

University of Montana

## ScholarWorks at University of Montana

---

Graduate Student Theses, Dissertations, &  
Professional Papers

Graduate School

---

1956

### The development of a handbook for parents of pupils of Stanford Public School Stanford Montana

James Franklin Watkins  
*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

Watkins, James Franklin, "The development of a handbook for parents of pupils of Stanford Public School Stanford Montana" (1956). *Graduate Student Theses, Dissertations, & Professional Papers*. 9070.  
<https://scholarworks.umt.edu/etd/9070>

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](mailto:scholarworks@mso.umt.edu).

THE DEVELOPMENT OF A HANDBOOK FOR PARENTS  
OF PUPILS OF STANFORD PUBLIC SCHOOL,  
STANFORD, MONTANA

by

JAMES F. WATKINS

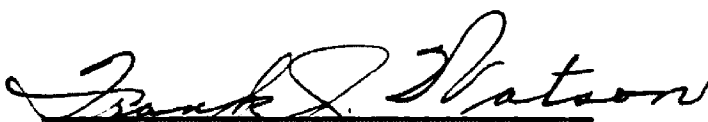
B. S. Montana State College, 1949

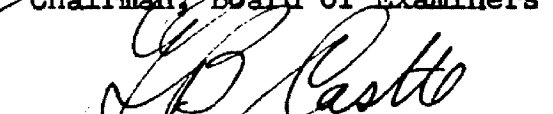
Presented in partial fulfillment of the  
requirements for the degree of  
Master of Education

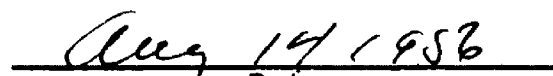
MONTANA STATE UNIVERSITY

1956

Approved by:

  
Chairman, Board of Examiners

  
Dean, Graduate School

  
Date

UMI Number: EP39871

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 EP39871

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
Significance of the problem . . . . .	1
Setting of the problem . . . . .	2
Purpose of the study . . . . .	2
Delimitations of the field of study . . . . .	3
Assumptions . . . . .	3
II. REVIEW OF RELATED LITERATURE . . . . .	4
Literature in general on criteria for	
a handbook for parents . . . . .	4
Literature on information found in handbooks . . . . .	5
Criteria of handbooks . . . . .	10
III. DEVELOPING A HANDBOOK FOR PARENTS . . . . .	13
Procedure used in developing the handbook . . . . .	13
Questionnaire . . . . .	13
Contents of the proposed handbook . . . . .	28
IV. SUMMARY AND EXPECTED OUTCOMES . . . . .	34
Summary . . . . .	34
Expected outcomes . . . . .	36
BIBLIOGRAPHY . . . . .	37
APPENDIX . . . . .	40
Questionnaire materials . . . . .	41

LIST OF TABLES

TABLE	PAGE
I. Number of Parents Receiving Information About School Through Various Methods . . . . .	16
II. Number and Percentages of Parents Rating Various Topics as Important, Worthwhile or Unnecessary . . . . .	18
III. Comparison of Percentages of Parents Rating Various Questionnaire Topics as Important, Worthwhile or Unnecessary, Who Have Children in High School, Elementary School or Both . . . . .	22
IV. Comparison of Percentages of Parents, Teachers and Students Rating Various Questionnaire Topics as Important, Worthwhile or Unnecessary . . . . .	26

## CHAPTER I

### INTRODUCTION

Significance of the problem. Present day educators are generally agreed that handbooks for parents are one of the latest devices for promoting good public relations.

Especially for the information of those parents whose children are new to the school, and even to those who are not, the handbook contributes to better understanding of the school, the personnel, the instructional program, and other policies and practices which affect the pupil, his parent, and his school.

A booklet explaining the work of the schools of a district helps the individual teacher as well as the community to see more clearly the total program of the local schools. Without adequate understanding of the program, the community could not be expected to move intelligently ahead in improving educational opportunities for its children.<sup>1</sup>

It is assumed that a handbook for parents will be a constructive approach to a good public relations program. Since the town of Stanford has recently entered into a building program, any public relations that would be of help in clarifying the educational achievements of the school would be an immense reward in terms of selling the building program.

---

<sup>1</sup>Charles R. Nelson, "Introducing the Schools," NEA Journal, 39;288, April, 1950.

Setting of the problem. Stanford, the county seat of Judith Basin County, is located in the central area of Montana. The town has a population of 610 and is chiefly an agricultural community.

The elementary school (grades one through eight) has an enrollment of one hundred sixty-five pupils, which represents a total of ninety families. Fifty-eight students of the elementary school ride the buses or are transported by private conveyance.

The high school, which is composed of five elementary school districts, has an enrollment of seventy-two pupils, which represents a total of thirty-seven families other than those who have children in the elementary school. Thirty-three of the sixty-three families of high school students reside outside the city limits of Stanford.

An active P. T. A. is attended only by a small minority of parents. The attendance is composed mostly of families residing in Stanford. The P. T. A. is the only community organization connected in any way with the school.

Purpose of the study. The purposes of the study were: (1) to determine whether parents know as much about the school as they would like; (2) to determine the degree to which the school publicizes its work; (3) to determine the most frequent sources of information about the school; (4) to analyze handbooks used by other schools to gain greater clarity in content procedure; (5) to determine the areas or subjects that parents would feel important enough to be included in a handbook; (6) to develop a handbook to distribute to the students and parents of the students in the Stanford Public Schools, which will

acquaint them with information that these groups feel are important.

Delimitations of the field of study. This study is limited to the development of a handbook for the parents of students of Stanford Public Schools at Stanford, Montana. Although other schools may use this study as a pattern to develop a handbook, the procedure and outcome may not be the same in any other community. There is no indication that the procedure used, or the handbook that will be developed from the outcome of this study, will work in any school other than the one for which it was intended.

Assumptions. In making this study the writer assumes that a handbook for parents will be a constructive approach to a good public relations program for the school.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The handbook for parents is a new field of endeavor in the approach for a better public relation between the home and the school. Until quite recently very little has been written about the use of the handbook as a means of linking the home and the school.<sup>1</sup> Because there has been a greater emphasis upon a close relationship between the school and the home, there has been an increasing recognition of the fact that parents have a major share in the education of their children, no matter how effective the program of the school may be.<sup>2</sup>

Bracken<sup>3</sup> informs us that more and more alert school administrators are using the printed handbook as a useful device to answer all questions aimed at them by anxious parents who are unfamiliar with the ways of the school. Such a handbook can be a sharp public relations tool, giving the what, why, and how of school regulations which stress the positive, hopeful side of school life and invite the co-operation of the home.

---

<sup>1</sup>Robert E. Renshaw, "A Handbook for Parents in the Emerson Elementary School Mesa, Arizona," (unpublished professional paper, Montana State University, Missoula, 1954), p. 5.

<sup>2</sup>C. Glen Hass and Henry C. Fox, "Handbook for Parents," National Elementary School Principal, 33:19-23, April, 1954.

<sup>3</sup>John L. Bracken, "Let the Handbook Answer These Questions," School Executive, 73:54-55, October, 1953.

McKown<sup>4</sup> has indicated that this is the age of handbooks. Handbooks are to be found in business, industry, transportation, the professions, religious and secular education, the armed forces and in many other organizations and activities where there is a demand for accurate and concise information by means of which the individual will be better able to carry on his work, plan his trip, operate his car, or understand organization and administration. To supply this information in compact and convenient form is the function of the handbook. The more diversified and complicated our civilization becomes, the greater is the demand for such helps.

With rapid growth in the schools and the increasing complexity of their curricular and extracurricular offerings, and their organization and administration, there has become a real demand for such a book.

Probably every high school, irrespective of size should issue a handbook. because every school has traditions, procedures, curricular and extracurricular activities with which the student and parent must become acquainted.<sup>5</sup>

La Crosse, Wisconsin has developed three handbooks, an elementary handbook, a junior high handbook and a senior high school handbook. One entitled "Your Child and His School," a handbook for parents, applies to the elementary school. This booklet is divided into

---

<sup>4</sup>Harry C. McKown, Extracurricular Activities (New York: MacMillan Company, 1952), p. 445.

<sup>5</sup>Ibid.

twenty-two sections. The general topics included are the following:<sup>6</sup>

Forward  
Your Principal Speaks  
Your School Invites You to Visit  
The Nursery School  
Is Your Child Ready For School?  
Your Child Enters Kindergarden  
Your Child Builds a Strong Healthy Body  
Your Child Uses Safety Rules  
Your Child Speaks  
Your Child Reads  
Your Child Writes  
Your Child Asks "How Much" and "How Many"  
Your Child Discovers the Beauty and Wonder of Nature and Science  
Your Child Paints, Designs, and Draws  
Your Child is a Growing Young Citizen  
If Your Child Needs Speech Correction  
If Your Child is a Slow Learner  
If Your Child is Hard-of-Hearing  
If Your Child is Emotionally Unstable  
If Your Child Attends Orthopedic School  
Your Child Develops An Adjusted Personality  
Important Information About the Elementary School Your Child Attends

The second of the series of handbooks, "A Guidebook for the Pupils and Their Parents of the Longfellow Junior High School," explains the program of the junior high school to the pupils and their parents through the following general headings found in the table of contents:<sup>7</sup>

Your Junior High School  
Longfellow Junior High School Guide Book  
General Information

---

<sup>6</sup>Members of the Guidance Committee, "Your Child and His School." (La Crosse, Wisconsin: Board of Education, September, 1950).

<sup>7</sup>Roland Larson, et. al., "Longfellow Junior High School La Crosse, Wisconsin" (La Crosse, Wisconsin: Board of Education, September, 1951).

Description of Junior High School Subjects  
Your Day in Junior High School  
Building Regulations  
Co-curricular Activities  
Preparing For Senior High School

"A Handbook for the Students and Their Parents of Central High School," is the most recent handbook published by La Crosse, Wisconsin Schools. This booklet, as well as the previous two booklets described, is attractively illustrated. The contents follow the organization of "Longfellow Junior High School" with the exception of more topics suitable to the senior high school. The general topics found in the table of contents are the following:<sup>8</sup>

Your High School  
To All Students Who Enroll in Central High School  
Scholarships  
Student Organizations  
Your Homeroom  
The Library  
Selection of Your Course of Study  
General Outline of Courses  
Electives  
Description of Subjects  
Service Organizations  
Special Interest Clubs  
Student Publications  
Athletics  
Graduation

In the Arlington County, Virginia, Public School, seven parent handbooks have been developed and more are under way. Four of the parent handbooks prepared during the last few years in Arlington have attempted to describe the school program at all of its various levels. "We Go to School in the Primary Department" describes grades one through

---

<sup>8</sup>Evangeline Malchow, et. al., "Central" (La Crosse, Wisconsin: Board of Education, September, 1953).

three, suggests ways in which parents may prepare their children to start to school for the first time. Topics concerning the growth and development of children of ages nine, ten and eleven and what parents can do to assist children of this age, are discussed in "We Go To School in the Intermediate Department." Information is given regarding the work done in grades four, five and six in language arts, physical education, social studies, arithmetic, science, music, art and family life education. The contributions of supervisors, helping teacher, psychological services, and visiting teachers are described. "On to Junior High" outlines the junior high school instructional program for grades seven, eight and nine. Textbooks and other materials which are used are discussed. Addressed to both parents and senior high students, "The Arlington County Senior High School," assists parents and students in understanding the purpose of the senior high schools and the various programs offered.<sup>9</sup>

"A Guidebook For Parents,"<sup>10</sup> from Lincoln Elementary School Ames, Iowa, is a simple handbook mimeographed on varied colored paper. The objective of the handbook was to consolidate the many existing school regulations and provide information relative to the child and the home, so that every parent would have a handy reference when in doubt as to school policy. The table of contents follows closely in regards to general topics found in other handbooks, but a few additions

---

<sup>9</sup>C. Glenn Hass and Henry Fox, loc. cit.

<sup>10</sup>"A Guidebook for Parents" (Ames, Iowa: Lincoln Elementary School, 1955).

are apparent, and this is to be expected since all schools have certain traditions peculiar to their own school situations.

"Going to School,"<sup>11</sup> a guide for parents, Allentown, Pennsylvania is a very simple handbook containing only nine pages in different colors, with topic headings at the bottom of varying length pages. The first page is a greeting from the school. The booklet contains suggestions to parents, daily schedule, special services, health services and a reference chart on contagious diseases.

A practical spirit process duplicated handbook is published at Lockwood Elementary School, Billings, Montana. "Your School Today,"<sup>12</sup> a parent-student-teacher handbook, was designed for grades one through eight. The table of contents contains such topics as faculty, calendar, curriculum, parent visitation, conferences, buses, hot lunch, safety patrol, school rules, Parent Teacher Association, board of trustees, district finance, election and policies of the board, library, telephone, insurance and student store.

The administration and faculty of Eugene High School, Oregon have prepared a handbook for parents.<sup>13</sup> A brief introductory paragraph is devoted to the philosophy of Eugene High School. Immediately following, and under the major heading of administrative procedures, are

---

<sup>11</sup>"Going to School" (Allentown, Pennsylvania: Allentown Public Schools, 1955).

<sup>12</sup>"Your School Today" (Billings, Montana: Lockwood Elementary School, 1952).

<sup>13</sup>Walter H. Gaumnitz, "Parent Handbooks," School Life, 30:18, December, 1947.

paragraphs explaining to parents such details as absence from school, tardiness, daily schedule, report cards, student handbooks, fees and tuition, lockers, health service and home study.

Another major heading deals with curriculum and course of study. The required subjects for tenth, eleventh and twelfth grades are listed along with a brief explanatory note for each subject.

The extracurricular or extra-class activity program is described briefly, and all activities are listed under the subheading of general student-body activities, clubs and organizations, special week and subject activities.

Turner<sup>14</sup> indicated that there are many references in literature stating that well-administered school systems should have handbooks for faculty, custodians, for students, and so on. However, little is written about the process for developing a handbook and methods of keeping it current.

A set of general principles have been prepared as criteria for handbooks.<sup>15</sup>

1. The handbook should be specifically developed for the particular school system.
2. The handbook should be in accord with, and complement state laws and rules and regulations of the state board of education.
3. The handbook should be a result of group thinking. No administrator, however able, can write a handbook from the fullness

---

<sup>14</sup>Lawrence E. Turner, "How to Develop a Handbook," American School Board Journal, 126:24-25, April, 1953.

<sup>15</sup>Ibid.

of his wisdom that will be as acceptable as one which results from the efforts of many people.

4. A definite individual should be designated to develop the handbook initially and keep it current.
5. The contents of the handbook should be logically organized around major subject heads.
6. The handbook should contain both a table of contents and an index.
7. The governing board of the school system should officially adopt the handbook.
8. The handbook should be published in a form which will make it most convenient to the people who use it.

Kyte<sup>16</sup> indicated that three types of handbooks have been developed as a source of information to parents: (1) one designed to represent the whole school, (2) another planned primarily to emphasize a certain grade or room, and (3) a third organized to include salient features of the other two types. The second type is generally designed for parents whose child is starting in the kindergarten or the first grade.

An attractive styled handbook with a title indicating the nature of the booklet may include drawings or photographs to emphasize important points. The contents should be well organized with the essential information clearly but briefly presented.

---

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



A handbook should be the product of the co-operative efforts of principal and the teachers, utilizing any special talent among the group. The paragraph of welcome, information about school policies, and data regarding the school schedule should be written by the principal. Items common to all, such as class routine, should utilize the co-operation of all the teachers. The materials should be arranged and mimeographed so that the changes needed each year can be made.<sup>17</sup>

---

<sup>17</sup>Ibid., p. 118.

## CHAPTER III

### DEVELOPING A HANDBOOK FOR PARENTS

The purpose of this chapter is to discuss the selection of topics and present a brief outline of the proposed handbook.

#### PROCEDURE USED IN DEVELOPING THE HANDBOOK

The teachers of the Stanford Public Schools were informed of the proposed handbook at a special teachers' meeting in October, 1954. The teachers unanimously agreed that a handbook for parents would be useful and contribute to better understanding of the school and instructional program. The teachers also volunteered their services in preparing a handbook after the contents of such a handbook were determined.

A questionnaire was prepared during the summer of 1955.<sup>1</sup> This questionnaire was fashioned from a questionnaire by Renshaw<sup>2</sup> in his development of a handbook for parents of Emerson Elementary School, Mesa, Arizona. Renshaw's questionnaire contained only twenty topics and was sent only to teachers of the school. This questionnaire was improved upon for purposes of the current study by adding more topics. These topics were compiled from handbooks and topics suggested in the

---

<sup>1</sup>Appendix A, p. 39.

<sup>2</sup>Robert E. Renshaw, "A Handbook for Parents in the Emerson Elementary School Mesa, Arizona," (unpublished professional paper, Montana State University, Missoula, 1954), Appendix B.

review of related literature.

If a handbook for parents is to be made, the parents themselves should have a voice in determining the material that is included in the handbook. Therefore, the parents were sent the questionnaire to determine their opinion in regard to the importance of items in the handbook.

Along with the questionnaire a survey of the community was made to determine (1) if parents know as much about the school as they would like; (2) the degree to which the school publicizes the work of the school; and (3) how parents receive information about the school. The survey was an integral part of the questionnaire.

A total of one hundred twenty-six questionnaires were sent to parents with a return of one hundred twelve, or eighty-nine per cent. Of the one hundred twelve questionnaires returned, one hundred nine were fully or partially completed. The survey sheet was answered by all of the one hundred nine parents who returned the questionnaire. The three parents who returned blank questionnaires were reluctant to fill in the questionnaire since their children were graduating, and they would no longer have close contact with the school.

It was interesting, as is shown in the results below, to note the large percentage of parents who answered "no" or "uncertain" to the question, "Do you know as much about your child's school as you would like?"

	<u>Number of Parents Responding</u>	<u>Per cent of Parents Responding</u>
Yes	28	26
No	57	52
Uncertain	24	22

This would lead school personnel to believe that there is work to be done with the public relations of the school, in which the parent handbook would be of great help in telling the parent more about the school.

However, the second part of the survey showed that most of the parents felt that the school was doing a fair, good, or very good job of publicizing the work of the school, as is shown by answers to the question, "Do you feel that your child's school does a good or a poor job of telling you about the work of the school?"

<u>Very good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very poor</u>	<u>No opinion</u>
13	26	55	13	2	

This would lead us to believe that parents are interested in the school and would like to know as much about the schools as they possibly can. Again this indicates the value of the handbook for the information that parents may seek.

The third part of the survey was to find the available sources the school might utilize to supply information to the parent. Table I, page 16, shows the frequency of the availability of information.

The county and school newspaper, visiting school and talking with children led in the sources of information. This may serve as a reminder that the school must see to it that the children are given correct information about the schools to take home. The newspaper and the radio are two of the greatest, if not the greatest, disseminators of information in the world today. The school should make generous use of these important agencies in keeping the people informed about the school.

The main part of the questionnaire was divided into eight headings: (1) administrative; (2) curriculum; (3) library (4) regulations;

TABLE I  
NUMBER OF PARENTS RECEIVING INFORMATION ABOUT  
SCHOOL THROUGH VARIOUS METHODS

Ways of receiving information	Number of parents receiving information
Visiting the school . . . . .	82
Going to P.T.A., Parents' night, etc. . . . .	53
Talking with children . . . . .	87
Talking with other adults . . . . .	75
Going to school games, plays, etc. . . . .	69
Reading the school newspaper, yearbook, etc. . .	84
Reading the county newspaper . . . . .	83
Helping with pupils homework . . . . .	67
Hearing talk about the school at club meetings .	18
Others . . . . .	16

(5) special events; (6) organizations and activities; (7) health and safety; and (8) reporting and records. These eight general topics were subdivided into a total of eighty-one items so that the recipients of the questionnaire could check under three column headings "Important", "Worthwhile", and "Unnecessary". Table II, page 18, shows the frequency in number and percentages of parents checking each of these items. Frequency of the items checked was between a low of ninety-two on the item "purpose of reporting" to the maximum of one hundred nine for "discipline". Discipline also received the largest percentage of responses under the heading of being important. It may be worth mentioning several items that received the highest percentages in the "Important" column to indicate why parents felt they were important. Along with discipline, objectives of the school, credit for graduation, college entrance requirements, guidance and counseling, subject offerings, work accomplished in individual grade, playground supervision, respect for property, school laws, first aid, mark interpretation, method of reporting and parent conferences were items above the seventy-ninth percentum.

With few exceptions all items on the questionnaire were considered by parents as being "Important" or "Worthwhile" in a handbook. Items such as history of the school, substitutes, home-coming, school parties, cheerleading, football, G.A.A., room mothers, junior high parties and "S" club received the largest percentages of checks as that of being "Unnecessary".

Parents tended to be more interested in items of the academic nature such as parent conferences, playground supervision, accident

TABLE II

NUMBER AND PERCENTAGES OF PARENTS RATING VARIOUS QUESTIONNAIRE TOPICS AS "IMPORTANT", "WORTHWHILE", OR "UNNECESSARY"

	Important		Worthwhile		Unnecessary	
	No.	%	No.	%	No.	%
<b>ADMINISTRATION</b>						
Administrative organization	58	55	41	39	6	6
Activity funds	39	39	53	53	8	8
District policies	52	55	32	34	10	11
History of school	21	20	46	44	37	36
Objectives of school	86	83	16	15	2	2
Philosophy of school	53	57	29	31	11	12
School calendar	45	44	49	48	8	8
School personnel directory	45	45	44	44	11	11
Substitutes	35	36	43	44	20	20
<b>CURRICULUM</b>						
Admission requirements	76	78	20	21	1	1
Credit for graduation	90	88	11	11	1	1
College entrance requirements	85	83	15	15	2	2
Guidance and counseling	80	78	22	21	1	1
Outline of courses	72	72	26	26	2	2
Schedule of classes	49	49	33	33	19	19
Subject offerings	76	79	20	21		
Work accomplished in individual grade	76	79	22	22	1	1
<b>LIBRARY</b>						
Hours	33	34	48	49	17	17
Periodicals	38	38	48	47	15	15
Books	54	52	39	38	11	11
<b>REGULATIONS</b>						
Absence and tardies	76	72	24	23	6	6
Admission requirements to first grade	65	63	30	29	8	8
Discipline	97	90	11	10	1	1
Fire drills	70	66	33	31	4	4
Lunch period	56	53	38	36	12	11
Lunch program	63	61	36	34	5	5
Milk program	65	61	36	34	5	5
Playground supervision	87	82	17	16	2	2
Recesses	51	50	35	34	16	16
Respect of property	92	89	9	9	3	3
School hours	78	76	23	22	2	2
School laws	82	80	19	18	2	2
School records	64	61	33	31	8	8

TABLE II (continued)

	Important		Worthwhile		Unnecessary	
	No.	%	No.	%	No.	%
<b>REGULATIONS (Continued)</b>						
Telephone	53	54	30	30	16	16
Traffic rules	80	78	20	19	3	3
Transportation	73	70	27	26	4	4
Withdrawals and transfers	57	57	37	37	7	7
<b>SPECIAL EVENTS</b>						
Awards	54	52	48	46	2	2
Baccalaureate	62	63	29	29	8	8
Commencement	69	65	25	24	12	11
Home-coming	28	30	42	45	23	25
Junior-Senior banquet	36	35	51	50	15	15
Junior-Senior prom	46	45	45	44	12	12
National Education Week	55	53	46	44	3	3
National School Assemblies	49	49	38	38	14	14
School parties	33	32	50	48	21	20
<b>ORGANIZATIONS AND ACTIVITIES</b>						
Annual	42	40	56	53	7	7
Assemblies	41	39	53	50	12	11
Baseball	24	23	64	60	18	17
Basketball	30	28	64	59	14	13
Chorus	40	38	54	52	10	10
Cheerleading	21	21	59	58	22	22
Class plays	43	40	58	54	7	7
Dances	24	23	64	62	15	15
Field trips	41	40	54	52	8	8
F.F.A.	59	55	44	41	4	4
F.H.A.	55	52	46	44	4	4
Football	21	21	61	60	20	20
G.A.A.	18	18	59	58	24	24
Honor students	57	55	33	32	14	14
Band	59	55	44	41	5	5
Music festival	46	45	47	46	10	10
Music lessons	56	52	47	44	5	5
Mixed chorus	45	43	50	48	10	10
Glee club	41	39	55	52	10	10
Pep club	32	30	57	54	19	18
P.T.A.	56	54	42	40	6	6
Room mothers	26	25	50	49	27	26
Junior high parties	33	33	44	44	23	23
"S" club	25	26	48	49	25	26
School newspapers	57	54	43	41	5	5
Student council	67	63	31	29	9	8
Track	21	21	63	64	15	15



TABLE II (continued)

	<u>Important</u>		<u>Worthwhile</u>		<u>Unnecessary</u>	
	No.	%	No.	%	No.	%
<b><u>ORGANIZATIONS AND ACTIVITIES</u></b>						
<b>(continued)</b>						
Boys State delegate	57	54	39	37	9	9
Girls State delegate	58	55	38	36	9	9
<b><u>HEALTH AND SAFETY</u></b>						
Athletic accident provisions	78	77	22	22	1	1
Accidents and sickness	77	78	20	20	2	2
Driving cars	74	73	15	15	12	12
First aid	86	84	13	13	3	3
Health records	65	63	34	33	4	4
Health examinations	71	69	28	27	4	4
Playground supervision	83	81	20	19		
Student insurance	66	66	31	31	3	3
<b><u>REPORTING AND RECORDS</u></b>						
Mark interpretation	73	79	20	22		
Method of reporting	75	79	19	20	1	1
Parent conferences	81	79	19	18	3	3
Permanent records	73	76	19	20	4	4
Promotion policies	70	71	27	28	1	1
Purpose of reporting	56	61	33	36	3	3
Reporting periods	65	70	24	26	4	4
Visitations	64	65	31	32	2	2

and sickness, credit for graduation, admission requirements and subject offerings rather than items that might be termed as extracurricular. This may indicate that parents are interested more in the school from the academic point of view than the social and athletic.

A comparison was made of parents who have children in the elementary school, those that have children in high school and those that have children in both elementary and high school, as shown by Table III, page 22, to determine whether there was a need for a separate handbook for the elementary school and one for the high school, or if one handbook would be sufficient.

A high correlation was shown between this breakdown of parents. With few exceptions, parents of elementary students and parents of high school students varied only to the extent of small percentages on most items. The exceptions were those items relating to high school or elementary school only, which received a low percentage of attention by parents not concerned with one or the other of these groups.

Fifty-five per cent of the high school parents felt that admission requirements to the first grade was important, while seventy-three per cent of the elementary parents felt that it was important enough to include in a handbook.

The unity represented in the thinking of parents was great enough so that the writer felt there was a need for only one handbook for both the elementary school and the high school. Items that would be of interest to high school parents only would at some future date be of interest also to the parents of elementary students as their children enter the high school. Likewise, those items that pertain

TABLE III

COMPARISON OF PERCENTAGES OF PARENTS RATING VARIOUS QUESTIONNAIRE TOPICS AS "IMPORTANT", "WORTHWHILE", OR "UNNECESSARY", WHO HAVE CHILDREN IN HIGH SCHOOL, ELEMENTARY SCHOOL OR BOTH

	Important			Worthwhile			Unnecessary		
	H	E	B	H	E	B	H	E	B
<b>ADMINISTRATION</b>									
Administrative organization	46	55	65	50	38	31	4	7	4
Activity funds	45	37	40	55	56	46		8	15
District policies	40	56	67	50	32	25	10	12	8
History of school	25	22	12	46	37	59	29	41	31
Objectives of school	83	83	82	13	17	15	4		4
Philosophy of school	47	60	58	37	25	39	16	15	4
School calendar	21	54	46	75	35	50	4	11	4
School personnel directory	48	47	39	52	36	54		17	8
Substitutes	41	34	35	45	44	42	14	22	23
<b>CURRICULUM</b>									
Admission requirements	70	80	84	30	20	12			4
Credit for graduation	92	83	92	4	15	8		2	4
College entrance requirement	83	85	80	13	15	16	4		4
Guidance and counseling	77	79	77	17	21	23	4		
Outline of courses	73	72	71	27	28	21			8
Schedule of classes	62	45	46	14	38	38	24	17	15
Subject offerings	85	72	91	15	28	9			
Work accomplished in individual grade	76	75	81	24	25	15			4
<b>LIBRARY</b>									
Hours	48	33	23	38	51	54	14	16	23
Periodicals	39	39	35	48	44	54	13	17	12
Books	57	49	54	30	42	35	13	9	12
<b>REGULATIONS</b>									
Absence and tardies	74	72	70	26	23	19		5	11
Admission requirements to first grade	55	73	48	36	21	40	9	5	12
Discipline	100	88	81		12	15			4
Fire drills	67	76	43	29	24	47	4		
Lunch period	55	54	50	36	37	36	9	11	14
Lunch program	64	67	68	36	37	24		5	8
Milk program	55	65	59	45	33	26		2	15
Playground supervision	67	85	89	33	13	7		2	4
Recesses	43	52	52	38	36	28	19	12	20
Respect of property	96	86	88	4	9	12		5	
School hours	86	75	69	10	23	31	5	2	
School laws	86	79	77	14	21	15			8

TABLE III (continued)

	Important			Worthwhile			Unnecessary		
	H	E	B	H	E	B	H	E	B
<b>REGULATIONS (continued)</b>									
School records	70	61	54	26	32	35	4	7	11
Telephone	50	56	52	40	30	24	10	15	24
Traffic rules	91	73	77	5	27	15	5		8
Transportation	81	74	54	14	25	39	5	2	8
Withdrawals and transfers	50	67	32	50	29	48		4	20
<b>SPECIAL EVENTS</b>									
Awards	63	48	50	38	48	50		4	
Baccalaureate	74	58	63	17	33	33	9	10	4
Commencement	79	61	62	8	27	31	12	12	8
Home-coming	33	26	24	38	41	44	29	33	32
Junior-Senior banquet	38	34	36	46	55	44	29	33	32
Junior-Senior prom	58	41	40	33	46	48	8	13	12
National Education Week	57	48	59	39	48	41	4	4	
National School Assemblies	35	50	58	57	37	21	9	13	21
School parties	12	38	36	75	44	32	12	18	32
<b>ORGANIZATIONS AND ACTIVITIES</b>									
Annual	32	40	46	59	55	46	9	5	7
Assemblies	35	38	43	61	49	43	4	13	14
Baseball	9	29	21	78	53	61	13	18	18
Basketball	21	51	22	67	35	67	13	14	11
Chorus	37	40	36	54	49	56	8	11	8
Cheerleading	13	23	23	78	47	62	9	30	15
Class plays	36	43	37	56	54	52	8	4	11
Dances	13	28	24	75	61	52	13	11	24
Field trips	42	38	41	42	58	52	17	4	7
F.F.A.	52	61	46	48	36	46		4	7
F.H.A.	50	59	41	50	38	52		4	7
Football	14	20	27	68	61	50	18	19	23
G.A.A.	15	21	15	60	58	63	25	21	22
Honor students	61	60	39	35	26	39	4	13	21
Band	63	55	46	27	39	46		5	7
Music festival	48	45	42	35	48	50	17	7	8
Music lessons	52	55	45	44	41	48	4	4	7
Mixed chorus	46	44	37	46	48	48	8	7	15
Glee club	35	42	35	61	49	50	4	9	15
Pep club	23	44	41	64	41	33	14	15	26
P.T.A.	57	55	48	43	39	40		5	12
Room mothers	10	32	23	67	41	50	24	27	27
Junior high parties	25	35	35	55	46	30	20	19	35
"S" club	24	25	27	48	51	46	29	24	27
School newspapers	71	50	48	29	45	45		6	7
Student council	91	57	50	9	34	35		9	15

TABLE III (continued)

	Important			Worthwhile			Unnecessary		
	H	E	B	H	E	B	H	E	B
<b>ORGANIZATIONS AND ACTIVITIES</b>									
(continued)									
Track	13	27	17	70	62	63	17	11	21
Boys State delegate	48	60	54	52	32	35		11	12
Girls State delegate	50	58	54	50	31	35		11	12
<b>HEALTH AND SAFETY</b>									
Athletic accident provision	87	75	74	13	25	22			4
Accident and sickness	91	78	65	9	20	30		12	4
Driving cars	87	74	58	4	13	29	9	13	13
First aid	91	84	79	9	15	13		2	8
Health records	65	73	38	35	23	54		4	8
Health examinations	75	76	46	25	20	46		4	8
Playground supervision	70	87	73	26	13	27	4		
Student insurance	55	79	44	41	16	57	5	5	
<b>REPORTING AND RECORDS</b>									
Mark interpretation	72	78	83	28	22	17			
Method of reporting	74	82	76	26	16	24		2	
Parent conferences	82	82	71	14	14	29	5	4	
Permanent records	75	85	58	20	15	29	5		12
Promotion policies	68	77	61	32	21	39		2	
Purpose of reporting	58	62	62	37	37	33	5	2	5
Reporting periods	65	74	64	30	22	32		4	5
Visitations	69	74	46	26	24	54	5	2	

NOTE: H denotes parents of high school students; E denotes parents of elementary students; B denotes parents having children in both elementary and high school.

only to the elementary school might prove interesting for parents of high school students to have for reference purposes.

The opinion of teachers and high school students as to the importance of items in a handbook for parents is shown in a comparison with that of parents alone in Table IV, page 26. The faculty of the Stanford Public School, which is comprised of fourteen members, and sixty-three high school students answered the questionnaire with this in mind: "What I think should be in a handbook for parents."

More variation is seen when the opinions of the teachers and parents are shown. An example of the wide variation is in the percentage of the importance of "school records", whereas only seven per cent of the teachers felt it was important, while sixty-one per cent of the parents checked it as important. However, by and large, items that received a high percentage by parents as being important likewise were felt to be important by both the teacher and students. Only twenty-five items marked by teachers as being important had a higher percentage than those marked by parents, while forty-five items checked by students surpassed those of parents.

Conclusions drawn from the questionnaire sent to parents, teachers and students were the following: (1) variations between parents of high school students and parents of elementary students as to topics to be included in a handbook were not enough to warrant two separate handbooks for the elementary and high school; (2) all items on the questionnaire with exceptions of substitutes, history of the school and room mothers would be included in the handbook.

TABLE IV

COMPARISON OF PERCENTAGES OF PARENTS, TEACHERS AND STUDENTS RATING  
VARIOUS QUESTIONNAIRE TOPICS AS "IMPORTANT",  
"WORTHWHILE", OR "UNNECESSARY"

	Important			Worthwhile			Unnecessary		
	P	T	S	P	T	S	P	T	S
<b>ADMINISTRATION</b>									
Administrative organization	55	50	59	39	33	30	6	17	11
Activity funds	39	21	54	53	79	32	8		14
District policies	55	46	60	34	31	29	11	23	11
History of school	20	21	19	44	43	41	36	36	40
Objectives of school	83	100	49	15		38	2		13
Philosophy of school	57	64	33	31	29	41	12	7	25
School calendar	44	93	49	48	7	32	8		19
School personnel directory	45	43	48	44	50	35	11	7	17
Substitutes	36		24	44	43	44	20	57	32
<b>CURRICULUM</b>									
Admission requirements	78	93	75	21	7	16	1		9
Credit for graduation	88	100	94	11		6	1		
College entrance requirement	83	71	75	15	29	22	2		3
Guidance and counseling	78	50	35	21	50	51	1		14
Outline of courses	72	54	59	26	15	30	2	31	11
Schedule of classes	49	14	38	33	29	41	19	57	21
Subject offerings	79	62	68	21	38	22			10
Work accomplished in individual grade	77	57	56	22	14	27	1	29	17
<b>LIBRARY</b>									
Hours	34	23	56	49	62	32	17	15	30
Periodicals	38	21	33	47	36	52	15	43	16
Books	52	21	67	38	21	30	11	57	3
<b>REGULATIONS</b>									
Absence and tardies	72	79	67	23	21	16	6		17
Admission requirement to first grade	63	86	48	29	14	33	8		19
Discipline	90	57	51	10	29	43	1	7	6
Fire drills	66	21	56	31	36	35	4	43	9
Lunch period	53	36	63	36	36	24	11	29	14
Lunch program	61	64	62	34	29	29	5	21	9
Milk program	61	57	40	34	21	40	5	21	20
Playground supervision	82	43	54	16	36	32	12	21	14
Recesses	50	21	27	34	43	43	16	36	30
Respect of property	89	86	59	9	7	30	3	7	11
School hours	76	63	67	22	21	24	2	14	9
School laws	80	36	70	18	43	24	2	21	6

TABLE IV (continued)

	Important			Worthwhile			Unnecessary		
	P	T	S	P	T	S	P	T	S
<b>REGULATIONS (continued)</b>									
School records	61	7	52	31	50	35	8	43	13
Telephone	54	57	65	30	36	21	16	7	14
Traffic rules	78	57	56	19	29	30	3	14	14
Transportation	70	64	73	26	29	22	4	7	5
Withdrawals and transfers	57	50	48	37	7	46	7	43	6
<b><u>SPECIAL EVENTS</u></b>									
Awards	52	43	57	46	57	37	2		6
Baccalaureate	63	50	71	29	43	27	8	7	2
Commencement	65	50	72	24	50	25	11		2
Home-coming	30	31	32	45	54	54	25	15	14
Junior-Senior banquet	35	31	44	50	54	48	15	15	8
Junior-Senior prom	45	36	56	44	50	36	12	14	8
National Education Week	53	79	59	44	14	36	3	7	5
National School Assemblies	49	43	60	38	50	30	14	7	10
School parties	32	50	38	48	50	44	20		17
<b><u>ORGANIZATIONS AND ACTIVITIES</u></b>									
Annual	40		72	53	86	22	7	14	6
Assemblies	39	21	54	50	57	35	11	21	11
Baseball	23	14	40	60	79	49	17	7	11
Basketball	28	36	56	59	64	41	13		3
Chorus	38	29	29	52	71	52	10		19
Cheerleading	21	14	32	58	79	54	22	7	14
Class plays	40	21	46	54	71	51	7	7	3
Dances	23	21	40	62	71	47	15	7	13
Field trips	40	50	41	52	43	46	8	7	13
F.F.A.	55	50	56	41	50	38	4		6
F.H.A.	52	50	56	44	50	37	4		7
Football	21	29	43	60	71	48	20		9
G.A.A.	18	21	48	58	71	41	24	7	11
Honor students	55	54	68	32	46	25	14		6
Band	55	57	52	41	43	40	5		8
Music festival	45	43	43	46	43	41	10	14	16
Music lessons	52	36	32	44	57	43	5	7	25
Mixed chorus	43	36	35	48	50	44	10	14	21
Glee club	39	29	27	52	43	60	10	29	13
Pep club	30	21	38	54	64	48	18	7	14
P.T.A.	54	100	67	40		24	6		9
Room mothers	25	38	22	49	38	41	26	23	37
Junior high parties	33	46	24	44	46	52	23	8	24
"S" club	26	15	52	48	69	37	26	15	11
School newspapers	54	29	70	41	57	25	5	14	5
Student council	63	57	70	29	43	27	8		3



TABLE IV (continued)

	Important			Worthwhile			Unnecessary		
	P	T	S	P	T	S	P	T	S
<b>ORGANIZATIONS AND ACTIVITIES</b>									
(continued)									
Track	21	29	29	64	71	51	15		21
Boys State delegate	54	36	84	37	50	14	9	14	2
Girls State delegate	55	36	84	36	50	14	9	14	2
<b>HEALTH AND SAFETY</b>									
Athletic accident provision	77	86	92	22	14	8	1		
Accident and sickness	78	79	85	20	21	13	2		2
Driving cars	73	93	67	15	7	24	12		9
First aid	84	38	78	13	54	16	3	8	6
Health records	63	46	51	33	46	36	4	8	13
Health examinations	69	57	65	27	21	30	4	7	5
Playground supervision	81	46	36	19	38	43		15	21
Student insurance	66	100	84	31		16	3		
<b>REPORTING AND RECORDS</b>									
Mark interpretation	79	79	57	22	14	38		7	5
Method of reporting	79	57	59	20	29	36	1	7	5
Parent conferences	79	93	67	18	7	27	3		6
Permanent records	75	29	55	20	64	40	4	7	5
Promotion policies	71	64	54	28	21	38	1	14	8
Purpose of reporting	61	36	38	36	57	59	3	7	3
Reporting periods	70	36	41	26	57	49	4	7	9
Visitations	65	79	40	32	21	38	2		22

NOTE: P denotes parents; T denotes teachers; S denotes students.

While the questionnaire was helpful in determining the items to be included in the handbook, other handbooks reviewed were valuable aids in developing this project. Items relating only to Stanford Public School and the community with which it is concerned have been included in the proposed handbook.

#### TENTATIVE CONTENTS OF THE PROPOSED HANDBOOK

The table of contents of the proposed handbook is presented under fifteen major headings. Each major heading is broken down to include all topics included in the questionnaire with the exceptions of those mentioned above. The following are the contents of the proposed handbook:

- I. MESSAGE FROM THE PRINCIPAL (A statement about the handbook, message of welcome and an invitation to the parents to visit the school.)
- II. YOUR SCHOOL
  1. Administrative Organization (The organization of the school from the State Department of Public Instruction down to the people.)
  2. Objectives of the School (Briefly describes the school program in terms of the general goals for children.)
  3. Philosophy of the School (A statement of the philosophy of the school with the co-operation of the teachers.)
  4. Board of Education (Members of the board, terms of office and general procedures of election.)
  5. School Personnel (Lists persons connected with the school.)
  6. Advisors (Gives a list of activities and the person in charge of each activity.)
  7. District Policies (Policies that are accepted by board of trustees.)
  8. School Calendar (Lists all important dates, vacations and school events.)

### III. SCHOOL SERVICES

1. Library (The school library and its use. Periodicals and books to be found in the library.)
2. Hot Lunch Program (Describes the operation of the lunch program including the cost and kind of meals, time schedules for lunches and special milk program.)
3. Guidance and Counseling (Testing program explained with counseling help given students.)
4. School Records (Records that are kept by the school and purpose of keeping records.)
5. Health (Health examination, records and facilities available for accidents and sickness.)
6. Playground Supervision (Explain the supervision of the playground and tell what the parent may expect in the type of supervision.)
7. Student Insurance (Gives the details of the voluntary insurance sponsored by the school that is available to the students. Athletic accident provisions of the Montana High School Association explained.)
8. Transportation (Transportation furnished by the district, bus routes, and procedures that parents may find helpful in securing individual transportation.)

### IV. SCHOOL REGULATIONS

1. Attendance (Policy of attendance, excused and unexcused absence.)
2. Tardiness (Explain the importance of punctuality.)
3. Admission Requirements (Age requirements to enter first grade. Requirements for entrance to high school.)
4. Fire Drills (Procedure and frequency of fire drills.)
5. Respect for Property (Expectation of students in regard to school property.)
6. School Hours (Time schedule for the school. Dismissal schedule for individual grades.)
7. School Laws (Explanation of school laws and their relation to the school.)

8. Driving Cars (Regulation of the school to those students who must drive cars to school.)
9. Telephone (Regulation of the use of the telephone.)
10. Discipline (What the school expects of the students in respect to their behavior in school.)
11. Recesses (The why of recesses and the schedule followed by grades using the recess.)
12. Withdrawals and Transfers (Procedures of students when withdrawing from school or when they are leaving for another school.)
13. Promotion Policies (Policy of the school in regard to retention of a student or when students fail subjects in high school.)

#### V. REPORTING PROGRESS

1. Method and Purpose of Reporting (Explanation of the report cards and why report cards are used.)
2. Mark Interpretation (Interpretation of grades that appear on the report card.)
3. Parent-Teacher Conferences (How the parent-teacher conference is correlated with reporting. Times that parent-teacher conferences are scheduled.)

#### VI. GENERAL OUTLINE OF COURSES: (List of subjects offered in high school and courses require for college entrance.)

#### VII. DESCRIPTION OF SUBJECT (A short description of all subjects listed under the major fields.)

1. Agriculture (Agriculture I, II, III and IV.)
2. Commercial Education (Typing I, II, Shorthand I, II, and Bookkeeping.)
3. English (English I, II, III, IV, Speech and Journalism.)
4. Health and Safety (Health and Driver Training.)
5. Home Economics (Home Economics I, II, and III.)
6. Mathematics (General Mathematics, Algebra I, II, Geometry, Trigonometry and Solid Geometry.)

7. Music (Band, Chorus and special groups in music.)
8. Physical Education (Boys and girls Physical Education I and II.)
9. Science (Biology, Chemistry and Physics.)
10. Social Studies (World History, American History, Problems of American Democracy, Sociology and Psychology.)

#### VIII. TRADITIONS

1. Home-coming (Date and purpose of home-coming.)
2. Senior Banquet (Tradition behind the banquet, group giving the banquet and date of the banquet.)
3. Junior-Senior Prom (Tradition of the Junior-Senior Prom and when it is held.)
4. Class Plays (Classes giving plays and the selection of the cast.)
5. Dances (Number of dances during the year and the nature of the dance.)
6. Junior High Parties (Tradition of the junior high parties, sponsors of the event and where and when they are held.)

#### IX. ASSEMBLIES

1. School Assemblies (Types of assemblies given by the student body and frequency of the assemblies.)
2. National School Assemblies (Outside entertainment sponsored by the school.)

#### X. SPECIAL INTEREST GROUPS (Purposes of the organizations and requirements for membership.)

1. Future Farmers of America
2. Future Homemakers of America
3. Girls Athletic Association
4. Pep Club (Cheerleading is explained.)
5. "S" Club
6. Dramatics Club

7. Music Organizations

XI. ELECTIONS

1. Class Officers (How officers are elected and qualifications of offices.)
2. Student Council (Election of officers and qualification of members of the student council.)

XII. PUBLICATIONS

1. Annual (Procedure of publishing the annual and members of the staff and their selection.)
2. Wolf Howl (The school newspaper explained, issues published and selection of staff members.)

XIII. SPORTS (Brief explanation of the sports sponsored by the school.)

1. Baseball
2. Basketball
3. Football
4. Track

XIV. HONORS AND AWARDS

1. Honor Students (Requirements for attaining the honor roll.)
2. Scholarships (Scholarships given to students and the selection of the recipients.)
3. Boys State Delegate (Explains the selection of the delegate to boys state.)
4. Girls State Delegate (Explains the selection of the delegate to girls state.)

XV. COMMUNITY INTERESTS

1. Parent Teacher Association (Purpose of the P.T.A. and its functional organization in relation to the school.)
2. National Education Week (Sponsors of the National Education Week and the co-operation of these organizations with the school in observing the occasion.)

## CHAPTER IV

### SUMMARY AND EXPECTED OUTCOMES

To achieve co-operation between the school and the home in the education of the child, a good public relations program must be achieved by the school. To achieve this co-operation the need for a more thorough way of educating the parent about the many phases of the school is needed. Parents have requested more information about the program of the school, so that they may participate more effectively in achieving the goals the parent and the school desire. A school handbook for parents is one method successfully used in some communities for communicating the policies, practices, and customs to parents.

The purpose of this study was to determine what parents, teachers and students deem important with regard to items that appear in handbooks, and to develop as a result of the study a handbook which would acquaint parents with the school program and provide them with a feeling of greater security in matters about which they would ordinarily hesitate to ask direct questions.

An analysis of many handbooks from all parts of the country was made. These handbooks were obtained from administrators upon request. A study of the handbooks received was valuable in determining the items contained in the questionnaire and in the development of the contents of the proposed handbook itself. Many items found in these handbooks were useful in planning for local needs.

The questionnaire was used to determine the specific information to be included in the handbook and to decide upon the type of handbook to be issued. The questionnaire was not used as a fact finding instrument, but rather as a guide for determining the needs of parents in their ever increasing desire for information about the school.

In an attempt to determine the extent to which the school was developing effective public relations, a survey, an integral part of the questionnaire, was made to learn to what degree the school was servicing the needs of parents in getting desirable information to them about the school. The survey was also conducted to find out if the parent handbook was actually a need of the parent rather than a whim of the administration.

One purpose of the total study was to set up criteria for the handbook. The faculty had become aware of the increasing need for informing parents about the work of the school. The staff as a whole were enthusiastic about the project, and many of their ideas were used in the study. They agreed that such a project must be a co-operative effort of the administrator, the teacher and the parent, and indicated their support for the project.

The evaluation of the handbook remains to be decided at some future date to determine if the project has fulfilled the purposes for which it was intended. Perhaps the best method of obtaining pertinent information about the handbook would be the parent-teacher conference. Parents would at that time give their opinions and suggestions for revision.

As with any study of this nature, certain objectives are the



basis for the beginning. The results may be appraised only after the handbook has been in operation and undergone the test of usage. However, certain outcomes are to be expected in the making of a handbook and at the completion of such a project. The following are some expected outcomes of this study:

1. The achievement of co-operation between the school and the home in the education of the child.
2. A deeper sense of responsibility for a vital program of curriculum for the individual teacher and administrator.
3. A better understanding of the present program and the effective presentation of it to the patrons.
4. A readable, concise booklet depicting the program of the school for individuals of the community.
5. A means by which newly arriving families and teachers can become acquainted quickly with the school and its work.
6. A handbook that will be available to all the parents who have children in Stanford Public School in order that they may have a better understanding of the school, the personnel, the instructional procedures, and other policies and practices which affect the pupil, his parents and his school.

If the objectives so stated above, or even a few of them, can be attained, the time and effort spent on this project will have been worthwhile.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### A. BOOKS

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, 1952. 666 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," National Elementary School Principal, 33:19-33, April, 1954.

Nelson, Charles R. "Introducing the Schools," NEA Journal, 39:288, April, 1950.

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

### C. HANDBOOKS

"A Guidebook for Parents." Ames, Iowa: Lincoln Elementary School, 1955.

"Going to School." Allentown, Pennsylvania: Allentown Public Schools, 1952.

Larson, Roland, et al. "Longfellow Junior High School, La Crosse, Wisconsin." La Crosse, Wisconsin: Board of Education, September, 1951.

Malchow, Evangeline, et al. "Central." La Crosse, Wisconsin: Board of Education, September, 1953.

Members of the Guidance Committee. "Your Child and His School."  
La Crosse, Wisconsin: Board of Education, September, 1950.

"Your School Today." Billings, Montana: Lockwood Elementary School,  
1952.

D. UNPUBLISHED MATERIALS

Renshaw, Robert E. "A Handbook for Parents in the Emerson Elementary  
School Mesa, Arizona." Unpublished professional paper, Montana  
State University, Missoula, 1954. 67 pp.

**APPENDIX**

**QUESTIONNAIRE MATERIALS**

April 20, 1956

Dear Parent:

Contemplating a handbook for parents in order that you may know more about the school, I am asking you to fill out the enclosed questionnaire in order that I may know what items should be included in this handbook. The questionnaire is self-explanatory and is filled in by checking appropriate answers. It will take only fifteen minutes of your time.

I am using this problem as my thesis, which will be completed this summer at Montana State University. Your help in filling out the questionnaire and returning it as soon as possible, will be an immense help and greatly appreciated.

Since questionnaires sometimes are mislaid, I am asking you to give your immediate attention in filling it out and returning it in the self-addressed envelope.

Your name should remain in obscurity. A self-addressed postal card is also enclosed in order that I might check names of parents who have returned the questionnaires. When you return the questionnaire in the self-addressed envelope, please mail the card with your name to indicate you have returned the questionnaire.

Thank you for your co-operation and help.

Sincerely yours,

James F. Watkins  
Superintendent



## QUESTIONNAIRE

Do you know as much about your child's school as you would like?

- 1) Yes
- 2) No
- 3) Uncertain

Do you feel that your child's school does a good or a poor job of telling you about the work of the school?

- 1) Very good
- 2) Good
- 3) Fair
- 4) Poor
- 5) Very poor
- 6) I have no opinion

How do you get information about your child's school? (Check ALL that tell how you get information about the school).

- 1) Visiting the school.
- 2) Going to P.T.A., Parents' night, etc.
- 3) Talking with children.
- 4) Talking with other adults.
- 5) Going to school games, plays, etc.
- 6) Reading the school newspaper, yearbook, etc.
- 7) Reading the county newspaper.
- 8) Helping with pupil's homework.
- 9) Hearing talk about the school at club meetings.
- 10) Other (Tell what) \_\_\_\_\_



If you have children in the Elementary School check the grade in which your oldest child is now enrolled.

1      2      3      4      5      6      7      8

If you have children in the High School check the grade in which your oldest child is now enrolled.

9      10      11      12

WHAT INFORMATION DO YOU THINK SHOULD BE IN A HANDBOOK FOR PARENTS? YOU WILL FIND A LIST OF ITEMS WHICH HAVE THREE CHOICES TO CHECK. IF YOU FEEL THAT AN ITEM WILL INTRODUCE YOU TO THE SCHOOL, AN ITEM WHICH SHOULD BE FURNISHED PARENTS FOR BOTH IMMEDIATE OR FUTURE USE, PLACE A CHECK UNDER THE HEADING IMPORTANT. IF YOU THINK THE ITEM WILL BE OF SOME USE TO YOU OR OTHER PARENTS, CHECK UNDER THE HEADING WORTHWHILE. IF YOU THINK THE ITEM WILL BE OF NO USE TO YOU NOW OR IN THE FUTURE, OR NOT INCLUDED IN A HANDBOOK FOR PARENTS, CHECK UNDER THE HEADING UNNECESSARY.

	<u>IMPORTANT</u>	<u>WORTHWHILE</u>	<u>UNNECESSARY</u>
<b>ADMINISTRATION</b>			
1. Administrative organization . . . . .	_____	_____	_____
2. Activity funds . . . . .	_____	_____	_____
3. District policies . . . . .	_____	_____	_____
4. History of school . . . . .	_____	_____	_____
5. Objectives of school . . . . .	_____	_____	_____
6. Philosophy of school . . . . .	_____	_____	_____
7. School calendar . . . . .	_____	_____	_____
8. School personnel directory . . . . .	_____	_____	_____
9. Substitutes . . . . .	_____	_____	_____
<b>CURRICULUM</b>			
1. Admission requirements . . . . .	_____	_____	_____
2. Credit for graduation . . . . .	_____	_____	_____
3. College entrance requirement . . . . .	_____	_____	_____
4. Guidance and counseling . . . . .	_____	_____	_____
5. Outline of courses . . . . .	_____	_____	_____
6. Schedule of classes . . . . .	_____	_____	_____
7. Subject offerings . . . . .	_____	_____	_____
8. Work accomplished in individual grade . . . . .	_____	_____	_____

	<u>IMPORTANT</u>	<u>WORTHWHILE</u>	<u>UNNECESSARY</u>
<b>LIBRARY</b>			
1. Hours . . . . .	_____	_____	_____
2. Periodicals . . . . .	_____	_____	_____
3. Books . . . . .	_____	_____	_____
<b>REGULATIONS</b>			
1. Absence and tardies . . . .	_____	_____	_____
2. Admission requirement to first grade . . . . .	_____	_____	_____
3. Discipline . . . . .	_____	_____	_____
4. Fire drills . . . . .	_____	_____	_____
5. Lunch period . . . . .	_____	_____	_____
6. Lunch program . . . . .	_____	_____	_____
7. Milk program . . . . .	_____	_____	_____
8. Playground supervision . . .	_____	_____	_____
9. Recesses . . . . .	_____	_____	_____
10. Respect of property . . . .	_____	_____	_____
11. School hours . . . . .	_____	_____	_____
12. School laws . . . . .	_____	_____	_____
13. School records . . . . .	_____	_____	_____
14. Telephone . . . . .	_____	_____	_____
15. Traffic rules . . . . .	_____	_____	_____
16. Transportation . . . . .	_____	_____	_____
17. Withdrawals and transfers .	_____	_____	_____
<b>SPECIAL EVENTS</b>			
1. Awards . . . . .	_____	_____	_____
2. Baccalaureate . . . . .	_____	_____	_____

	<u>IMPORTANT</u>	<u>WORTHWHILE</u>	<u>UNNECESSARY</u>
<b>SPECIAL EVENTS (Continued)</b>			
3. Commencement . . . . .	_____	_____	_____
4. Home-coming . . . . .	_____	_____	_____
5. Junior-Senior banquet . . . . .	_____	_____	_____
6. Junior-Senior prom . . . . .	_____	_____	_____
7. National Education Week . . . . .	_____	_____	_____
8. National School Assemblies . . . . .	_____	_____	_____
9. School parties . . . . .	_____	_____	_____
<b>ORGANIZATIONS AND ACTIVITIES</b>			
1. Annual . . . . .	_____	_____	_____
2. Assemblies . . . . .	_____	_____	_____
3. Baseball . . . . .	_____	_____	_____
4. Basketball . . . . .	_____	_____	_____
5. Chorus . . . . .	_____	_____	_____
6. Cheerleading . . . . .	_____	_____	_____
7. Class Plays . . . . .	_____	_____	_____
8. Dances . . . . .	_____	_____	_____
9. Field trips . . . . .	_____	_____	_____
10. F.F.A. . . . .	_____	_____	_____
11. F.H.A. . . . .	_____	_____	_____
12. Football . . . . .	_____	_____	_____
13. G.A.A. . . . .	_____	_____	_____
14. Honor students . . . . .	_____	_____	_____
15. Band . . . . .	_____	_____	_____
16. Music festival . . . . .	_____	_____	_____

	<u>IMPORTANT</u>	<u>WORTHWHILE</u>	<u>UNNECESSARY</u>
<b>ORGANIZATIONS AND ACTIVITIES</b> (continued)			
17. Music lessons . . . . .	_____	_____	_____
18. Mixed chorus . . . . .	_____	_____	_____
19. Glee club . . . . .	_____	_____	_____
20. Pep club . . . . .	_____	_____	_____
21. P.T.A. . . . .	_____	_____	_____
22. Room mothers . . . . .	_____	_____	_____
23. Junior high parties . . . . .	_____	_____	_____
24. "S" club . . . . .	_____	_____	_____
25. School newspapers . . . . .	_____	_____	_____
26. Student council . . . . .	_____	_____	_____
27. Track . . . . .	_____	_____	_____
28. Boys State delegate . . . . .	_____	_____	_____
29. Girls State delegate . . . . .	_____	_____	_____
<b>HEALTH AND SAFETY</b>			
1. Athletic accident provisions	_____	_____	_____
2. Accidents and sickness . . . . .	_____	_____	_____
3. Driving cars . . . . .	_____	_____	_____
4. First aid . . . . .	_____	_____	_____
5. Health records . . . . .	_____	_____	_____
6. Health examinations . . . . .	_____	_____	_____
7. Playground Supervision . . . . .	_____	_____	_____
8. Student insurance . . . . .	_____	_____	_____
<b>REPORTING AND RECORDS</b>			
1. Mark interpretation . . . . .	_____	_____	_____

	<u>IMPORTANT</u>	<u>WORTHWHILE</u>	<u>UNNECESSARY</u>
REPORTING AND RECORDS (continued)			
2. Method of reporting . . . . .	_____	_____	_____
3. Parent conferences . . . . .	_____	_____	_____
4. Permanent records . . . . .	_____	_____	_____
5. Promotion policies . . . . .	_____	_____	_____
6. Purpose of reporting . . . . .	_____	_____	_____
7. Reporting periods . . . . .	_____	_____	_____
8. Visitations . . . . .	_____	_____	_____

MISCELLANEOUS ITEMS  
(to be filled in by parent)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_