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**HANDBOOK OF INFORMATION FOR TEACHERS
IN THE PUBLIC SCHOOLS OF
HOSMER, SOUTH DAKOTA**

by

**EDWIN OBENAUER
B.A., Wartburg College, 1941**

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

**MONTANA STATE UNIVERSITY
1952**

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Date August 19, 1952

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CHAPTER I

INTRODUCTION

The Problem. One of the many problems in education today is orienting teachers to new teaching situations. This paper is an attempt to introduce teachers to a specific school system by means of a handbook.

Into every school system come teachers who, whether or not they have had teaching experience elsewhere, must make new adjustments. However well poised and self-confident they seem, they must meet so many new conditions that they feel in some degree uncertain and insecure regarding the standards and practices of their new school. In smaller school systems this condition usually arises at the beginning of every school year, because the rate of teacher turnover is much greater in smaller than in larger schools. Moreover, the practice of engaging relatively inexperienced teachers is more prevalent, since salary schedules are usually lower than in larger schools.¹

In looking at the local school system, school administrators must think carefully about things which are necessary to help the new teachers to be an effective

¹Philip W. L. Cox and R. Emerson Langfitt, High School Administration and Supervision (New York: American Book Company, 1934), p. 286.

teacher from the first day. The orientation of new teachers to the local school system is of great importance to all people in any community who desire the best educational advantages for their children. Introduction to the school's philosophy and policies, for example, is believed to be of basic importance. Procedures of the new job should be explained. The problems of materials, books, equipment, and tests must be carefully discussed.² A background of the community, moreover, is definitely of importance, since many new teachers must have this background before adequate teaching can be done. Many school systems give attention to the personal needs of the staff. Still other important information might have to do with housing, sick leave, professional assignment, and salary schedules. The business and maintenance operation of the system might be explained as well.

Teacher orientation may be handled in various ways. The use of handbooks, preschool meetings, and tours are effective methods in solving this problem. The practice of giving handbooks to teachers has found widespread usage, especially in larger schools. Many schools find it desirable to publish a handbook in which a summary of the school's rules, regulations, and administrative practices

²George R. Broad, "Orienting New Teachers," National Association of Secondary School Principals, 34:67-68, December, 1950.

is made readily available to teachers. In order to simplify revision it is convenient to issue the handbook in loose-leaf form, so that replacement sheets may be inserted when it is necessary to introduce changes in practice.³

Purposes of this study. The purposes of this study are: (1) to prepare a handbook for teachers in the Public Schools, Hosmer, South Dakota, which will acquaint teachers with such matters as duties and assignments, administrative and supervisory procedures, school philosophy, and principles of pupil progress; (2) to prepare a handbook to serve as a source of uniform information for all teachers; and (3) to prepare a handbook which will save time for both the administrator and the teacher.

Delimitation of the study. This study is limited to an analysis of the contents of a number of handbooks and to the preparation of a handbook for a specific school. Twelve handbooks were obtained from the National Education Association.⁴ Four handbooks were obtained from administrators who were enrolled in the summer session at Montana State University. Ten handbooks were secured from adminis-

³George A. Rice, Clinton C. Conrad, and Paul Fleming, The Administration of Public High Schools Through Their Personnel (New York: The MacMillan Company, 1933), p. 268.

⁴Appendix I.

trators upon request. Fifty per cent of all the handbooks came from schools of less than 300 enrollment. No attempt is made to evaluate school handbooks as such.

CHAPTER II

REVIEW OF RELATED LITERATURE

Wallace¹ identified thirty-five commonly encountered problems related to teacher induction. Broad² classified and then ranked these problems according to their relative difficulty based on ratings by 136 new teachers. The six major problems were as follows:

1. Problems related to understanding the school's philosophy.
2. Problems related to conditions or work.
3. Problems involving teacher-community relationships.
4. Problems involving administrative-supervisory-teacher relationships.
5. Problems related to established good teacher-pupil relationships.
6. Problems relating primarily to instruction.

The major conclusions of Wallace's study indicated that teachers find it difficult to adjust themselves to new situations without administrative help. He also indicated that few school systems provide adequate administrative

¹Morris S. Wallace, "The Induction of New Teachers," Teachers College Record, 51:112-113, November, 1949.

²George R. Broad, "Orienting New Teachers," National Association of Secondary School Principals, 34:67-68, December, 1950.

and supervisory aid for teachers new to their situations.³

The Division of Teacher Training of the Oakland Public Schools prepared a handbook of information for teachers consisting of three parts.⁴ The first two parts contained material on "The Teacher in Oakland" and "The Teacher in an Oakland School." The third section contained a summary of current administrative practice in a particular school. This handbook was expected to be useful to both new and experienced teachers.

Huggett⁵ pointed out that teachers should certainly be informed regarding the basic philosophy which has been developed for the school system, and about approved methods of handling routine procedures. Handbooks, according to him, are one of the best means of conveying information since most of us learn better through the eyes than the ears. All written material, moreover, should be prepared as far as possible with the assistance of teachers.

Small town schools find that the annual bulletin is quite valuable in providing information for teachers. The sample given below consists of the headings which were

³ Ibid., p. 67.

⁴ George A. Rice, Clinton C. Conrad, and Paul Fleming, The Administration of Public High Schools Through Their Personnel (New York: The MacMillan Company, 1933) p. 268.

⁵ Albert J. Huggett, Practical School Administration (Champaign, Illinois: The Garrard Press, 1950) p. 95.

used by one school in its annual teachers' bulletin:⁶

TEACHERS' ANNUAL BULLETIN

Table of Contents

- I. The Purpose of the School
 - A. Who are the schools for?
 - B. The place of the teacher
 - C. The place of non-instructional employees
 - D. Functions of administration

- II. The Goals of Instruction
 - A. The concept of the whole child
 - B. The classroom as a place to live
 - C. Contributions of subject matter
 - D. The function of guidance
 - E. The place of the extra-curricular
 - F. Health problems
 - G. Attitudes and ideals
 - H. Personality development
 - I. Social adjustment

- III. Relationships with the Community
 - A. School life based on community life
 - B. Community participation in school activities
 - C. The curriculum and the community
 - D. School participation in community affairs
 - E. The teacher and the community
 - F. Keeping the public informed
 - 1. athletics, debates, forensics, dramatics, teas, open school nights
 - 2. the school paper
 - 3. the town paper
 - 4. the school annual
 - 5. Notes to parents
 - 6. reports to parents
 - 7. information given to children
 - 8. teacher participation in community events
 - 9. pupils as entertainers

- IV. Relationships with Colleagues
 - A. The danger of gossip
 - B. Too narrow interests

⁶Ibid., p. 95.

- C. Cooperation in work units
 - D. Cooperation in guidance
- V. The Functions of Administration and Supervision
- A. Better service to children
 - B. Help-not hinder
 - C. Provide Continuity
 - D. Advise as to innovating practices
 - E. Provide needed materials and supplies
 - F. Cushion from the public
 - G. On-call visitation
 - H. Appraisal function
 - 1. teacher self-rating
 - 2. pupil rating
 - 3. administrative rating
- VI. Professional Improvement
- A. State and National Organizations
 - B. Teachers' meetings
 - 1. schedule for
 - 2. topics for
 - C. Pension plan
 - D. Visiting days
 - E. Plan books
 - F. Professional library
 - G. Professional magazines
- VII. Facilitation of Instruction
- A. Visual aids
 - B. The main library
 - C. Classroom libraries
 - D. Use of magazines
 - E. Special equipment
 - F. Work of special teachers
- VIII. Administrative Details
- A. Hours for teachers
 - B. Home visitation and reports
 - C. Bell schedule
 - D. Enrollment and dismissal of children
 - E. Absence and tardiness of pupils
 - F. Care of school property
 - G. Ordering of supplies
 - H. Teachers' certificates
 - I. Handling of text books
 - J. Book lists
 - K. Opening exercises
 - L. Fire drills
 - M. Rules for school parties

- N. Disciplinary cases
- O. Excusing children early
- P. Solicitors and agents
- Q. Appearance of buildings and grounds
- R. Substitute teachers
- S. Gymnasium and auditorium schedules
- T. School activity funds
- U. Janitors' schedule
- V. The first day's schedule

Hagman⁷ indicated that annual teachers' bulletins are ordinarily thought of as devices for the dissemination of administrative information. If a teacher committee prepares the bulletin, the administrator may feel more confident that the bulletin meets the requirements of the teachers than if he alone prepares the material. His participation as a member of the committee will, of course, be important.

Edmonson⁸ indicated that handbooks will not only save the teacher's time but will avoid the ever-present tendency to load faculty meetings with routine details. This instrument may also carry professional material designed to present problems for staff consideration. A handbook will be needed for information and instructions on such matters as the following: fire drill, corridor traffic, assembly organization, calendar of events, special

⁷Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw-Hill Book Company, 1951) p. 203.

⁸J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Modern Secondary School (New York: The Macmillan Company, 1948) p. 171.

counselors, rooms and hours, lists of committees for both teachers and students, and committee reports.

According to Edmonson⁹, a handbook should contain the following: (1) a title page, (2) a preface by the principal, (3) a list of the faculty members, (4) a list of rooms and subjects, (5) an explanation of the marking system in use, (6) daily schedule, (7) fire drill regulations, (8) school calendar, (9) and other miscellaneous information regarding the habits and customs of the school.

The following are topics which might be discussed in an administrative bulletin or handbook according to Jacobson, Reavis, and Logsdon.¹⁰ Teachers' hours, schedule of bells, hall and locker-room duties of teachers, mail boxes for teachers in the office, hours at which supplies may be secured, regular requisitioning of supplies, chaperoning or attending school parties, assignments to extra-curricular duties, dates for teachers' meetings, the official school calendar, a list of assemblies, procedure for teachers in case of personal illness, procedures for teachers if contagious diseases are suspected in children, and the procedure for securing janitorial service in

⁹Ibid., p. 325.

¹⁰Paul Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals (New York: Prentice-Hall, Inc. 1950) p. 64.

addition to that regularly furnished are all items or topics that may be included in an administrative handbook.

Such an administrative bulletin, according to the foregoing sources, is invaluable in that it furnishes a handbook for new or substitute teachers, acts as a reminder to teachers who served in the school, and causes the principal to think through the administrative routine for the year. How elaborate such an administrative bulletin should be will depend on the size and complexity of the organization of the local school.

It may well be repeated for emphasis that the preparation of an administrative handbook will serve to focus attention on all the details which need to be faced before and after the opening of school.¹¹

According to Wiles¹², a handbook is helpful to teachers, especially to those entering a new system. This handbook should include among other items such points as descriptions of the pension, group insurance, hospitalization plans, statement of school policies, tenure, salary schedule, and promotion and payment procedures. It should also list the paper and certificates that must be filed with the administration.

¹¹Ibid., p. 65.

¹²Kimball Wiles, Supervision for Better Schools, (New York: Prentice-Hall, Inc., 1951) p. 235.

Bolmeier¹³ indicated that school organization without a philosophy of education is purposeless. Such a philosophy in a handbook outlines the purposes and goals of education. Moreover, unity of direction or purpose can be accomplished best when one person is designated as being responsible for the administration of the entire school system. Some principals present each member of the staff with an organizational handbook so that administrative and staff relations may be properly understood. The absence of a handbook is likely to cause uncertainty and differences of opinion. The handbook is worthless unless it is adhered to in all administrative performances.

Kyte¹⁴ tells us that before the opening of school many principals prepare, revise, or edit handbooks of dissections for teachers. In some schools the contents are prepared by a committee of teachers working with the principal. The most satisfactory and inexpensive type of handbook is a loose-leaf type one consisting of punched sheets of mimeographed instructions. The pages are placed into a loose-leaf binder so that they may be kept in good condition for reference. The principal's foreword, table of contents,

¹³E. C. Bolmeier, "Basic Principles of School Administrative Organization," The American School Board Journal, 122:21-22, March, 1951.

¹⁴George C. Kyte, The Principal at Work, (New York: Ginn and Company, 1941), P. 106.

classified items, and index are included. The principal's foreword indicates clearly the nature and purpose of the handbook.

In a response to a letter, the National Association of Secondary-School Principals¹⁵ listed nine schools that have developed handbooks. At the University of Oregon, the Association for Supervision and Curriculum Development is preparing a study relating to teacher orientation practices and to orientation handbooks issued by school systems.¹⁶

Summary. From the review of related literature, several observations can be made. Teachers find it difficult to adjust themselves to new teaching situations without administrative help. Many systems provide administrative and supervisory aid for teachers new to their situations by means of a handbook of information. Many authorities in the field of administration and supervision recommend a handbook of information for teachers. This source of information should include the school's philosophy, goals of instruction, relationship with the community, relationships with colleagues, professional improvement, functions of administration and supervision, facilitation of instruction, and administrative details.

¹⁵Appendix II.

¹⁶Appendix III.

CHAPTER III

HANDBOOK OF INFORMATION FOR TEACHERS IN THE PUBLIC SCHOOLS OF HOSMER, SOUTH DAKOTA

COMMUNITY

Hosmer, South Dakota, has a population of 542 inhabitants. It is an agricultural community located in Edmunds County and is sixty miles west of Aberdeen, nine miles north of Highway 12. The Chicago, Milwaukee, St. Paul, and Pacific Railroad serves this community.

A great percentage of the people are of German descent. The population has remained approximately the same for the past two decades.

The people welcome the teachers into their community by inviting them to their homes, churches and clubs. The school, as in all small communities, is the center of most community life.

The town has the services of a doctor.

Modern housing is readily available, and the rent is considerably less than in larger communities. The theater and bowling alley help to provide entertainment for the community and its teachers.

Community resources should be investigated and used when it is found that they will enrich the school program. These include people with special training or experience,

interesting places in the community, and interesting private possessions.

GENERAL ORGANIZATION OF SCHOOL SYSTEM

Hosmer Board of Education is the governing and policy-making body of the Hosmer Public Schools. The Board consists of five members elected at large whose term of office shall be three years. Two members shall be elected every year except in years divisible by three, when one member shall be elected.¹ The Board of Education meets regularly on the second Monday of every month in the superintendent's office in the high school building. It is bound, by reason of its elected status, to represent the will of the people in regard to the type of schools and educational program which they desire. The Board of Education is the body that renders decisions on all important matters pertaining to the school system. Included in this category are appointment of personnel, the school budget, and the building program.

However, the actual responsibility for planning, organizing and administering the schools is delegated by the Board to its chief executive officer, the Superintendent of Schools. He is the one who sets up the school organization

¹R. H. Noll, The School Laws of South Dakota, (Sioux Falls: Midwest-Beach Company, 1951) p. 72.

in accordance with the over-all policies of the Board. The teachers, who are the backbone of the school system, are the most important cogs in the organization of the schools. It is through their instructional and public relations efforts that the reputation of the school district is established. They are responsible for teaching, guiding, and developing the children; for maintaining close personal contacts between themselves and the parents of the children under their guidance; and for assisting in the evaluation of the educational program.

PHILOSOPHY OF EDUCATION OF HOSMER PUBLIC SCHOOLS

The only tenable aim of the entire school in all of its activities should be the better growth and learning of the individuals which it serves. It is the belief of the Hosmer public schools that they should recognize education to be a continual developmental process designed to enable the individual to meet and solve his needs, and to protect and honor his heritage. This process involves the acquisition of essential facts, the development of skills and appreciations, the cultivation of an inquiring mind, and the attainment of rational attitudes toward order and change. The above factors will prepare the youth for our complex civilization, and in turn contribute to the social, political, economic, and spiritual advancement of the community,

state, and nation.

PROGRAM OF SUPERVISION

Supervision is the procedure of giving direction to, and providing critical evaluations of, the instructional process. The end result of all supervision should be to provide students at all levels with better educational services. Traditionally supervision has been limited to incidents directly associated with classroom teaching. To a large extent these incidents were directly associated with methods of rating the teacher.

Modern supervision goes beyond the classroom and attempts to direct the educational forces that influence students regardless of where those influences are found.² The concept of evaluation is constantly being extended beyond a mere appraisal of student and teacher performance to include appraisals of the administrator, the school plant, instructional methods, instructional materials, school patrons, and the curriculum. Modern supervision is designed to help, not merely to rate, those who influence the educational process.

The Hosmer Public Schools subscribe to the democratic concept of supervision. In this type of relationship the

²Chester T. McNeerney, Educational Supervision, (New York: McGraw-Hill Book Company, Inc., 1951) p. 1.

entire staff of teachers and superintendent maintains a cooperative, democratic relationship. Each has an important contribution to make in handling of the program, the focal point of which is the child. Regardless of the fact that the superintendent serves as the director of instruction, the teacher is the important person of this democratic educational procedure. Being on the front line of action, the teacher will be first to see the problems as they arise, and through utilization of available resources the teacher and superintendent can see to it that something is done about these problems.

GUIDANCE PROGRAM

The director of guidance has the responsibility for the direction of the program of individual and group guidance in the elementary and secondary school. Assisted by teachers, the director seeks to develop a program by which parents and teachers may gain increasing insight into the needs of all children. This program consists of interpretation of all children's needs through the findings of individual case studies. It includes many group guidance activities for all children in the fields of educational, vocational, and recreational guidance.

The part played by the classroom teacher in the guidance program is of utmost importance. Because of the

daily contact with the pupils, the teacher by necessity becomes their chief counselor in matters of health, studies, and personal problems. Many problems are solved by the classroom teacher without resorting to the services of the guidance director. However, problems of a more serious nature should always be referred for further study.

The director of guidance, in consultation with the superintendent, supervises the survey testing program which is carried on annually. Intelligence tests are given to alternate grades each year. Achievement tests are administered routinely to all grades. Individual teachers seeking to discover special needs of their students are also assisted by the provision of other specialized tests. Attempts are made to evaluate the more intangible aspects of the child's growth and development through the administration of various behavior rating charts, personality tests, and interest tests.

TEACHERS' CERTIFICATES

All teachers to be eligible for public school positions in South Dakota must have valid teaching certificates. Each teacher should see that his certificate is valid for the coming school year before a contract for that year is signed. The State Department of Public Instruction has held that contracts entered into for periods which are not

covered by the teacher's certificate are invalid. Teachers who do not have a degree are required by state law to take additional work for each renewal of their certificate.

All certificates must be registered annually in the county in which the teacher is working. The certificates should be turned in at the office not later than Friday of the first week. These certificates will be returned after they have been registered by the County Superintendent and recorded in this school. No salary can be paid unless this important requirement is met.

SCHOOL DISCIPLINE

Discipline is a means to an end in the school and can best be attained by those who govern themselves well. The following ideas of discipline are those of the administration and many of the teachers in the school system. Good discipline not only holds in check the child during actual school hours, but it contributes something equally important by bringing about a conscious ethical conduct as the natural self-activity of the pupils.

If special attention is given to the habits, morals and manners of the pupils, the teacher can expect proper discipline in her room. The teacher should be discreet and judicious, avoiding haste and prejudice, but firmly insisting on good order. The sending of pupils to the principal's

office is usually an indication that the teacher herself is incapable of handling them.

Discipline may be said to be composed of three major factors, (1) organization of the school, (2) personality of teachers and their teaching, and (3) methods of discipline. In the organization of the school, the pupils must see that the entire teaching staff is united in its purpose and that they cooperate entirely in securing good discipline. If pupils sense this unity of purpose, they will govern themselves accordingly. A teacher should be given the moral support of the other members of the faculty. If one does have a different opinion as to the problem, this matter should be discussed privately with that teacher, but never before the pupils.

Some of the qualities to consider in the personality of a teacher are: good nature, optimism, tact, justice, understanding of pupils. The teacher must be human. If the teacher has confidence, the pupils will also have confidence. If the teacher is conscious of her powers and realizes she is capable of handling any situation, fewer unfavorable situations will arise. The teacher should furnish her pupils with an impression of strength, ability, confidence and courage.

In discussing the third factor, methods of discipline, knowing just what to do and how to meet the trouble would

seem to be the solution. In order to accomplish good results we must have good conduct every hour of the day. The prompt handling of problems will prevent small infractions from becoming large ones.

There are two methods of securing good order. They are prevention and correction. If the pupil's time is planned correctly, he will be too busy for disciplinary problems to arise. If the teacher is able to get the troublesome child to accept some responsibility in the daily routine of the classroom, she has gone a long way toward good discipline. Accepting responsibility helps these boys and girls to grow up the right way. It helps to develop character. It shows them that the teacher has confidence in them and trusts them. The teacher who can carry out a method of prevention satisfactorily need not worry about her method of correction.

The majority of the students desire good order and they will show their resentment to any offender. The example the teacher sets in and out of the classroom is a great factor in discipline. It is well to refrain from punishing or correcting the entire class. Doing so is apt to unite the opposition against the teacher rather than against the pupil.

Discipline is a cooperative matter. The most rigid disciplinarian can do nothing in a school system unless he

has the cooperation of every teacher of the system. One lax teacher can do more in tearing down a disciplinary system of a school than can ever be offset by several conscientious teachers demanding proper actions. Each teacher should feel it his duty to correct any infringement of rules which he observes at any place. By so doing we can maintain a disciplinary situation which will be of value to the students and a help in creating proper study conditions.

It is hoped that we shall very seldom need to resort to punishment of students. In cases where some punishment seems necessary, it should be in keeping with the offense. Another matter that should be kept in mind is the fact that constantly repeated punishments soon lose their desirable effect.

Corporal punishment should be resorted to only in extreme cases and then only after discussing the problem with the school administration. Teachers are personally liable for any physical injury which a student may suffer through such punishment. Generally speaking, corporal punishment seldom accomplishes any result which cannot be accomplished by other more desirable methods. Be firm in your demands, but be fair.

Most teachers that fail, it is believed, do so because

they are unable to maintain satisfactory discipline.³ School discipline might be classified into three groups: teacher imposed, discipline by the fellow-pupils, and self-discipline. The latter type is the desired type. The school, working with the pupils either directly or through elected representatives, should organize positive standards of conduct rather than imposed lists of "don'ts."

The teacher must realize that adult standards of behavior take a long time to develop. She should not be impatient or discouraged with repeated types of behavior not conforming to adult standards. A teacher should not regard misbehavior as a personal affront, and become emotional about it. She should remain calm and undisturbed, and often appear not to notice trivial offenses. A sense of humor and a willingness to laugh with the class, to take some incidents as a joke rather than as a serious matter is helpful in winning over the pupils.

Many teachers do not realize that children reflect their own attitudes: harshness for harshness, resentment for resentment, friendliness for friendliness, and the like. Teachers should look on each child as an individual, and seek the motive for the overt act. Sarcasm, scorn and scolding have no place in the classroom. Correction of

³Lester H. Baumann, "When Teachers Need Help With Discipline," Nations Schools, 36:27, July 1945.

individual faults should be undertaken in private, and never before the class, unless in a humorous manner. The child will feel more embarrassment by being singled out of his group, and likely react in undesirable patterns of behavior.

Parent cooperation should be enlisted in discipline problems, but on the grounds that the pupil's welfare demands it, and not that the school is unable to deal with the problem. The lowering of marks as a disciplinary measure is entirely unjustifiable; removal of privileges, assignment of jobs or chores are usual forms of punishment but not educationally desirable. It is necessary that the child realizes the implication of his wrong-doing. It is helpful to have a conference with the child and have him answer either orally or preferably in writing the following questions:⁴ What were the things that I did that were wrong? What was the bad effect upon the school, upon other persons, and myself? What shall I do about it?

PUPIL PROGRESS

The assigning of grades is partially a matter of guess work. No one can know a student well enough to assign a grade which definitely indicates a student's knowledge of a particular subject. Since there is this element of

⁴George C. Kyte, The Principal at Work, (New York: Ginn and Company, 1941), p. 388.

uncertainty, grades assigned should not only represent an estimate of the student's knowledge, but also should take into account what the grade will mean in the student's life. For example, to give a failing grade to a student who would not benefit materially by taking the work again is a waste of both the student's time and the school's time. The basis of any failure should be a definite belief that the student would profit materially from taking the work again. Personal like or dislike for a student should have absolutely no bearing on the grade assigned. Impartiality in grading is an outstanding characteristic of a good teacher.

A policy of non-promotion apparently makes teaching no easier nor more effective than does the practice of continuous progress.⁵ Studies indicate that non-promotion has little noticeable effect towards stimulating a repeater to better effort and greater achievement. A policy of non-promotion generally insures no greater degree of homogeneity of mental age or achievement within the various grade levels than does a policy of continuous progress. The incidence of non-promotion appears to be decreasing in the schools of the nation.⁶ There are no generally accepted standards for

⁵Leon G. Deming, "An Appraisal of Certain Procedures in Classification and Promotion of Pupils," National Elementary Principal, 19:621-5, July 1940.

⁶B. D. Gestie, "Promotion or Placement," Elementary School Journal, 48:61-64, October 1947.

promotion or retention.

The problem of pupil promotion is essentially one of pupil placement in which the real welfare of the individual is the basic issue. The length of time spent by the child in the elementary school will be determined by a careful estimate of the child's needs in the light of his chronological age, mental age, achievement, physical development, and social maturity. It is probably better that a child be kept with a group at his social maturity level, with the curriculum adjusted to him than it would be if he were out of adjustment socially even though with a group more at his level of achievement.

For the best psychological development of the child, it is necessary that he achieve some success. This implies the need to readjust the curriculum for the individual's abilities and needs. Teachers who have been using failure as a part of their teaching techniques must become familiar with all aspects of the problem.

TEACHING AIDS

A fair collection of teaching aids is available in the school. These aids can contribute much to the improvement of instruction. A list of these aids are: Motion picture projector, slide projector, maps, charts, bulletins, models, and a fine selection of new library material. A

rental contract is maintained with the South Dakota State College Cooperative Film Library from which about two films a week are secured. The film schedule for the school year may be obtained from the office.

Teachers who are not familiar with the operation of various types of audio-visual equipment, or who want help on special projects may call at the office for assistance.

Films are available for the first four days of each week. Films must be returned on Thursday night. Please list on the bulletin board the date and period you want a film shown. A form will be posted for this purpose. A statement regarding films will be given to each teacher at the beginning of the week. If a teacher's manual accompanies film, it will be in a section of the mailbox in the office.

CURRICULUM

The administration is striving for curriculum revision in terms of mutual understanding and pooling of ideas with teachers. The conventional high school program suffers from specialization. It is thus a disconnected rather than a co-ordinated enterprise, because of specialized subject matter. Teachers, tied to numerous details within their own departments and often pressed by inflexible course requirements, too often fail to plan their work in

cooperation with teachers in other departments. The traditional subject matter curriculum fails to meet all the needs of the students. Be teachers of pupils rather than teachers of subjects. The Principle of Individual Differences must be considered seriously. A great variety of pupil activities should replace the dreary routine of study and recitation. Wide pupil participation should replace teacher domination. Work adjusted to individual pupils should replace uniform standards. The concern for the all-around development of the child should replace concentration on intellectual achievement.

In order to bring about curriculum revision, the principal, teachers, and the community must sincerely understand why revision is necessary. With a mutual understanding, curriculum revision will be a cooperative venture.

HEALTH AND SAFETY

The good health of youth is fundamental to a successful people.

Each fall, all the pupils are given a thorough physical examination by the local physician. When necessary, parents are notified of specific needs of their child for treatment or diagnosis by a physician. The State Mobile Health Unit from the State Department of Health visits the school annually. A health record is kept on every student.

It has been established that the state's obligation to educate its citizens includes physical, as well as mental, welfare.

Besides the above phases of the health program, an instructional program is carried on by all the elementary teachers. The high school instructional program is supervised by the guidance director and physical education director. Since the school cannot solve all the problems in the field of health education, cooperation between the school and selected community agencies is imperative. Teachers are asked to report all cases of communicable disease to the principal's office.

Safety is closely related to health. The safety program again is a cooperative venture of teacher, principal, students, custodian, and community. A good, safe, and healthful environment should be maintained in the entire school, especially in the laboratory, gymnasium, and playground. Pupils should always be supervised in these areas. Besides maintaining a safe and healthful environment, safety instruction should be given to acquire skills in safety. Safety is largely a matter of habits and attitudes, and these can best be impressed on grade school youngsters. It is recommended the school organize an all-school safety committee to develop a safety program for inside and outside of school.

The school should be prepared for any emergency that may arise, such as fire or an explosion or a playground accident. Unlocked first aid cabinets are located on each floor of the school buildings. Several members of the faculty know how to administer first aid. First aid should only be administered for minor injuries and the doctor called for all injuries of a more serious nature. The electric horn is the emergency signal. The sounding buttons for this horn are located in the study hall and in the eighth grade room.

The safety committee should concern itself with school building inspection, playground inspection, classroom inspection, allocating specific area of playground to primary children, the procedure in the burning of rubbish, fire drill, fire fighting equipment, safety code, an emergency plan, community resources, and traffic problems. A record is made of every injury and filed in the principal's office.

FIRE DRILL

It is the duty of the principal or person in charge of every public educational institution within the state to instruct and train the pupils by means of drill, so that they may, in a sudden emergency, be able to leave the school building in the shortest possible time and without confusion

or panic. The signal for such a drill will be the sounding of the electric horn. Fire drills will be held monthly throughout the school. Obviously no one, except the supervisor, will know when they will be held; therefore, it is imperative that all teachers have clearly in mind where and how the students should march from any room during any period of the day. The building should be vacated in about one minute. The students should walk quickly, but they should not run or push. A chart of the exact plan for vacating the building during a fire drill should be secured from the office. This chart will be placed on the bulletin boards of all rooms.

NATIONAL EDUCATION CODE

A teacher has certain ethical obligations or relations to the profession, to civic affairs, and to pupils and the home. The following quotation is based on the National Education Association Code.

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice through study, travel and experimentation.

Unfavorable criticism of associates should be avoided

except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid endorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only through properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated through suitable recognition and promotion with the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.⁷

⁷ National Education Association, "Ethics for Teachers," Montana Education, 22:3, December 1945.

PAYROLL PROCEDURE

Teachers receive their salary in ten equal installments paid on the last Friday of each school month. The following deductions are taken from each such monthly payment of salary:

1. **Income Tax:** The amount of tax deducted is based on the gross salary earned and the withholding exemptions claimed on the withholding exemption certificates filed by each teacher with the superintendent's office. The tax is determined from schedules issued by the U. S. Treasury Department. Any change from the number of withholding exemptions claimed should be reported to the superintendent's office immediately.

2. **Social Security Deduction:** One and one-half per cent of the monthly salary will be deducted for Social Security retirement benefits.

ABSENCE AND SICK LEAVE

When a teacher is to be absent from duty for any reason, it is his responsibility to notify the superintendent's office. If possible, the notification should be made the day before the absence so that the arrangement for a substitute teacher can be made.

If a teacher is absent from duties because of illness, he is entitled to receive full salary for such absence

up to seven days in a school year. At the end of the year, any unused sick leave is carried over to the succeeding year. It is possible in this way to accumulate a maximum of twenty-eight days of sick leave with full pay. Sick leave, whether for the current year or accumulated, may be used for sick leave purposes only. Salary deductions will be made for other absences and for illness beyond the days covered by full-pay sick leave. The deductions will be the difference between the teacher's salary and a substitute's salary, up to a period of four months in any school year.

CARE OF SCHOOL PROPERTY

Responsibility for the care of school property is primarily that of the principal and those who work under his supervision. It is the joint responsibility of all personnel to maintain clean and healthy surroundings. The school staff must eliminate all hazards to prevent accidents. The school staff is responsible for the care of costly property and must prevent needless waste and careless use of supplies, equipment, and utilities. Teachers must be alert to aid and guide pupils in the careful use of school property. Attractive school property will reflect upon the school as a whole.

Any destruction of school property, unnecessary waste of materials, or any irregularities that occur should be

reported in writing to the principal. The cost of destruction and waste must be paid for by the offender. The school custodian has been instructed in the cleaning and care of the school. All requests by teachers for additional service from the custodian should be cleared through the principal's office in order not to interfere with the regular routine.

School property is not to be loaned.

HEATING, LIGHTING, AND VENTILATING

Since proper lighting in classrooms is of utmost importance, teachers should at all times exercise care in the proper adjustment of shades to take advantage of natural lighting. During the winter it will probably be necessary to use the room lights. Feel free to use lights whenever necessary, but do not waste electricity. Turn lights off at the end of the period or when you are leaving. If lights are found on in hallways or other rooms which are not being used, feel it a duty to turn them off.

Give special attention to ventilation. The efficiency of teaching will be considerably effected by the physical conditions which are maintained. Stuffy, hot rooms are not conducive to good learning situations. Room temperatures should not exceed 72 degrees.

TEXTBOOKS

Textbooks are provided by the Board of Education. Each book is numbered and stamped with the Hosmer Public Schools stamp. When a book is issued to a pupil, it must be properly listed on forms that are available from the office. Teachers should keep a duplicate form. When the book is returned by the pupil, the condition must be checked against its condition at the time it was issued. If a book is damaged beyond that of reasonable wear, a charge is made.

Teachers will find their textbooks in the textbook room. These books should be taken to the class rooms sometime before the opening of school. All books which are not issued to students are to be returned and stacked in the textbook room. Teachers are responsible for the care of all equipment in the rooms to which they are assigned. At the close of the school year inventories of these rooms should include all equipment of the room and its condition as well as number and condition of textbooks.

SCHOOL SUPPLIES

The list of supplies which can be obtained by requisition is available in the office. All new supplies must be requisitioned through the office. No teacher should order or buy supplies without first securing a requisition form upon which is listed the desired item. This form must then

be signed by one of the school board members or the superintendent.

All supplies will be found in the store room next to the office. When taking these supplies, record name and the item on the check out sheets which are tacked to inner side of the door of the store room. It is imperative that all materials taken be checked out.

ATTENDANCE RECORD

Each grade teacher is responsible for the recording of daily attendance of each student. Since the superintendent's annual report is based partially on these attendance records, it is imperative that they be correct. Students should be counted absent for all days missed until it is definitely known that they have withdrawn.

No student shall be counted absent until he has been enrolled. Students entering school the beginning of the second week shall not be counted absent for the first week, but a student who enters the first day and is absent the last of the first week shall be counted absent for the days missed. The daily memorandum books may be used by the grade teachers in recording absences during the week. At the end of the week these absences should be transferred to the attendance register. The system of marking absences will be the one shown under directions in the back of the attendance

register. At the end of the six weeks, attendances shall be summarized under the indicated headings.

At the end of the year a summary of enrollment and attendance should be drawn up in accordance with instructions given with the teacher's final report form.

Each high school teacher will fill out a report form of the students absent or tardy during that day. This report form should be left in the principal's office each evening. The report forms are available in the store room.

Dated notes, signed by parent or guardian, are required on the first day of return to school stating the specific reason for absence. Legal absences such as illness, quarantine, death in family, and storms. Excuses for absences for any other reasons are left to the discretion of the office.

One of the most important habits to be developed in children is punctuality. For this reason no tardiness should be ignored. The school and home should work in close cooperation to determine the cause and methods of correction. Cases of habitual tardiness should be referred to the principal for further study.

All grade students who are absent for more than three days at a time shall present a doctor's excuse upon their return to school. The only exception to this regulation is in cases where it is definitely known that the student has

been absent for some reason other than illness. Should there be an epidemic during the year, absences of a single day will be checked with the doctor.

All students who have been absent or tardy shall not be permitted to return to class without an admit or a permit. An admit allows the student to return to class, but does not allow him to make up his work for credit. A permit allows the student to return to class and also gives him the privilege of making up the work for full credit.

LEAVING SCHOOL GROUNDS DURING SCHOOL HOURS

The responsibilities and duties of teaching are such that it is advisable for teachers to be on call in the school building during school hours. If it is necessary, however, for the teacher to leave the grounds, arrangements should be made with the principal.

Pupils are expected to remain on the school grounds during the entire school day. Any exceptions must be cleared with the principal who will consult the parents. No child is to be sent home unless someone is there to receive him or satisfactory arrangements have been made for his care.

LENGTH OF SCHOOL DAY FOR TEACHERS AND PUPILS

Since the school assumes responsibility for pupils

30 minutes before school opens and does not relinquish it until 30 minutes after school closes, the teachers are expected to be in the buildings during those periods. If conditions justify it, exceptions may be granted.

Pupils should not enter the school building before the school day begins nor remain after the school is dismissed unless under the supervision of a teacher. In bad weather pupils are allowed to enter the buildings as soon as they arrive.

ACTIVITY

Activities should be planned at the beginning of the year and a definite period scheduled for rehearsals in so far as possible. Children should not be taken from classes for practice at periods other than those designated. Each activity sponsored by the school is worthwhile, and in the judgment of the school administration, one activity is no more or no less worthwhile than any other activity. Persons in charge of activities should make it a point to be at the building before the time scheduled for meeting of the activity group. The custodian is instructed not to open the doors for students who come early for these activities unless the teacher is on duty.

The purpose of all school-sponsored clubs and organizations is to develop character, personality, and in

general to further the over-all education of the child. Teachers should, therefore, seek opportunity to sponsor such activities.

Every effort should be exerted to give all pupils an opportunity to belong to some organization. Likewise, effort should be made to keep a few students from monopolizing and belonging to several of the more popular organizations. A point system may be used to encourage student participation in activities.

GRADING SYSTEM

The grading system for the first three grades is as follows:

- "S" for satisfactory work.
- "U" for unsatisfactory work.
- "I" for improving from "U."

This method of grading has been adopted in the lower grades to de-emphasize grades, and to remove many of the resulting tension and unhappiness that comes to the young child if he or she does not receive top grades. School experiences are a real thrill and joy to young children. Children at this age do not need the artificial stimulus of grades to force them to learn.

If the child's early school experiences are as happy as possible, he or she will have a good mental pattern set

for later years of schooling.

In the higher grades, scholarship is rated by letters without plus or minus signs. On the last page of your grade book, you will find a chart of the grading system. When averaging grades, the letter grade is converted into the corresponding number as indicated on the last page of the grade book.

When arriving at the final grades for a nine-week period, the daily average shall count $\frac{2}{3}$ and the test grade $\frac{1}{3}$. For example, a student has a daily average of 2.8 and a test grade of "C." You would arrive at his final grade as follows: 2 times 2.8 equals 5.6 plus the test grade of 2 which equals 7.6 divided by 3 equals 2.5 or a "B." All grades of .5 or higher count toward the next higher whole number.

REPORTS TO PARENTS

Nine weeks reports are made for all students of the high school. Report cards are to be completed and handed to the students on Wednesday of the week following the nine weeks tests. In addition to the nine weeks report, delinquency notices are sent to the parents of all failing students at the mid-point of the nine weeks period. Each teacher will fill out a delinquency slip for any student who is failing or is near the failing point.

Six weeks reports are made for all students of the elementary school. Report cards are to be completed and handed to the students on Wednesday of the week following the six weeks test. In addition to six weeks reports, parent-teacher conferences are scheduled twice a year for the elementary school students.

CHURCH NIGHT

Wednesday night is Church Night. There are to be no school events nor any practices for school events. In cooperation with the Ministerial Association to the extent of having one night each week when school and church events will not conflict.

NOON DUTY

Each teacher is required to have "Noon Duty" four weeks during the year. It shall be the duty of the teacher assigned to noon duty to remain at the school during the entire noon hour. The teacher assigned to this duty should bring his lunch or have arrangements made with someone else to bring the lunch. A schedule of duties and lunch room rules will be issued from the office.

DAILY PROGRAMS FOR GRADES

All grade teachers should prepare daily programs

during the first week. After the program has been established, a copy should be made and filed in the principal's office.

Before daily programs are set up, each teacher should consult the music supervisor in order to establish the music period for the various grades.

The lower four grades will have recess from 10:15 A. M. to 10:30 A. M., and 2:15 P. M. to 2:30 P. M. The upper four grades will have recess fifteen minutes later. School begins for all grade school students at nine o'clock and at one o'clock. The first and second grade will be dismissed at 11:30 and 3:30. The third grade will be dismissed at 11:45 and 3:45. All other grades will be dismissed at 12:00 and 4:00 o'clock.

All grade students are permitted to have two recesses daily. They should go out to the playground each recess, except when rain, cold weather, or sickness prevents this. In order to do good work, it is necessary that these young folks have their day broken up by short periods of exercise.

According to our recess schedule, two teachers should be available for supervising each playground period.

SCHOOL CALENDAR

School Year. Sept. 1, 1952, to May 15, 1953

SDEA at Sioux Falls - Oct. 22, 23, 24

Vacation Periods. Thanksgiving - Nov. 27, 28

Christmas - Dec. 24 to Jan. 4

Easter - Apr. 3 to Apr. 6

1st six weeks period - Sept. 1 to Oct. 10 - 30 days

2nd six weeks period - Oct. 13 to Nov. 21 - 30 days

3rd six weeks period - Nov. 24 to Jan. 9 - 28 days

4th six weeks period - Jan. 12 to Feb. 20 - 30 days

5th six weeks period - Feb. 23 to Apr. 3 - 28 days

6th six weeks period - Apr. 6 to May 15 - 30 days

1st nine weeks period - Sept. 1 to Oct. 31 - 45 days

2nd nine weeks period - Nov. 3 to Jan. 9 - 43 days

3rd nine weeks period - Jan. 12 to Mar. 13 - 45 days

4th nine weeks period - Mar. 16 to May 15 - 43 days

TABLE I
TEACHER ASSIGNMENTS

<u>Mr. Burrer</u>	<u>Mr. Cross</u>
Algebra	English I
Typing I	English II
Bookkeeping	English III
General Business	Guidance
Visual Education	Dramatics
Publications	Declamation
Sophomore Sponsor	Freshman Sponsor
<u>Mr. Obenauer</u>	<u>Mr. Talcott</u>
General Science	American History
Biology	Sociology-Geography
Chemistry	Government-Economics
Superintendent	Geometry
Senior Sponsor	Athletic Coach
	Junior Sponsor
<u>Mr. Heckenlaible</u>	<u>Mr. Goehring</u>
7-8 grades	5-6 grades
Band	Vocal Music
<u>Mrs. Ulmer</u>	<u>Mrs. Eisenbeisz</u>
3-4 grades	1-2 grades
Grade Music	
<u>Miss Gisi</u>	<u>Mr. Mayer</u>
West Rural	Southwest Rural

TABLE II
HIGH SCHOOL CLASS SCHEDULE

Teacher	9-10	10-11	11-12	1-2	2-3	3-4
<u>Obenauer</u>	General Science			Chemistry	Biology	
<u>Burrer</u>	Book-keeping		General Business	Algebra	Typing	Assembly
<u>Talcott</u>	Sociology	Physical Education	American History	Geometry	Government Economics	
<u>Cross</u>	Geography	Guidance	English III		English I	Grade School
<u>Heckenlaible</u>	English II					Bard
<u>Goehring</u>						Vocal Music

CHAPTER IV

SUMMARY AND CONCLUSIONS

In each school, orientation of teachers is an essential part of each administrative function. Teachers find it difficult to adjust themselves to new teaching situations without administrative help. Into every school system there come teachers who, whether or not they had teaching experience elsewhere, must make new adjustments. Many authorities in the field of administration and supervision recommend a handbook of information for teachers as an aid in the orientation process. The consensus seems to be that this source of information should include the school's philosophy, goals of instruction, relationship with the community, relationship with colleagues, professional improvement, functions of administration and supervision, facilitation of instruction, and administrative details.

This handbook, which is to be used in the Hosmer Public Schools, not only serves to introduce the new teachers to the system, but also aids the other teachers in answering some of their questions. If properly used, it is believed it will be the source of developing a good relationship between the administration, faculty, community, and pupils.

Twenty-six different handbooks were obtained to serve

as a basis for the construction of this handbook. Twelve handbooks were obtained from the National Education Association. Sixteen handbooks were received from administrators upon request. These handbooks came from all sections of the country. Fifty per cent of the handbooks came from schools of less than 300 enrollment. The contents of these books were carefully analyzed. No attempt was made to evaluate these handbooks as such, but the analysis of these books served as a basis for this construction.

In conclusion, a teachers' handbook of information should ideally be constructed cooperatively between the administration and the teachers. However, this was not possible this summer. Handbooks such as these must be kept current if they are to be useful; therefore, when revision becomes necessary all teachers along with the administrator should share in such revision. Moreover, by presenting the handbook in the suggested folder, it will be much easier to simplify any change or alteration necessary.

It is sincerely hoped that this paper will serve as a basis for aiding orientation of new teachers to their local school situations.

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APPENDIX

APPENDIX I

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

July 3, 1952

Mr. Edwin Obenauer
#1 Chouteau
Missoula, Montana

Dear Mr. Obenauer:

We have your letter of June 26, requesting information and material regarding handbooks for teachers. Under separate cover we are sending you loan copies of handbooks for teachers which will give you an idea of general practice in the compilation of material to be included. These handbooks, which are used in the schools of Scranton, Pennsylvania; Lehigh, Pennsylvania; Clinton, Iowa; Cedar Rapids, Iowa; Arlington, Virginia; Jamestown, New York; Oakland, California; Wilmington, Delaware; Battle Creek Michigan; Decatur, Illinois; and Santa Barbara, California; should be returned within two or three weeks.

Cordially yours,

Frank W. Hubbard
Director, Research Division

FWH:nh

APPENDIX II

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
A Department of The
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W., Washington 6, D.C.

July 2, 1952

Mr. Edwin Obenauer
#1 Chouteau
Missoula, Montana

Dear Mr. Obenauer:

There are a number of schools and school systems that have developed teachers' handbooks. Some that have come to my attention are listed on the attached carbon sheet. It may be that you will want to write to them for information. In fact, some of them will be willing to send you a copy of theirs.

Very sincerely yours,

Walter E. Hess
Managing Editor

H:bar
Enc/

**SCHOOLS AND/OR COMMUNITIES THAT HAVE
PUBLISHED TEACHERS' HANDBOOKS**

West High School, Denver, Colorado - Charles E. Greene, Supt.

A. B. Davis High School, Mt. Vernon, New York

**Edison Occupational School, Cleveland, Ohio - Michael J. Eck,
Prin.**

**Ottawa Hills High School, Toledo, Ohio - Ray E. Deardoff,
Prin.**

Tulsa, Oklahoma - Charles C. Mason, Superintendent

Stowe Twp. Junior-Senior High School, McKees Rocks, Pa.

Orangeburg, South Carolina - E. W. Rushton, Superintendent

Central High School, Chattanooga, Tennessee

**McKinley High School, Washington, D. C. - Charles E. Bish,
Prin.**

APPENDIX III

P. O. Box 1243
Eugene, Oregon
June 14, 1952

Dear Sir:

Thank you for your assistance in replying to my letter regarding teacher orientation.

The section of this study relating to handbooks issued by teacher training institutions to beginning teachers is being published by the University of Oregon Curriculum Laboratory. The sections of the study relating to teacher orientation practices and to orientation handbooks issued by school systems are being used by the Association for Supervision and Curriculum Development for inclusion in a monograph, Helping the New Teacher, to be published after January 1, 1953.

Thank you again for your cooperation.

Very truly yours,

Aaron W. Armstrong