequence and general arrangement of materials. Cleverness and originality of the committees will determine how elaborate or simple the book will be. Most important is that the booklet meet the needs of the particular school and the community.

¹⁶George C. Kyte, The Principal at Work (New York: Ginn and Company, 1952), p. 117.

CHAPTER III

THE COMMUNITY OF MESA

Mesa is located in South Central Arizona, sixteen miles east of Phoenix, in the Valley of the Sun. The town has a population of 23,000 and is served by the Southern Pacific Railroad, which runs through the agricultural sections of the community.

The climate in Mesa seldom reaches the freezing point at any time during the winter so that extensive truck gardening, and the growing of citrus, melons, cotton, and legumes is carried on the year around. Irrigation from dams and reservoirs in the mountains above the city provides the major portion of water that is used in this agricultural community. Annual rainfall is negligible.

Mesa is predominately a winter resort for tourists from all sections of the country. Many courts, motels, and hotels as well as health resorts are filled to capacity during the winter months. Many visitors come to Mesa for reasons of health. The warm, dry atmosphere has proved beneficial for people suffering from rheumatism, tuberculosis, and other respiratory diseases.

Many of the people in Mesa are members of the Church of Jesus Christ of Latter Day Saints (Mormon). There are

fifteen churches of this denomination, as well as many churches of other faiths.

One large high school and a new and spacious junior high school provide education for secondary students. Eight elementary schools within the city and one new elementary school outside the city, make up the elementary system.

One unique feature of the Mesa school system is that one building houses kindergarten and first graders in the city; another building educates only first and second graders; while still another building has third and fourths; and still another, fifth and sixth graders only. This practice has been used in Mesa for some twenty years but new schools that are now being built in the city are thought of as neighborhood schools, and include grades kindergarten through six. Buses transport children from building to building, so it is possible that one family might have children attending several different schools in the city. The original idea behind the separation of children by age groups was to keep down discipline problems which often arise when younger and older children are placed together in the same building. The trend in Mesa today is away from separation by ages and toward putting all grades in the same building.

Many civic and community organizations are active in Mesa. The P.T.A., for example, in each school does a commendable job of work each year. Regular monthly meetings are held and programs of an informative and educational nature are presented. Some of the recent projects the

groups discussed at meetings, and on which committees followed through, were: the establishment of stop lights at a dangerous crossing near the school, removal of a large tree, and coverage of a canal at a dangerous intersection where children must cross to go to and from school. Conducting an active campaign in the city to have all open canals covered was another project of the P.T.A.

The population of the city includes Mexicans, Indians, Negroes, and Orientals. Desegregation of Negroes in the elementary schools, which is now the law, will not cause any particular problems of overcrowding in the other schools because most of the colored settlement will remain intact, except for a few scattered families on the fringes of the Negro district. Indian students are transported into Mesa schools from reservations where no schools are located. There are many Mexican families whose children attend the Mesa schools. The low standard of living that exists in these groups presents no particular problem in this school.

The Mesa schools maintain a system-wide curriculum coordinator for elementary schools, a testing and guidance director for all schools, an elementary supervisor, and an extensive buildings and grounds maintenance program.

Emerson Elementary, Mesa's newest grade school, was opened for classwork on March 15, 1954. Eleven teachers, two janitors, a school secretary, and a principal composed the school personnel. The building includes eleven classrooms built in two wings with outside hallways. Behind

these is a large multi-purpose room with cafeteria, auditorium, and stage. In 1953-54 Emerson had two sections of each grade level through grade five; in 1954-55 there will be only one fifth and one sixth grade. The 1953-54 faculty consisted of ten women teachers and one man, a fifth grade teacher. Most all of the teachers had been in Mesa for a number of years and were well established in the community. There were 370 children at the peak of the enrollment during the year the study was made. Most of the children came from homes of a stable population. Most of the parents were home owners. Nearly all races and creeds were represented.

When the faculties of Alma and Emerson Schools were first asked to participate in the development of a handbook for parents, they showed keen interest, and a willingness to see the project through for the improvement of the school program. The faculties were very cooperative and willing to work to improve the school program in any way possible.

Mesa is a growing community. Large numbers of winter visitors, of which many become permanent residents, increase the school population annually. One of the biggest problems faced by the administration is providing classroom space to accommodate the tremendous increase. Plans for new elementary schools are being made. The coming school year will find at least two of the elementary schools operating in double sessions.

CHAPTER IV

DEVELOPING A PARENT'S HANDBOOK

The purpose of this chapter is to discuss the way in which the handbook for parents was developed, to discuss the selection of topics, and to present a summary of the contents of the proposed handbook. The handbook itself is found in Appendix A, p. 47.

PROCEDURE USED IN DEVELOPING THE HANDBOOK

The Superintendent of the Mesa Public Schools was informed first of the proposed idea for the handbook. His approval was given to the project, and he stated that he felt some benefits might result from the adoption of a handbook for parents.

The new Emerson School plant was not yet completed so double sessions were being held at the Alma School. This meant that the affairs of the two schools were, of necessity, closely allied, even to the formation of one Parent-Teachers Association to serve both schools. The Executive Council of the P.T.A. was informed at its first meeting in September of the idea of the handbook. Interest was manifested and many ideas were contributed in the discussion period that

followed. The fact remained that while such discussions were valuable, more concrete data would be necessary. To collect such data, it was necessary to formulate and distribute questionnaires.

Most of the work on the two handbook questionnaires was done by the faculties of the Alma and Emerson Schools. A committee of three teachers and the principal screened a list of items handed in by twenty-nine teachers. The items were reduced to a list of twenty and the questionnaires were made on the basis of these twenty. Two questionnaires were devised, one for parents and teachers, and the other for teachers only.

Questionnaire Number One¹ listed the twenty items so that teachers and parents could simply check under three columns headed "Very Important," "Worthwhile," and "Unnecessary." The superintendent hesitated to have the questionnaire sent to parents because, in his opinion, some items were of a controversial nature. Therefore, only teachers filled out Questionnaire Number One. Table I on the following page shows the frequency in numbers and percentages of teachers checking each item as "Very Important," "Worthwhile," and "Unnecessary."

Another form, which will be referred to as Questionnaire Number Two,² was written for teachers only. Here, in

¹Appendix B, p. 61.

²Appendix B, p. 63.

TABLE I

NUMBER AND PERCENTAGES OF ALMA AND EMERSON TEACHERS
RATING VARIOUS QUESTIONNAIRE TOPICS AS
"IMPORTANT," "WORTHWHILE," OR "UNNECESSARY"

	Important		Worthwhile		Unnecessary	
	No.	%	No.	%	No.	%
Objectives of School	24	96.0	1	4.0	0	0
Admission for Kindergarten	23	88.5	2	7.3	1	3.8
School Supplies	13	50.0	7	26.9	6	23.0
Academic Goals of School	6	24.0	17	68.0	2	8.0
Citizenship Goals	15	57.7	9	34.6	2	7.7
P.T.A. Importance	4	16.0	16	64.0	5	20.0
School vs. Homework	6	23.0	13	50.0	7	26.9
Holidays During Year	9	34.6	12	46.1	5	19.2
Library Facilities	3	11.5	15	57.7	8	30.8
School Laws of Arizona	3	12.5	17	70.8	4	16.6
Nursing and Health	17	65.4	9	34.6	0	0
School Drives for Community	5	20.0	14	56.0	6	24.0
Assembly Programs	2	7.7	15	57.6	9	34.6
Music Programs	10	38.5	13	50.0	3	11.5
School Lunch Program	16	64.0	8	32.0	1	4.0
Bulletins to Parents	12	48.0	9	36.0	4	16.0
Fire Drills	9	34.6	8	30.8	9	34.6
Visual Aids Program	5	19.2	18	69.2	3	11.5
Physical Education	5	20.0	14	56.0	6	24.0
Noon Concession Stand	8	30.8	10	38.4	8	30.8

each of the twenty areas, teachers were requested to write in suggestions under the various headings. Twenty-nine faculty members of the Alma and Emerson schools completed the two questionnaires.

Questionnaire Number Two provided the basic material for the handbook. Table II, at the end of this chapter (p. 30), presents a summary of the suggestions written in by teachers. The number after each item signifies the number of teachers listing that idea. In making the summary, only the items suggested by two or more teachers were listed, except in the sections on academic and citizenship goals for the various grade levels. The items most heavily weighted (according to the number of teachers listing the same suggestion) were used, in most instances. In the actual development of the handbook not all of the suggestions were used, and in a few cases, items that were listed frequently by teachers were not used. For example, several teachers thought the handbook should advise parents that their kindergarten child should bring a rug for rest periods and an apron for painting (listed as "Materials Needed" in the summary). In the actual writing of the handbook, it seemed inadvisable to burden parents with information as detailed as this.

A brief discussion of some of the suggestions and ideas that teachers listed under each topic of Questionnaire Number Two will follow. The topic, "Objectives of the School," revealed that the most frequently mentioned suggestion was

"to make better citizens." More teachers indicated this objective than any other. "To teach mastery of tool subjects" was listed by many teachers and several felt that teaching children to work and play cooperatively was important. A few placed the teaching of democratic living as an important suggestion. There is a definite overlap in the suggestions teachers have listed under each topic.

Under the heading, Requirements for Kindergarten, the teachers suggested that age minimums and presentation of the birth certificate were the most important things for parents to know. Other teachers thought that parents should know about the length of sessions. This was included in the time schedule. Purpose, program, and materials needed for kindergarten were given some consideration, however, this type of information was not included, in a brief general handbook, due to the detailed nature of such material. Perhaps a handbook for kindergarten only, or for the lower grades, should contain such specific information.

Many teachers suggested that parents should be informed about the purchasing of workbooks, while even more were of the opinion that parents should know something about state textbooks and school supplies. This was brought out under the topic, "Textbooks--Workbooks--Supplies." Some teachers wanted parents to know the cost of special project materials, but this information did not seem appropriate in view of changing projects and costs. Indications were made in a very few cases, that parents should know about fines

being collected for lost or misused textbooks. The handbook contains this information.

The teachers felt that it was not necessary to provide much information about school laws. Many did list regular school attendance, responsibility of parents for attendance, and respect for school property as being the laws of most concern to parents.

The topic, "Academic Goals," brought out varied ideas. The teachers at each grade level put down what they felt were the accomplishments in each subject to be achieved in their grade. Here, again, a general statement was deemed to be more desirable, rather than a cumbersome amount of material which parents might not read. Should the handbook be aimed at a particular group of grades, such as kindergarten through second, then this information would certainly be important.

Citizenship, as indicated in parent-teacher discussions during the survey, was a topic that many wanted included. They reported that more emphasis on this subject should be placed before parents. Therefore, nearly all teachers listed something under this heading, but their answers were varied. Respect for the rights of others, room orderliness, and preparation for democratic living were given the most emphasis. These ideas were incorporated in the handbook.

About one-half of the teachers indicated that the purpose of the Parent-Teachers Association was to bring parents and teachers together for a better understanding of

the problems of the child. Eleven stated that the prime importance of this organization was to work together for a better overall school program.

Homework policy gave rise to a variety of answers. A small minority said it should be left up to the individual teacher. A few teachers said that a little homework at times is necessary. Several felt there should be none except for make-up purposes. The city-wide policy is the same as was stated under the topic "Homework" in the handbook.

Teachers were divided in their opinions as to how holidays should be mentioned. About one-third wanted only the days for which school is dismissed included. Several teachers wanted a list of all holidays on a school calendar. Others suggested the sending of bulletins just prior to the holiday. A few teachers felt that it was not necessary to mention holidays at all, while others suggested that the grade level would determine the study or observance of the holiday.

Surprisingly, a small minority of teachers did not want any information about the school library in the handbook. Many teachers listed little or nothing under this heading in the questionnaire. A few teachers suggested that we tell parents briefly about the use of books and magazines, and the fact that they were available to children. Incidentally, the library facilities at Emerson are inadequate at present, primarily due to the newness of the school.

The topic, "Nursing and Health Program," was completed by very few teachers. They indicated that this could be more adequately explained by the nurse. The information that is included in this section of the handbook came chiefly from the school nurse.

Eleven people suggested that we tell parents that the school participates in only seven community drives during the year. Most of these teachers indicated that parents should be told that giving is not compulsory, but that the child is taught to share with others less fortunate than himself.

Under the topic, "Entertainment and Educational Programs," several people mentioned that the film program correlated with school studies. Seven noted that three entertainment films per year were shown. Other entertainments mentioned were assemblies and lectures, holiday room parties, assemblies given by police and fire department personnel, and assembly programs brought in from other schools.

In the music training section of Questionnaire Number Two, band and instrumental groups were mentioned most frequently. A few teachers listed music appreciation programs over the radio, while several suggested that parents be told about choral groups.

Nearly all teachers wanted detailed information about the school lunch program presented in the handbook. They suggested such items as cost of the lunch, type of meals

served, and general supervision of the cafeteria as points to be included.

In the section on School Bulletins, many teachers said that parents should be told about special school activities and announcements through bulletins. Several were of the opinion that the bulletin was a means of linking home and school; a very few said they were useless.

Most teachers wanted the handbook to mention that fire drills were held regularly. Several said that parents should know how the drills are conducted, who supervises them, and the importance of preparation in the event a real fire should occur.

There were a few answers on the questionnaires that indicated nothing should be said about visual aids. A small number of people said that the handbook should indicate a school policy concerning the value of visual aids in modern education.

Under "Physical Education," ten teachers thought parents should be told nothing. A few suggestions were made to let parents know about the importance of health, body care, and sportsmanship in physical education.

The topic, "Noon Concession Stand," was clearly a matter of controversy among teachers. Many people felt it was justified because it kept the children on the school grounds at noon, while a large number of teachers definitely expressed dissatisfaction with the noon concession stand because they felt the school should teach good health habits

instead of the eating of sweets.

Teachers were given an opportunity to make further suggestions for the handbook at the end of the questionnaire. One suggestion was an explanation of the grading system and report cards; another idea was to tell about the policy of promotions and retention. Both were included in the handbook. Several of the items listed were not considered important enough to include.

While the questionnaires were helpful, other handbooks reviewed were valuable aids in developing this project. What was desirable from the community standpoint and permissible from the administration's viewpoint, also influenced the selection of material to be used.

CONTENTS OF THE PROPOSED HANDBOOK

The body of the proposed handbook is presented under twenty-one major headings:

1. Foreward: (A statement by the principal urging cooperation of parents and inviting them to visit their school.)
2. General Objectives of the School: (Briefly describes the school program in terms of the general goals for children.)
3. Admission Requirements for Kindergarten: (States minimum age for entrance, reminds parents to bring the child's birth certificate, and discusses the kindergarten program briefly.)
4. Textbooks--Workbooks--Supplies: (Tells briefly what supplies are furnished and what parents have to buy.)
5. Academic Goals--Promotions--Reporting: (A general statement aimed at explaining what is expected of children)

from an academic standpoint, the policy of promotion and retention, and techniques of reporting.)

6. Citizenship Goals: (Gives a picture of the school's efforts to produce good citizens.)
7. Importance of the P.T.A.: (Deals briefly with the manner in which that organization functions as a part of the school.)
8. The School's Attitude Toward Homework: (Gives some general hints and suggestions concerning home study necessary for some children.)
9. School Calendar: (Lists vacation periods and other important dates during the year.)
10. School Library Facilities: (Deals with the school library and its use.)
11. School Laws: (Treats the importance of regular attendance and the duty of parents in this respect.)
12. Nursing and Health Program: (Tells parents how the school nurse functions, what facilities are available, and what tests and inoculations are given.)
13. The School's Part in Community Activities: (Deals briefly with the drives and campaigns in which the school participates.)
14. Assembly Programs: (Mentions the kinds of programs held, the frequency and purposes of programs.)
15. Music Program: (Tells briefly what is available for children in vocal and instrumental music.)
16. The School Lunch Program: (Deals with kinds and cost of meals served in the cafeteria.)
17. School Bulletins to Parents: (Informs parents about bulletins sent out to announce items of special interest.)
18. Fire Drills: (Deals with procedure and frequency of fire drills.)
19. Visual Aids: (Briefly states the visual aids used in the school program.)
20. Physical Education: (Mentions the general function of the physical education program.)

21. Noon Concession Stand: (Tells parents about the availability of candy, ice cream, and soft drinks at noon.)

SUGGESTIONS FOR EVALUATING THE EFFECTIVENESS OF THE HANDBOOK

The handbook, as a device for the orientation of parents and children, will need to be evaluated on the basis of whether or not their questions and problems are actually lessened through its use. Opinions of teachers definitely have a place in the evaluation of the handbook. They will be the first to learn of new attitudes of parents as reflected in the children in the classroom. Teachers will also be the first to notice any appreciable changes in the abilities of new children to make adjustments to the school environment. Discussion at staff meetings will reveal reactions both for and against the handbook.

The use of a questionnaire to teachers, at the end of the year's trial use of the handbook, will bring out facts pertaining to its evaluation. Answers to such questions as: "Did parents like the handbook?", "Have teachers saved time in school as a result of information in the handbook?", "Do teachers feel that it adequately answers the questions about which parents are most concerned?", "Have new pupils been able to adjust more rapidly to school life?", "Do parents have any better attitudes toward the school?", and "What suggestions do teachers have for improvement?" will help in determining the success of the handbook.

Questions similar to those asked of teachers might be

asked of parents. The P.T.A. meeting will provide an ideal setting for discussion of the merits and demerits of the parents' handbook. Here, as in the staff meeting, will come much valuable information about the usefulness of the booklet. Evaluation, from the parents' standpoint, should be helpful in determining what changes are necessary when the booklet is revised. Since the parents are the persons for whom the information was provided, they will be the ones best qualified to judge the value of the handbook. Studies have shown that when parents are informed about what is happening in the school, attitudes and relationships are improved.

The monthly principals' meetings, held with the superintendent, should provide an excellent place for discussion concerning the handbook's value from an administrative viewpoint.

TABLE II

FREQUENCY WITH WHICH ALMA AND EMERSON TEACHERS
MENTIONED VARIOUS SUGGESTIONS RELATING
TO QUESTIONNAIRE NUMBER TWO

	<u>Frequency</u>
1. List briefly the general aims or objectives of our school.	
a. To make better citizens	16
b. To teach mastery of tool subjects	10
c. To teach the child to work and play cooperatively	6
d. To teach the child to live successfully in a democracy	4
e. To prepare the child for adequate adjustment in his society	4
f. To adjust the curriculum to meet the needs of each child	3
g. To develop the child's appreciation of music, arts, and literature	2
h. To teach the child respect for the rights of others	2
i. To teach the fundamentals of good health habits	2
j. To develop the child socially	2
2. What should parents know about the entering of children into kindergarten?	
a. Age--birth certificate needed	20
b. Length of sessions--rest periods	11
c. Materials needed	7
d. Purpose and program	5
e. Recommendation for immunizations and physical check-up before registration . .	4
f. Tell parents of maturity differences in individuals	3
g. Registration dates and procedures	2
h. Child should know his name, address and telephone number	2
i. Parents should not linger on the first day	2
3. What should we tell parents about supplies the school furnishes the child, and which items we request him to buy?	
a. Tell parents about all State furnished books and supplies	23

Frequency

- b. Tell parents about purchase price and number of workbooks at each grade level 19
 - c. Tell the cost of special project materials during the year 11
 - d. Care of supplies 4
 - e. Tell parents about fines for damage and loss of books and supplies 3
 - f. Teach appreciation of money expended by the State 2
4. List the school laws to which you think the parents' attention should be called.
- a. Attendance and school age laws 19
 - b. Nothing 7
 - c. Not to leave school grounds without written permission 5
 - d. Parents are held responsible for school attendance 4
 - e. Child labor law 3
 - f. Caring for school property 2
 - g. Obedience and respect for authority 2
 - h. Importance of being on time 2
 - i. No fighting on school grounds 2
5. List what you consider to be our academic goals for children in your grade.
- a. Kindergarten
 - (1) Be able to print name
 - (2) Know numbers to 10
 - (3) Knowledge of school rules
 - (4) Reading readiness
 - (5) Experiences with art, music, dramatics, and playing games
 - (6) Accept responsibility
 - (7) Develop a sense of belonging to the group
 - (8) To reason and carry out directions
 - (9) To listen attentively
 - (10) To share cooperatively kindergarten materials
 - (11) Know letters of the alphabet (recognition of)
 - (12) To recognize simple words
 - b. First grade
 - (1) Concept of numbers and the ability to count, read, and write by 1's, 5's, and 10's to 100 and by 2's to 20

Frequency

- (2) To develop the desire and ability to read the first grade level books
- (3) Reading vocabulary of approximately 200 words
- (4) To know the letters of the alphabet and print legibly
- c. Second Grade
 - (1) Desire and ability to read second grade material without moving lips or pointing
 - (2) Mastery of the 45 facts of addition and subtraction with single column addition using 3 digits
 - (3) Print at reduced size with ease
 - (4) Increasing vocabulary--use of correct English
 - (5) Ability to tell time
 - (6) Increasing knowledge of the world about us through social studies and science
- d. Third Grade
 - (1) Complete two basic readers
 - (2) Know how to carry, borrow, multiply and divide through the 6's
 - (3) Legible cursive writing at 45 words per minute
 - (4) Use proper oral English
 - (5) Knowledge of capitalization and punctuation
 - (6) Introduce children to other people of the world, a build-up for Geography and History
- e. Fourth Grade
 - (1) Ability to read basic reader with smoothness and ease
 - (2) Adding and subtracting, multiplying with two numbers, dividing with one number
 - (3) Comparing how we live with how people in other lands live, and what determines how people live
 - (4) Learning about people who have helped to make this country what it is
 - (5) Continue developing better oral and written English
 - (6) Stimulate interest in Nature
- f. Fifth Grade
 - (1) Review of arithmetic fundamentals previously learned, and thorough knowledge of fractions

Frequency

- (2) Developing correct speech and written English
 - (3) Ability to read standard 5th grade books--Readers, Geography, History, Science
 - (4) Ability to write legibly an original story on a chosen subject, words spelled correctly
 - g. Sixth Grade
 - (1) To develop an ability to use independently such aids as dictionary, index, encyclopedia
 - (2) To be able to spell at least 90% of words needed and used in Grade 6
 - (3) To read any text with understanding
 - (4) To read certain books of literature on the grade level
 - (5) To know well the four fundamental processes in Arithmetic
 - (6) To be able to write friendly and business letters, know the parts of speech, punctuation, etc.
 - (7) An appreciation of the Western Hemisphere (Geog.)
 - (8) An understanding of the history of the United States
6. List what you consider to be our citizenship goals for children in your grade.
- a. Kindergarten
 - (1) Respect for the rights of others
 - (2) Habits of neatness, order, and exactness
 - (3) Respect for, and love of, country
 - (4) Respect for law and order in society
 - b. First Grade
 - (1) Respect for the rights of others
 - (2) Care of property
 - (3) Courtesy towards each other
 - (4) Respect for adults
 - c. Second Grade
 - (1) Respect for others
 - (2) Responsibilities as members of society
 - (3) To work and live together harmoniously
 - (4) Awareness of reasons for rules and the desire to adhere to them for the benefit of all
 - d. Third Grade
 - (1) Courtesy, respect, cooperation

Frequency

- (2) Fair play
 - (3) Tolerance toward all races and creeds
 - (4) Principles of democratic living through group activity
 - e. Fourth Grade
 - (1) Pride in home and school
 - (2) Sharing, cooperation, respect, and tolerance
 - (3) Good health and work habits
 - (4) Honesty
 - f. Fifth Grade
 - (1) Sharing and cooperation
 - (2) Respect for others
 - (3) Objective thinking
 - g. Sixth Grade
 - (1) Live harmoniously with respect for other people and their property
7. In what ways is the P.T.A. important to our school?
- a. Acquaint parents and teachers for better understanding and solution of child's problems 13
 - b. To mutually work toward better overall school program for children 11
 - c. Create parental interest in the school 5
 - d. Higher civic spirit is created by linking school and community together 2
8. What shall we tell parents about homework?
- a. Up to the individual teacher 6
 - b. A little work is good 5
 - c. Nothing, except for make-up work 4
 - d. Explain policy in bulletin to parents 2
 - e. None in lower grades 2
9. What school holidays should be brought to the attention of parents?
- a. Those for dismissal only 11
 - b. All--list on calendar 7
 - c. None 5
 - d. Bulletins at the time 4
 - e. Grade level determines observance of some 3
10. What library facilities are available to children in our school?

	<u>Frequency</u>
a. Say very little in a handbook of this type	6
b. Let children check out books from room for home reading	3
c. Room libraries--no books to go home . . .	2
d. Encourage parents to use public library for their children	2
e. Books and magazines are acquired each year on each grade level	2
 11. How does our nursing and health program function?	
a. Nothing said--most teachers left this to the nurse	15
b. Tell of availability of clinics, inoculation, clothing and aid for the needy children	5
c. State that nurse sees all children requiring treatment every day at a specified time, as she is a traveling nurse	2
d. Teacher is to be constantly on watch for rash, disease, and sickness	2
e. Tell that height, weight, and vision records are kept periodically	2
 12. What shall we tell parents about community drives supported by the school?	
a. Explain policy of giving only to the following drives:	11
(1) Red Cross	
(2) Community Chest	
(3) Christmas canned goods and clothing	
(4) T.B. stamps at Christmas	
(5) Crippled Children at Easter	
(6) March of Dimes--polio	
(7) City-wide clean-up campaign in May	
b. Nothing said	7
c. Give a brief statement of why the school participates, use bulletin for details	3
d. Tell of cooperation between school and community	2
 13. List some of the entertainment and educational programs we offer to children during the school year.	
a. Film program on weekly schedule correlates with studies	7

Frequency

b. Three ten cent entertainment films per year	7
c. Nothing said	5
d. Safety programs by police and fire departments	5
e. Band concerts and other assemblies brought from other schools	5
f. Music assemblies and lectures	3
g. Room parties on various holidays	3
h. Encourage programs resulting from classroom activity	2
i. Standard Hour Broadcast every week	2
j. Talent Show last week of school	2
k. Recognition Day last week of school	2
14. What musical training does our school offer to children?	
a. Band, small instrumental groups	10
b. Nothing said	10
c. Music appreciation taught by room teacher	6
d. Choral groups	5
e. Folk dancing in rooms correlated with studies	4
f. Rhythm bands in lower grades	2
15. What shall we tell parents about the school lunch program?	
a. A well balanced hot meal is served for twenty-five cents	22
b. Menu published each month and displayed in school rooms--should be sent home	6
c. Child may bring lunch and buy milk for six cents	6
d. The cafeteria is supervised--good manners and clean plates are encouraged	5
e. Parents should encourage clean plates and non-finicky eating habits at home too	5
f. Nothing said	4
g. Program is non-profit, government supported to a certain extent	3
16. What is the value of school bulletins to parents?	
a. Announcements of school activities--keeps parents informed	18

	<u>Frequency</u>
b. Message to the home from the school . . .	7
c. Nothing said	6
d. An opportunity to explain school policy .	3
e. Children do not get them home-- parents ignore them	3
17. What should parents know about our fire drill program?	
a. That fire drills are held regularly . . .	14
b. A preparation in case a real fire should occur	7
c. How the drill is conducted	5
d. That the city fire department supervises the drills	5
e. That it is a State law	2
18. What should the handbook say about visual aids?	
a. Nothing said	8
b. Set forth policy concerning value of a visual aids program in modern education and to our school	8
c. Weekly movies schedule set by committee-- correlates with class work	2
d. They are used for enrichment--adequate preparation is made before weekly film is shown	2
19. What should parents know about the school's physical education program?	
a. Nothing said	10
b. Exercise promotes health and body development	2
c. Health habits and care of body are taught as well as rules of playing together	2
d. Tell about supervision and way program is conducted	2
20. How can we justify a noon concession stand?	
a. Keeps children on school ground at noon .	11
b. Should not have stand (encourages eating of sweets--school should teach good health habits)	10
c. Money from concession stand goes to buy things for the school	7

Frequency

d. Best type of candy sold at school stand	4
e. Nothing said	3
f. Children will have candy anyhow	2
g. Teachers check expenditure of money--encourage milk rather than candy	2

21. Other suggestions for handbook:

a. No further suggestions	15
b. Grading system--report cards	6
c. Parents should send written permission for child to leave school during school hours	2
d. The time children should come to school .	
e. Names and addresses of all school principals	
f. A map of the school districts	
g. Parent-teacher conferences	
h. Policy of promotion and retaining	
i. School buses--routes and children's conduct while riding	
j. Parents should uphold teacher and school	
k. Parents should come to programs--children work hard getting ready for them	
l. School insurance	
m. Parents are welcome to visit school	
n. Cooperation from parents about television programs children should see	

CHAPTER V

SUMMARY AND RECOMMENDATIONS

One of the big school problems in Arizona is the fluctuating population caused by people moving in and out for reasons of health. This situation brought about a need for some type of informative booklet so that the adjustment of parents and children in the school would be made easier.

The purpose of this study was to develop a handbook for parents which would attempt to provide necessary information for those new in the community. The concensus seems to be that this source of information should include general facts, policies, and suggestions. Such information could be of value to those already in the community, as well as to newcomers.

Schools making use of parents' handbooks report they are well satisfied with the results they have obtained. The literature reveals that where handbooks are in use, better public relations are found, parents have a better understanding of the problems of the school, and therefore, work more in harmony with the school.

The study included the analysis of fourteen different handbooks obtained to serve as aid in the construction of this handbook. Seven handbooks were obtained from the

National Education Association; seven were received from administrators upon request. These handbooks came from all sections of the country. No attempt was made to evaluate them as to their worth in the particular school from which they came, but reviewing them provided ideas for development of the Emerson handbook.

In the development of this handbook, questionnaires were used to elicit suggestions from teachers as to what the handbook should contain. Since parents were not given a questionnaire, as was originally intended, only teachers of the Alma and Emerson schools filled in the two questionnaires used in the study. Had parents filled in a check-list, it is possible that more specific information might have been included in the handbook in answer to their wishes. The handbook was organized under twenty-one major headings similar to the divisions of the questionnaires.

When the staff members of the Emerson and Alma schools were first informed of the project, they showed great interest in it. During the development of the questionnaires, they worked together very cooperatively. They became aware of the importance of informing parents about the school program, and agreed that the project had value. Their opinions varied as to what should be included in the handbook, but the experience of working together created a better faculty spirit.

One purpose of the study was to suggest ways of evaluating the handbook after it had been used. Such an

evaluation should probably be made at the end of the first year in which it is to be used.

Parents will play an important part in the evaluation. P.T.A. discussions should reveal the opinions of parents as to whether or not the booklet is fulfilling its intended purposes. A brief evaluation form inserted in the handbook might prove valuable in obtaining the reactions of parents. The reduction in the number of questions asked at registration time should offer some clue as to the effectiveness of the handbook.

Should teachers be able to state that the questions of new children have been lessened, then the handbook information may have eased the adjustment problem for them.

Ideally a parents' handbook of information should be a cooperative venture including the administration, teachers, and parents. A handbook such as this must be kept current if it is to be useful. Therefore, when revision takes place, administrators, teachers, and parents should share in such revision. After a trial use of the handbook, teachers might be given a questionnaire in which they are asked to state how they have felt the handbook answered the questions of parents and children. They might also be asked whether or not the handbook, in their opinion, has actually improved public relations, saved teacher time, and fulfilled its general purposes. Teachers may be asked to discuss in staff meetings their reactions to the project.

The handbook, it is hoped, will serve its intended

purposes of orienting new pupils, improving public relations, and stimulating parents to a better understanding of the school. If these objectives can be attained, then the project will have been worthwhile.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Elsbree, Willard S., and Harold J. McNally. Elementary School Administration and Supervision. New York: American Book Company, 1951. 457 pp.
- Hagman, Harlan L. The Administration of American Public Schools. New York: McGraw-Hill Book Company, Inc., 1951. 428 pp.
- Jacobsen, Paul B., and William C. Reavis. Duties of School Principals. New York: Prentice-Hall, Inc., 1941. 812 pp.
- Kyte, George C. The Principal at Work. New York: Ginn and Company, 1952. 531 pp.
- McKown, Harry C. Extracurricular Activities. New York: The Macmillan Company, 1927. 617 pp.

B. PERIODICALS

- Bracken, John L. "Let the Handbook Answer These Questions," School Executive, 73:54-55, October, 1953.
- Gaumnitz, Walter H. "Parents' Handbooks," School Life, 30:18, December, 1947.
- Hass, C.Glen and Henry C. Fox. "Handbooks for Parents," The National Elementary School Principal, 33:19-23, April, 1954.
- Turner, Lawrence E. "How to Develop a Handbook," American School Board Journal, 126:24-25, April, 1953.

C. HANDBOOKS

- Handbook Committee. "You and Your School." Battle Creek, Michigan: Battle Creek Public Schools, 1950.

Handbook Committee. "Handbook for Parents of First, Second, and Third Grade Students." Martinez, California: Contra Costa County Department of Education, 1951.

Handbook Committee. "Handbook for Parents of Fourth, Fifth, and Sixth Grade Students." Martinez, California: Contra Costa County Department of Education, 1953.

Handbook Committee. "Handbook for Parents of Seventh and Eighth Grade Students." Martinez, California: Contra Costa County Department of Education, 1950.

Hines, Clarence. "First Days in School." Eugene, Oregon: Eugene Public Schools, 1950.

Murphy, Irvin P. "Parents' Handbook for Elementary Schools." Carlsbad, New Mexico: Carlsbad City Schools, 1953.

Quirk, Helen. "And Now It's Kindergarten." Cherokee, Iowa: Cherokee Public Schools, 1952.

Wills, Clarice D. "The Kindergarten and Your Child." Martinez, California: Contra Costa County Board of Education, 1950.

APPENDIXES

APPENDIX A

A HANDBOOK FOR PARENTS
EMERSON ELEMENTARY SCHOOL
MESA, ARIZONA

FOREWORD

The faculty of Emerson School believes that parents can have a large part in making the school a better place for children. We invite suggestions from parents. We urge you to visit school at any time. Cooperation of the home and the school is necessary if the aims of both are to be met.

TEACHERS OF EMERSON ELEMENTARY SCHOOL

Robert Renshaw-----Principal-----WO-4-3579
Nell Heywood-----First Grade-----WO-4-3208
Lois Todd-----First Grade-----
Georgia Willis-----Second Grade-----WO-4-4192
-----Second Grade-----
Vera Van Hook-----Third Grade-----WO-4-6546
Hazel Gardner-----Third Grade-----WO-4-5110
Ellen Coons-----Fourth Grade-----WO-4-6588
Mary McCollum-----Fourth Grade-----
Viva Bluth-----Fifth Grade-----WO-4-3353
Galen Lisonbee-----Sixth Grade-----WO-4-8480

ORGANIZATION OF EMERSON ELEMENTARY SCHOOL

This handbook has been prepared so that parents of children may know the necessary rules, regulations, and procedures of the school as they apply to the child. The handbook, it is hoped, may help parents to better understand the services the school offers.

To acquaint parents and children with the manner in which your school operates, an attempt is made to list here information which might be of interest to you.

The teacher has the responsibility for the instructional program offered in her room and is responsible for the health, safety, and general welfare of the students in her class. She will attempt to meet the needs of each individual and to help the child develop to the best of his ability.

The principal of the school determines the matters of school policy in conformance with the general city-wide policy. He helps teachers and parents understand the purposes of the school. The principal makes available to the teachers necessary materials for teaching, and assists them in developing the instructional program.

OBJECTIVES OF THE SCHOOL

The general aim of Emerson School is to present a wide range of subjects and activities so that the children therein may have the opportunity to develop many skills and abilities.

The school is concerned with tool subjects and also training in leadership, art, music, physical education, and social studies. That children may become better citizens of a democracy and better able to understand the meaning of democratic living is the ultimate goal of the school.

ADMISSION REQUIREMENTS FOR KINDERGARTEN

Kindergarteners must be five years of age on or before September 15. They must present a birth certificate at either spring or fall registration.

Parents are urged to have their children vaccinated for smallpox and inoculated for diphtheria before beginning school.

Children who have not had kindergarten training but who will be six years old by October 15, may be placed in the first grade. Readiness tests are given. Both test results and the teacher's opinion regarding maturity of the child are used to determine placement. The school feels that kindergarten experience even for six year olds is valuable.

Kindergarten is composed of morning and afternoon sessions. Bus schedules and your address will determine which section your child will be in. There is no separation of children according to ability.

The parent should try to prepare the child for kindergarten. Teach him his name, address, and phone number. Try to teach him to walk over the same route each day, if he does not ride the bus.

Make sure that he looks forward to starting kindergarten as a happy experience. Be sure to leave him the first day, even though he may cry a bit.

TEXTBOOKS--WORKBOOKS--SUPPLIES

Textbooks are furnished at public expense to each child. Children are responsible for the proper care and return of these books. A fine is charged for the loss, destruction, or misuse of textbooks. Pencils, paper, crayolas, and similar materials used in the classroom are furnished the child and used under the guidance of the teacher.

Students are required to buy their own workbooks and Weekly Readers. Special projects sometimes require small fees for materials.

ACADEMIC GOALS--PROMOTIONS--REPORTING

In each grade the child is expected to complete certain minimum requirements in his school work. Should these requirements not be met, the child may receive a conditional promotion to the next grade, or he may be retained in the same grade for another year, depending upon the circumstances. Generally, the school does not retain for the second year a child who is much older than his classmates. However, the child who is capable yet does not complete his work may be retained.

Report cards are issued each six weeks showing the progress the pupil has made. Parents should sign and return

the cards promptly. In grades one, two, and three each subject is designated by Satisfactory (S) or Unsatisfactory (U). A notation is made on the report card that a child is working at his grade level, above, or below it. Grades four, five, and six use the numbers one, two, three, four or five to designate the mark earned.

Following is the valuation of each mark:

1---95 to 100 3---76 to 87

2---88 to 94 4---70 to 75

5---below 70

A charge of ten cents is made for each card lost.

CITIZENSHIP GOALS

An important phase of any school training is to teach the child to be a good citizen. Each teacher stresses the importance of living together cooperatively. The school prides itself on the efforts of the children to keep the grounds clean, to rotate the morning flag ceremonies, and to maintain room orderliness. Children compete with each other to uphold citizenship standards in the classroom and elsewhere about the school.

IMPORTANCE OF THE P.T.A.

Alma and Emerson Schools are proud of their active and cooperative P.T.A. organization. All parents are invited to attend the monthly meetings of this group. Meetings alternate between Alma and Emerson School Auditoriums.

Bulletins are sent to parents prior to each meeting as a reminder. The P.T.A. President and her staff of officers will be very happy to welcome you as a member of the Alma-Emerson P.T.A. The membership campaign begins with the annual pot-luck dinner meeting in October. Dues for membership are fifty cents.

THE SCHOOL'S ATTITUDE TOWARD HOMEWORK

Home work for elementary pupils is not generally assigned by teachers. Sickness or other excusable absence from school may result in some necessary home work in order that the student will not fall behind in his work.

Teachers will be happy to confer with parents at any time concerning the child's progress.

Rarely is any homework assigned below the fourth grade.

SCHOOL CALENDAR--1954-55

Registration of Beginners-----September 7-11
Registration of All Students-----September 10-11
Classwork Begins-----September 13
Cafeteria Opens-----September 13
Observation of Fire Prevention Week----October 3-8
End of First Six Weeks Period-----October 15
Arizona Education Convention-----November 5
American Education Week-----November 7-13

Armistice Day Vacation-----November 11
End of Second Six Weeks-----November 24
Thanksgiving Vacation-----November 25-26
War Day Observance (No Vacation)-----December 7
Christmas Vacation-----Dec. 24--Jan. 3
End of First Semester-----January 14
Lincoln's Birthday (No Vacation)-----February 12
Washington's Birthday (No Vacation)-----February 22
End of Fourth Six Weeks-----February 25
End of Fifth Six Weeks-----April 8
School Year Ends-----May 20

SCHOOL LIBRARY FACILITIES

The Emerson School maintains library books for classroom use only. Each teacher keeps books from the central library store room in her room.

Children are responsible for all books checked out for home use. The teacher keeps the book card for each book checked out. A fine will be charged for any book lost or misused.

New books are added periodically to the library store-room. Magazines suitable for children are available. Encyclopedias are kept in grades four, five, and six.

SCHOOL LAWS

According to law, children between the ages of eight to sixteen years of age are required to attend school. The

responsibility for regular school attendance rests with the parent. The School Attendance Officer is employed to call at the homes of children to investigate reasons for irregular attendance or absence from school.

Children are required (except in cases of religious differences) to salute the flag at the daily flag raising ceremony.

Obscene language or destruction of property is not tolerated in the school.

NURSING AND HEALTH PROGRAM

Emerson School is served by a visiting school nurse. She calls twice a day, in the morning and in the afternoon on her regular schedule of schools. The teacher makes a daily observation regarding each child's health and refers the child to the nurse when necessary.

In case of accident, the parent is notified first, if possible, so that the family doctor may be called. Where parents cannot be reached and no family doctor is listed on the child's records, the nurse will call a doctor or determine what shall be done.

A primary responsibility of the school is the protection of the health of your child. When a child becomes ill at school or shows symptoms of a disease, the parents are notified to come for their child if possible. Again, the nurse will determine when this procedure is necessary.

The school nurse keeps height and weight charts on each child, conducts periodic vision and hearing tests, and heads the annual inoculation program. Slips are sent to parents at the time of the immunization program. If parents wish their children to participate, they merely sign the slip and return it to the school. There is no charge for inoculations.

Children with communicable diseases must remain home the prescribed length of time. Parents will notify the school of known or suspected cases of communicable diseases.

Children are to come to school clean at all times and to remain at home if they are really sick.

THE SCHOOL'S PART IN COMMUNITY ACTIVITIES

Each year our school children take active part in various worthwhile community drives. Activities in which children participate are:

Red Cross	Christmas Canned Goods and Clothing
Community Chest	Tuberculosis Stamps at Christmas
March of Dimes	Crippled Children at Easter
City Clean-Up Drive in the Spring	

At no time is any pressure brought to bear upon children to bring money from home for these drives. The school attempts to teach the child the importance of giving and sharing whatever he wishes to give and share with those less fortunate.

ASSEMBLY PROGRAMS

From time to time throughout the school year, various kinds of assembly programs are held in the multi-purpose room. There is no set schedule of programs. Both educational and entertainment types of assemblies are offered. Paid performances do not exceed ten cents per child. Many of the programs grow out of classroom study.

The city police, fire, and sanitation departments present short assemblies to the children concerning the place of each of these departments in the community. Entertainment movies for children of Emerson ages are held several times throughout the year. An awards assembly, in which children may earn certificates for scholarship, athletics, citizenship, music, and sportsmanship is held at the close of the school year. Music programs are included in the variety of offerings in the school assemblies.

MUSIC PROGRAM

No regular music teacher is provided at the present time in Emerson School. Instrumental music is under the direction of Mrs. Bluth, fifth grade teacher. If your child is interested in playing an instrument, or is now playing one, regular classes in instrumental music are held Monday, Wednesday, and Friday of each week at 8:15 A.M. in the multi-purpose room. Arrangements may be made to start your child in the class by contacting the school office.

THE SCHOOL LUNCH PROGRAM

The school maintains a cafeteria which is under the direction of the City Cafeteria Manager. High standards of cleanliness and proper preparation of foods are met. Healthful meals served in pleasant surroundings are provided at noon for the children. The teacher supervises her class during the lunch period and encourages courtesy and good table manners.

Cost of the meal is twenty-five cents or \$1.25 per week. Children bring their money to the teacher upon reporting to the room in the morning. The teacher keeps accurate lunch records, and issues the tickets to the students at lunch time.

The school encourages purchase of tickets by the week as a method of saving time.

Teachers and cafeteria workers cooperate in attempting to carry out the following rules:

1. All children wash their hands before eating.
2. All children take their turn in line.
3. There is little waste of food.
4. Moderate conversation with others at the table is permitted.
5. Good table manners are observed.

Children who bring their lunches are provided with a place in which to eat. Milk is available for them at a cost of six cents per bottle.

Children who eat in the cafeteria or bring their lunches are required to remain on the school grounds during the entire lunch period. Any exceptions to this policy occur only in the case of emergency or at parental request in written form.

Teachers are on duty to supervise the playgrounds during the lunch hour.

SCHOOL BULLETINS TO PARENTS

Bulletins to parents are sent out from the school office on special occasions during the year. There is no set schedule for sending them. They are used for reminders or to give information about specific activities.

FIRE DRILLS

Fire drills are held monthly in Emerson School under the direction of the City Fire Department. After the first drill, neither pupils nor teachers know when these will occur. The children are taught to leave the building in a quick and orderly manner. Each teacher is required by law to check the roll immediately after the building is vacated.

VISUAL AIDS

Films are shown weekly as a supplement to classroom study. They are arranged for and selected by the teacher so that they will fit in with the particular subjects being studied.

Numerous maps, globes, charts, and projectors are available to teachers for use in the schoolroom.

PHYSICAL EDUCATION

Physical education is an important phase of the child's total education. Regular physical education classes are held as part of the school schedule for students. Each teacher directs her own class during the period.

Periods for physical training in the lower grades are determined largely by the teacher, while in the upper grades thirty minute periods are held daily.

Children need exercise. They need the chance to release excessive energy so that they may return to the classroom with muscles and nerves relaxed. They need a certain amount of competition to stimulate their interest in games, and also they need the opportunity to develop leadership under proper direction.

NOON CONCESSION STAND

At each noon period, children may buy soft drinks, candy, peanuts, and other confections at the school concession stand.

The eating of sweets at noon is not to take the place of the school lunch. Children are to eat lunch first and then they may purchase something at the stand if parents wish to send money for this purpose.

Children who bring large amounts of money to purchase

candy are questioned as to why they have more money than is necessary.

The school attempts to purchase good quality confections to sell at very small profit. Any profit that is made reverts to the school student fund, which is used for school purposes.

TIME SCHEDULE

8:50-9:00 A.M.-----Flag Raising
9:00 A.M.-----School Begins--All Grades
10:15-10:35 A.M.-----Recess--K-1-2-3
10:40-10:45 A.M.-----Recess--4-5-6
11:30 A.M.-----Kindergarten Dismissed
11:30 A.M.-----Lunch Period--Grades 1-2-3
12:00 Lunch Period--Grades 4-5-6
12:30 P.M.-----Afternoon Session Begins--K-1-2-3
1:00 P.M.-----Afternoon Session Begins--4-5-6
1:30-1:45 P.M.-----Afternoon Recess--K-1-2-3
2:30 P.M.-----Kindergarten Dismissed
2:45 P.M.-----First, Second Grades Dismissed
3:00 P.M.-----Third Grade Dismissed
3:45 P.M.-----Fourth, Fifth and Sixth Dismissed

APPENDIX B

QUESTIONNAIRE NUMBER ONE

Dear Teacher,

"Following are 20 items which we are considering for inclusion in a handbook which will be made available to parents. We will appreciate your checking each one as to whether you consider this item to be very important, worthwhile, or unnecessary."

"very impor- "worth- "unneces-
tant" while" sary"

1. Objectives or aims of school _____
2. Admission requirements for kindergarten. _____
3. Furnishing of school supplies. _____
4. Academic goals at the various grade levels _____
5. Citizenship goals _____
6. Importance of P.T.A. _____
7. The school's attitude toward homework _____
8. School holidays _____
9. Library facilities _____
10. School laws of Arizona _____
11. Nursing and health program _____
12. The school's part in community activities _____
13. Assembly programs _____
14. Music program (vocal and instrumental) _____
15. School lunch program _____
16. School bulletins to parents _____
17. Fire drills _____
18. Visual aids program _____
19. Physical education _____
20. Noon concession stand _____

It is possible that we have failed to mention some topics that you parents feel should be included in a handbook. Please add any other items that you think are necessary. Also, rate as you did on the first sheet.

<u>"very impor- tant"</u>	<u>"worth- while"</u>	<u>"unneces- sary"</u>
-------------------------------	---------------------------	----------------------------

QUESTIONNAIRE NUMBER TWO

Dear Fellow Teacher:

We are planning a handbook for parents. Will you please be kind enough to describe briefly how you think the following items should be presented in the handbook.

1. List briefly the general aims or objectives of our school.

(1)
(2)
(3)
(4)

2. What should parents know about the entering of children into kindergarten?

(1)
(2)
(3)
(4)

3. What should we tell parents about supplies the school furnishes the child, and which items we request him to buy?

(1)
(2)
(3)
(4)

4. List the school laws to which you think parents' attention should be called.

(1)
(2)
(3)
(4)

5. List what you consider to be our academic goals for children in your grade

(1)
(2)
(3)
(4)

6. List what you consider to be our citizenship goals for children in your grade.

(1)
(2)

{3}
{4}

7. In what ways is the P.T.A. important to our school?

(1)
(2)
(3)
(4)

8. What shall we tell parents about homework?

9. What school holidays should be brought to the attention of parents?

(1)
(2)
(3)
(4)
(5)
(6)

10. What library facilities are available to children in our school?

11. How does our nursing and health program function?

12. What shall we tell parents about community drives supported by the school?

13. List some of the entertainment and educational programs we offer to children during the school year.

(1)
(2)
(3)
(4)
(5)

14. What musical training does our school offer to children?

15. What shall we tell parents about the school lunch program?

16. What is the value of the school bulletin to parents?

17. What should parents know about our fire drill program?
18. What should the handbook say about visual aids?
19. What should parents know about the school's physical education program?
20. How can we justify a noon concession stand to parents?
21. If there are other items you feel should be included in the Parents' handbook, describe briefly what should be presented, and how they should be presented.

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

APPENDIX C

EUGENE PUBLIC SCHOOLS

School District No. 4
Administration Building
275 Seventh Avenue East
Eugene, Oregon

August 10, 1953

Mr. Robert Renshaw
13 Flathead
Missoula, Montana

Dear Mr. Renshaw:

The only thing we have in the way of a booklet for parents is something we put out to the parents of first grade pupils just before the opening of school. Enclosed is a copy of the first one we put out in the summer of 1950. We have made some improvements in these, but the general form is the same.

Yours very truly,

Dean Lobaugh
Assistant Superintendent

DL:bf

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street Northwest, Washington 6, D.C.

August 12, 1953

Mr. Robert Renshaw
13 Flathead
Missoula, Montana

Dear Mr. Renshaw:

Your letter of August 6 has come to the Research Division for reply. As you requested, we are sending you samples of handbooks for parents of kindergarten and elementary school children. These handbooks were developed by the school systems of Alice, Texas; Battle Creek, Michigan; Altoona, Pennsylvania; Elizabeth, New Jersey; Newton, Massachusetts; Saint Louis County, Missouri; and Tulsa, Oklahoma. Since this material is from our loan collection we are asking that it be returned within two or three weeks.

I regret that we do not have a pertinent bibliography to send you.

Cordially yours,

Frank W. Hubbard
Director, Research Division