A PROJECT

The Development of a Handbook for High School Teachers

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Master of Education

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by
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CHAPTER I

INTRODUCTION

I. THE PROBLEM

Statement of the problem. The purpose of this project is two-fold: (1) To produce a teachers' handbook for the high school instructors in Stafford County; and (2) to evaluate on the basis of sound educational principles, the product and the procedures followed in its development.

Setting. Stafford County is located in upper Tidewater Virginia. There are only two high schools in the County; Falmouth and Stafford. They are located eight miles apart and both schools are in rural sections.

There are twenty-seven teachers who make up the faculties of the two county high schools. Each school has an elementary department. At Stafford, grades one through twelve are taught; whereas, at Falmouth grades six and seven make up the elementary school.

The high school enrollment at Falmouth usually ranges between three hundred twenty-five to four hundred pupils. At Stafford the high school enrollment is much smaller--approximately one hundred twenty-five to one hundred fifty pupils. Judging from the

present enrollments in the elementary schools of the County, the building of a consolidated high school (which has been approved by County Officials) to house seven hundred pupils will be much in need.

Compared to the general administrative set-up in Virginia, it is rather unusual that in Stafford County one supervising principal is in charge of two high schools. He is responsible for the supervision of all high school teachers in the County. The elementary departments of the two schools are subject to supervision by the County elementary supervisor in addition to the general supervision by the principal.

In such an organization the principal must be familiar with the aims and objectives of each school; moreover, he is charged with the responsibility of coordinating the educational program of the schools under his supervision.

In October, 1948, staff members of the two high schools met to draw up plans for an in-service growth program for the teachers of the two schools. In a general meeting, the high school teachers and administrators concluded that the following objectives be considered in selection of topics for group study:

(1) To select topics which would give teachers and administrators an opportunity to grow in service.

(2) To give teachers an opportunity to become better acquainted with general school administration.

(3) To select a topic for study which would give teachers an opportunity to practice democracy.

In the same meeting wherein these objectives were agreed upon, a chairman for the in-service growth program was selected. He urged teachers and administrators to suggest topics for study which would meet the needs of the individual, as well as those of the group.

Several topics were suggested and interest centered around the need for a teachers' handbook and the possible benefits to be derived from its use. Some teachers were of the opinion that a handbook should be broad enough to include all elementary schools as well as the two high schools in the division, but this idea was dropped because of the lack of support from the elementary teachers.

As a result of the discussions and the apparent pressing need for an instructive handbook, the

combined high school faculties concluded that the production of such a teachers' handbook was a desirable undertaking. A poll of all high school teachers and administrators in the two schools resulted unanimously in favor of producing a high school teachers' handbook.

Setting up a procedure. Realizing that there should be a clear understanding of the job to be done, the chairman of in-service growth meetings asked permission to appoint an advisory committee of five members to decide on an approach to the problem. The request was granted in a group meeting by the teachers and administrators of the two high schools.

1. Advisory Committee appointed to determine a satisfactory approach to the problem.

In determining a satisfactory approach to the production of a handbook, the Advisory Committee sought information by searching the Stafford County Teachers' Professional Library to see if pertinent information was available from previous studies. Little information could be found.

An effort was made to collect handbooks which were being used by schools in other administrative divisions in Virginia. It was thought that through a study of such handbooks, light on a satisfactory method of approach might be revealed in addition to gaining information relative to organization of handbook content. Letters were written to fifty high school administrators requesting copies of teacher handbooks. An answer was received from forty-one administrators. Thirty schools reported that they did not have teacher handbooks. Handbooks were received from eleven of the schools which had received letters. These handbooks revealed little information concerning the means of compilation of the handbooks.

Information was gained from an article on the preparation of a teachers' handbook, written by John S. Thomas.[1] He mentioned four possible methods of approach.

(1) A handbook produced by a principal.

(2) A handbook produced by an assistant administrator or teacher.

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[1] John S. Thomas, "Preparation of a teachers' Handbook," Educational Method, March 1933, p. 36.

(3) A handbook produced by a teacher group.

(4) A handbook produced by a representative teacher group including administrative officers.

2. Report of Advisory Committee.

The Advisory Committee appraised each method mentioned by Thomas and reported their conclusions in a staff meeting. The Committee's report centered around the following:

A handbook prepared by a school administrator tends to contain articles which describe problems of administrative importance, largely from the viewpoint of the principal; moreover, there is a danger that a handbook produced by a principal may omit information desired from the teacher level. Where a handbook is produced by a principal, there is a possibility that he will feel no obligation to consult staff members who hold different opinions. This method of compilation was not favored by the Advisory Committee.

Thomas stated that:

> Where a handbook is a product of the principal of a school, it is inclined

> to consist largely of his accumulated experience dictated by the problems that need frequent administrative direction.[2]

Where a handbook is produced by an administrative assistant or teacher, the product is likely to represent mainly the efforts of one individual. Emphasis, in such a case, may be upon producing a handbook quickly by someone who gives orders and issues commands. This procedure did not appeal to the Committee as being effective in developing in-service professional growth. Another objection lies in the undesirable effect that such a method has upon non-participating members. Unity and respect for authority are not likely to be enhanced if such a policy is followed often. The Advisory Committee reported that when one individual produces a handbook without the assistance of other staff members, the content of the book will probably fail to serve the purposes desired by a majority of those for which it is intended.

The Advisory Committee reported that where teachers alone take part in the production of a handbook, a weakness lies in the danger that

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[2] Ibid., p. 36.

administrative concerns will be neglected and situations concerning teachers only will be emphasized. In this plan one member of the group may write the entire manual, with suggestions and advice of the rest of the group, or each member may write one or more sections of the manual. Dr. Thomas states that the chances are that situations concerning only teachers and pupils will be emphasized when teachers alone produce a teachers' manual.[3] Such a method might lead to the omission of administrative personnel from the undertaking. According to their positions, these personnel should be consulted, for their suggestions should be included in the final product. Problems concerning the needs of a professional organization should be of joint concern to all who are a part of it.

A handbook which is produced by a representative teacher group including administrative officers seems to be more consistent with the guiding philosophy adopted by the Stafford group.

The real purpose of producing a handbook

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[3] Ibid., p. 36.

through in-service education should be the achievement of higher ends than the dissemination of lump sums of information.

In the Advisory Committee's report it was stated that teachers are likely to take a personal interest in using manuals which have been prepared by their group, or where their representatives participate in the development of the manual. Participants are in a better position to appraise their work and profit from the experience. The Advisory Committee cited an authoritative source which supported the method of joint participation by teachers and administrators in the production of a teachers' handbook.

Dr. Bryant,[4] in a thesis involving a critical analysis of administrative secondary schools manuals in Missouri, states that when a completed handbook is the result of cooperative activity of a number of people who bring their different points of view to bear upon the procedure, it is likely that the form and content

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[4] Francis H. Bryant, "A Critical Analysis of the Administrative Manuals in Missouri Secondary Schools," A Thesis, 1946, p. 25.

will be far more usable than might result from any other plan of preparation. Interpretations are based upon the experiences of all who are concerned with its use. Therefore, familiarity with content and use is pre-determined.

3. The procedure agreed upon for the production of a handbook for Stafford County High School teachers staff.

After hearing the report of the Advisory Committee in a general faculty meeting, the Chairman of in-service growth called for an open discussion of a method to be followed in producing a teachers' handbook. Administrators and teachers of the two high schools (by a show of hands) unanimously approved the method of developing a handbook through the cooperative efforts of teachers, the supervising principal, and other administrative officers. Their conclusions were based on the following points:

(1) The cooperative method of producing a teachers' handbook affords excellent in-service training for those who participate.

(2) The cooperative method of planning, developing, and evaluating a handbook for teacher's use will give teachers an opportunity to become better acquainted with general school administration.

(3) The cooperative plan affords an excellent opportunity to carry out democratic principles.

4. Recommendations of the Advisory Committee relative to the method selected.

In a general meeting, the Advisory Committee recommended to the two high school faculties that the appointment of committees for various phases of work connected with producing a teachers' handbook would speed up production. The Committee's recommendation was approved.

A motion was made and carried in a general meeting of high school teachers and administrators that the Advisory Committee be given power to determine the number of committees necessary for the production of the handbook and to appoint a chairman for each committee. It was also agreed that teachers and administrators should have the privilege of serving on a committee

of their own choice. Teachers who had no preference were to be assigned to a committee by the advisory group.

Four committees were decided upon by the Advisory Committee.

(1) A committee for collecting material suitable for the handbook.

(2) A committee for evaluating handbook content.

(3) A committee for proof reading and arrangement of materials.

(4) A committee to evaluate the general procedure and the finished product, and to make suggestions which might be of value to other schools interested in producing a teachers' handbook.

Organization of the remainder of the report.

Chapter II contains information relative to developing the handbook.

The guiding philosophy is given to enable one to understand more readily underlying factors which contribute to the overall purpose of the educational program with which the handbook was to deal.

An account is given of the purposes of the handbook. Committee activities in the production

of the handbook are discussed in detail.

Chapter III contains the criteria by which the procedure and the product were evaluated. An account is given of the basis upon which criteria were selected. Chapter III also includes an appraisal of the procedures and the product in terms of the criteria.

Chapter IV includes a list of suggestions for other schools interested in producing a high school teachers' handbook and conclusions reached upon the completion of the project.

CHAPTER II

DEVELOPING THE HANDBOOK

Guiding philosophy. A guiding philosophy is an important consideration in working with teachers and in evaluating the choices made by them in the educational program.

In a Stafford County teachers meeting held during the 1948-1949 school session, a committee was appointed by the president of the teachers association to draw up a guiding philosophy for the group.

The committee studied copies of individual teacher philosophies gotten from the high school principal's files. Each school year teachers of the two high schools in Stafford County are asked by their principal to write their philosophy of education. The committee found individual teacher philosophies of value in drawing up a guiding philosophy for the county teachers association. The guiding philosophy adopted by the organization is a summation of ideas expressed by individual teachers. It is herein presented in order that one may get some idea of the Stafford County Teachers' way of thinking relative to the purposes of the general educational program.

GUIDING PHILOSOPHY
FOR
TEACHERS AND ADMINISTRATIVE PERSONNEL
IN
STAFFORD COUNTY

We feel that teaching is a noble vocation and all who proclaim (themselves) to be teachers should develop an awareness of the importance of their positions in the molding of society.

We believe that education is a means to an end; and not an end in itself.

If education is to fulfill its obligations in a democratic society, educators must learn to direct the power of group action to democratic ends. Teachers learn that effective membership in a democratic organization requires skills and challenges initiative, creative abilities, and cooperative effort.

We further believe that a good teacher is willing to assume responsibility and be ever willing to do his part in the various aspects of the school program.

A good teacher should understand, in so far as possible, the nature, needs, and learning processes of children and should relate school experiences in an effective way to the child's growth and development.

We believe in cooperation. Cooperation, whether it be in the classroom or elsewhere, requires a clear understanding of the job to be done and a knowledge of the way in which each member of the group fits into the total effort.

Determination of the purposes of the handbook. In many well-organized high schools there is provided for new teachers and substitute teachers a handbook which gives policies, rules, regulations, and general information which will help one to become familiar with school practices.

In determining the purposes of a high school teachers' handbook in Stafford County the chairman of in-service growth assumed the responsibility of asking the Advisory Committee to draw up a list of purposes of a teachers' handbook and to them submit their report to a joint meeting of the two high school faculties.

It was agreed by members of the Advisory Committee that the best information which could be obtained on the purposes of a handbook would be that given by teachers and administrators who would use the product when completed.

The Advisory Committee's study concerning the purposes of a handbook was based on information obtained from interviews with sixteen high school teachers, which is sixty per cent of the high school teachers employed in Stafford County. The Committee did not hold further interviews since a majority of teachers had expressed like purposes of a handbook.

The purposes of a handbook as given in the Committee's report were:

1. To orient beginning teachers and new teachers in the local school division.
2. To afford in-service training for experienced teachers as well as those who are inexperienced.
3. To disseminate information in a convenient form.

In a general meeting, the entire personnel agreed that a teachers' handbook developed around the three main purposes listed should satisfy the immediate need for such a manual.

General instructions for work. General instructions for work relative to the production of a teachers' handbook were drawn up by the Advisory Committee and presented in a group meeting by the chairman of in-service growth. The general instructions were:

(1) Each committee could organize as it saw fit.

(2) Work was to be broken down in accordance with each committee's own plan in an effort to speed up production.

(3) Each committee was to appoint a recorder and make reports concerning their activities, to the teacher group as a whole.

(4) The administrative staff members and in-service growth chairman were to visit each committee and serve as coordinators.

The general instructions were accepted by the faculties of the two high schools without change.

Committee activities. Four committees were set up by the advisory group in planning for teacher participation in the production of a teachers' manual. The Advisory Committee stated that better results could be expected through committee activities wherein teachers with a background and interest in a specific phase of the program be given an opportunity to serve.

The committees selected are given:

1. Committee for Collecting Suitable Handbook content.
2. Committee for Evaluation of Handbook Content.
3. Committee to Write Handbook.
4. Committee for Proof Reading and Arrangement.

The Committee for Collecting Suitable Handbook Content compiled a questionnaire to be sent to all high school teachers in the division, to ask their judgment as to what should be included in the handbook. The questionnaire was derived from sources of information obtained from a study of school regulations, handbooks used in other schools, and suggestions from fellow workers.

The Committee recommended a Questionnaire for the following reasons:

(1) A questionnaire is a convenient means of acquiring information.

(2) A questionnaire would give each individual an opportunity to decide for himself what he believes a handbook should include.

(3) A questionnaire is a convenient means of revealing information desired for an evaluation of handbook content.

The use of a questionnaire was highly endorsed in a general meeting of the staff.

An exact copy of the questionnaire sent to each high school teacher and administrator in Stafford County is incorporated in the Appendix of this project report.

Twenty-eight questionnaires were sent out and twenty-seven were returned. The questionnaire which was not returned was sent to a teacher who moved from the state and apparently was not interested.

On the basis of items checked on questionnaires, the entire personnel connected with the production of a handbook for Stafford County high school teachers agreed in a general discussion meeting that a handbook couldn't include everything desired by every teacher. Also, it was believed that a special effort should be made by the Committee on Evaluating Handbook Content to include pertinent information in a concise form.

The Committee for Evaluation of Handbook Content studied the questionnaire checked by teachers and administrators and adopted the following criteria which met with the approval of the teachers and administrators of the two Stafford County high schools.

(1) Content checked as <u>most desirable</u> by a majority of those returning the questionnaire was taken as sufficient evidence that such items should be included in the handbook.

(2) Desirable items were approved by the Evaluation Committee for inclusion when listed by a majority of those submitting questionnaires.

(3) Items listed as of little or no value by a majority of those returning questionnaires were to be excluded.

(4) Additional items regarded important enough to be listed more than once by those returning questionnaires were accepted by the Evaluation Committee as sufficient evidence that such content should be included in the handbook.

Of the 27 teachers who checked a questionnaire and returned it, 16 or 59% checked 24 of the 38 items selected for inclusion in the handbook content as most desirable. These items are represented by an asterisk appearing beside them. There were 20 teachers or 74% who checked the 12 items which have no symbol in front of them as desirable. Three teachers wrote in Three teachers wrote in the same two items and they were selected for handbook content. They are designated by the letter X. Items listed on the questionnaire that do not appear among those selected were checked as of little or no value by more than 50% of the 27 teachers who rated the questionnaire.

The following list presents the topics selected for inclusion in the handbook on the basis of the criteria presented:

*1. School philosophy
*2. Teacher certification
*3. School calendar
*4. Teacher Code of Ethics
*5. Teacher sick leave
*6. Teacher retirement
7. List of Stafford County teachers
X8. Officers of local teachers association
*9. Pupil attendance and teacher report of same.
*10. Purchase of school books--teacher responsibility
11. Health inspection
12. Fire drills
13. Assembly programs
*14. Cafeteria regulations
15. Bus duty
*16. School finance
17. School housekeeping
*18. Teachers' Registers
*19. Monthly reports
*20. Term reports
*21. Policy regarding the enrolling, dropping, and transferring of pupils.
*22. Substitute teacher regulations
*23. Classroom guidance
24. The high school counselor
*25. Excusing pupils from classes and permission to leave school grounds
*26. Grading system
27. Use of Audio-Visual aids
*28. Accounting for pupils
*29. Faculty meetings
*30. Subject testing
X31. School clubs
*32. Salary deductions
33. Local School Board Members
34. Names of State school officials
35. P. T. A.
*36. Teacher work days
*37. In-service growth meetings
38. The school day

In a general meeting, the supervising principal and two teachers were chosen by the high school faculties of Stafford County to write the handbook using the thirty-eight items given, as a guide for their work. Upon completion of this assignment, the Committee submitted its work for the approval of the two high school faculties in a general meeting.

The Committee for Proof Reading and Arrangement of the Stafford County high school teachers' handbook checked the wording of sentences in the handbook to make sure no one would be misled by ambiguous statements. In addition, the Committee gave especial consideration to the presentation of content in a concise form and in such a way that desired information might readily be found. To this end, handbooks used in other school divisions were read carefully and the order of the arrangement of content was observed. Finally, the Committee set up the Stafford County teachers' handbook in tentative form and discussed with the faculties the arrangement. The handbook was approved by the two faculties as presented.

A copy of the handbook is included in the Appendix of this report.

CHAPTER III

CRITERIA BY WHICH THE PROCEDURE AND THE PRODUCT WERE EVALUATED

Criteria used in evaluating the procedure. The Evaluation Committee set up criteria in the form of questions for the evaluation of the procedure followed in developing a handbook for Stafford County high school teachers. This was done in order to present criteria that would be easily understood. A report of the Committee's work was given and approved in a general meeting of the two faculties.

The preparation of criteria involved (1) a study of handbooks used in other schools, (2) an analysis of published materials and statements which best expressed opinions and recommendations of authors, and (3) a summation of suggestions from teachers working on the project.

The general plan was to set up criteria which directly related to aims and objectives agreed upon at the beginning of the study.

The criteria questions were as follows:

1. Did the procedure provide for effective in-service training?

2. Were the principles of democracy practiced consistently?

3. Did teachers readily accept responsibilities which were conferred by the group?

4. To what extent were the opinions of administrators accepted over those of classroom teachers?

5. Did the cooperative method provide experiences for carrying out agreed upon objectives?

6. Did the procedure tend to encourage teachers to carry professional responsibilities other than those directly connected with teaching?

The appraisal of the procedure in terms of the criteria presented by the Committee. The Evaluation Committee requested that the entire personnel connected with developing the handbook for Stafford County high school teachers meet together to appraise the procedure followed in terms of the criteria which had been established. An appraisal by the entire staff was recommended by the Committee for the following reasons: (1) The total staff numbered twenty-seven members. This number was not so large that it precluded judgment by the entire group. (2) Such appraisal by all who participated would be democratic. (3) A general

meeting for evaluating the procedure should result in a fair and impartial appraisal, since any minority or divergent opinions could be heard.

The two faculties approved the Committee's request. All matters of importance relative to the production of a handbook for Stafford County teachers were decided upon in general meetings by a show of hands.

In a general meeting for appraising the procedure followed in producing the handbook, each criterion was read and each staff member was given an opportunity to express his opinion. Following an open discussion which was for the purpose of evaluating the general procedure followed in producing the handbook, the Evaluation Committee called upon their recorder for a general summary of the discussion. The recorder's summary was in the form of an answer to each criterion as agreed upon.

1. The procedure followed by the Stafford County group in the production of a teachers' handbook gave teachers and administrators an opportunity to grow in service through: (1) becoming better acquainted with school regula-

tions and school policy, (2) by giving each individual an opportunity to make suggestions based upon his personal convictions, and (3) through cooperatively planning and evaluating a local project.

2. The principles of democracy were practiced at all levels in the following ways: (1) Each staff member was given the privilege of serving on a committee of his own choice, (2) a majority vote was required on all matters wherein the total staff was concerned, (3) the entire procedure was planned and carried out in accordance with agreed upon objectives.

3. Teachers readily accepted responsibilities which were conferred by the group in: (1) leading discussions, (2) serving on committees, (3) doing individual research.

4. Teachers and administrators shared alike in determining working procedure. There was free interplay of minds during the stages of planning, developing, and evaluating the process. This was clearly seen by (1) the consideration given matters which were brought up

both by teachers and administrators, (2) the willingness of teachers and administrators to take part in discussions, (3) arriving at conclusions by a vote of the majority.

5. The cooperative method provided experiences for carrying out agreed upon objectives which are as follows: (1) All faculty members of the two high schools played a part in producing the teachers' handbook, (2) democracy was practiced in granting all staff members an opportunity to speak and vote on matters of general concern, (3) the procedure appeared to promote in-service training.

6. The procedure provided experiences which should enable teachers to carry professional responsibilities other than those directly connected with teaching by (1) giving training in parliamentary procedure, (2) emphasizing the unique abilities and contributions of all other people, (3) stressing self improvement since this was an objective of the project.

Criteria that were used to evaluate the product. In establishing the criteria which were used in

evaluating the handbook, the Evaluation Committee agreed that each criterion should measure the finished product in terms of the objectives agreed upon.

The questions used as criteria are derived from expressed opinions of authors and a summation of statements made by teachers who helped to produce a handbook for Stafford County high school teachers. They are:

1. Does the handbook represent a cooperative effort to meet an educational need?

2. Can the handbook be used effectively in orienting new teachers in the local school division?

3. Is the handbook a product of agreed upon values and objectives which resulted from in-service growth meetings?

4. Can the handbook be used to disseminate information in a convenient form?

5. Has provision been made for revision of the handbook in order to keep it up to date?

Each criterion submitted by the Evaluation committee for appraising the Stafford County high school

teachers' handbook was read, discussed, and approved in a general meeting.

The appraisal of the product by those who participated in its development. The appraisal of the finished product took place in a general meeting with all faculty members present. The Evaluation Committee requested the entire personnel connected with producing the handbook to meet together to appraise it for reasons previously stated when a similar request was made to evaluate the procedure. The request was granted by the two faculties.

The committee responsible for the evaluation of the handbook read each criterion and the handbook was discussed in the light of each of these. Each teacher was given an opportunity to express his opinion.

Following a discussion of the handbook in terms of the criteria, the reporter for the Evaluation Committee was asked for a summary. The summary included general answers to each criterion which was agreed upon in the general discussion.

1. The Stafford County high school teachers agreed that the teachers' handbook developed for their own use represents a cooperative effort

to meet an educational need by (1) teachers and administrators working together in producing a product of mutual interest, (2) all staff members taking part in determining handbook content, (3) designing a product that gives information desired.

A teacher's concept is given which was endorsed by the two high school faculties and explains to some degree the value placed on the procedure followed in producing a Stafford County high school teachers' handbook:

> The high school teachers in Stafford County felt a need for a handbook or manual to facilitate school procedures. Our method of cooperative planning has resulted in the production of a handbook which belongs to all of us. A handbook produced by this method should integrate class room activities and school administration to such an extent that both teachers and administration to such an extent that both teachers and administrators can go forward with the knowledge that they are working to achieve a common goal.

2. The handbook can be used effectively in orienting new teachers by (1) preventing the hoarding of information relative to standard school procedure, (2) preventing uninformed instructors from having to disturb others in an effort to get information when so often they

are hesitant in asking questions, (3) clearly defining practices within the County high schools.

3. The handbook is a product of agreed upon values and objectives which resulted from in-service growth meetings. In in-service growth meetings the handbook was (1) planned, (2) developed, and (3) evaluated.

4. The handbook appears to be an excellent means of disseminating information. It gives teachers direction which will enable them to perform their duties more efficiently, and all teachers are enabled to follow the same set of instructions. This will likely prevent misinterpretations relative to school policies and diverse execution of such policies.

5. Consideration was given to the revision of the handbook from year to year. The loose-leaf design was decided upon for the following reasons: (1) the loose-leaf type of handbook can be easily kept up-to-date with little effort, (2) information desired by teachers can readily be inserted, (3) the loose-leaf type of handbook is economical.

CHAPTER IV

SUGGESTIONS AND CONCLUSIONS

Suggestions. Suggestions are given by the writer in order that they may help others who are interested in producing a high school teachers' handbook.

1. It is suggested that the purposes of a teachers' handbook be clearly defined before deciding upon a method of procedure to follow in its development. Briggs states "For every recitation unit a teacher should have a purpose that is worthy, definite, and as far as possible specific."[19] By the same token it appears to the writer that in developing an administrative manual its authors should follow the same plan outlined by Mr. Briggs for a teacher and a recitation unit.

2. The production of a teachers' handbook should be in line with the philosophy of teachers and administrative officers in a particular division. The Manual of Administration for the High Schools of Virginia states:

> Everyone has a philosophy. The philosophy of an individual or a group is a set

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[19] Thomas H. Briggs, Improving Instruction, p. 254.

> of beliefs or values that serves as a guide to action or as a basis for making choices and decisions.[20]

3. The cooperative method of producing a teachers' manual is likely to result in a better balanced and usable type of handbook. Thomas[21] states that when a handbook is a result of co-operative activity, interpretations are based upon the experiences of those who are concerned with its use and it is likely that it will be far more usable than might result from any other plan of preparation.

4. A teachers' handbook should be kept up-to-date. A continuous revision is necessary if the handbook is to be used effectively. As the philosophy of teachers or school regulations change, the handbook can be easily kept up-to-date if the loose-leaf folder type is used. The loose-leaf folder type of teachers' handbook is a convenient way to keep the manual up-to-date. Thomas supports this idea: "The loose-leaf folder type of handbook is more desirable."[22]

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[20] Manual of Administration for the High Schools of Virginia, August 1942, p. 145.

[21] John S. Thomas, "Preparation of a Teachers' Handbook," Educational Method, March 1933, p. 36.

[22] Ibid., p. 36.

Conclusions: In the realm of accomplishments two general results were apparent: (1) A Stafford County teachers' handbook was produced through the cooperative efforts of the high school teachers and administrators. Teachers had the opportunity to define and fulfill their own in-service growth needs, such as orientation in the school system through knowledge and understanding of administrative policies, acquaintance with resources available for improving instructional services, and experience in using group and cooperative processes. Better results were obtained in meeting these needs than was likely to result if the definition and fulfillment was consummated outside themselves. (2) A major accomplishment was the development of less tangible personal attitudes which evolved from the procedure followed. The experience helped teachers to become better informed about school policies, understand each other, and to profit from the unique contributions of each staff member to a common undertaking.

It is concluded on the basis of this project that when teachers study their school, help to determine its needs, as well as their own professional

need, and make recommendations for improvement of the school and themselves, they have engaged in a constructive and worthwhile undertaking.

It is evident from this study that there is more to be considered than the determination of how useful a handbook may be, or the extent to which school policy is explained there-in. The Stafford County high school Teachers' Handbook was written for the purpose of meeting the teachers' needs for such a manual and to contribute to the professional growth of the cooperating teachers in the division. The procedure resulted in teachers becoming better acquainted with each other through the exchange of ideas, thus creating better professional relationships. This was noticeable in the shift in the conversations around the Cafeteria table at lunch hour and in other informal situations from interests limited to detailed aspects of school teaching to more comprehensive interests, and a decline in the number of problems which arose as a result of poor relationships between teachers and the administrative staff.

In reaching a conclusion relative to how often teachers should repeat the cooperative method in producing a teachers' handbook, the writer is of the

opinion that there are advantages to be derived from such a practice as often as there is sufficient change in teacher personnel to justify the study. In many school divisions in the course of five years one third of the teachers move on to other places. Under such circumstances when there are many new teachers coming into a school division, the co-operative method of producing a handbook can be effective in (1) orienting new teachers, (2) providing an opportunity for teachers to do research work on a cooperative basis, (3) giving teachers an opportunity to practice democracy in planning work, making decisions, and carrying out objectives agreed upon.

Other conditions which might suggest need for revision of a handbook would be the occurrence of major changes in the organization of the system brought about through consolidation of schools, and significant changes in administrative policies.

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BIBLIOGRAPHY

A. BOOKS

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C. UNPUBLISHED MATERIALS

Bryant, Frances H., A Critical Analysis of the Administrative Manuals in Missouri Secondary Schools, A Thesis. University of Missouri, 1946.

APPENDIX

A copy of a questionnaire sent to teachers and administrators in Stafford County in an effort to select content for a handbook.

Check items listed in the following manner:

Most essential 1 Desirable 2 Of little value 3

NOTE: Let it be clearly understood that such a book cannot include everything and information included will be to a great extent on the basis of major selection by teachers and administrative personnel.

1. School Philsophy
2. Teacher Certification
3. School Calendar
4. Code of Ethics
5. Sick Leave
6. Teacher Retirement
7. List of Teachers
8. Officers of Local Teachers Association
9. Officers of State Teachers Association
10. Officers of National Teachers Association
11. Pupil Attendance Regulations
12. Pupil Transportation Regulations
13. Pupil Purchase of Books
14. Student Fees
15. Truancy
16. Health Inspection Regulations
17. Fire Drills
18. Cafeteria Regulations
19. Field Trip Regulations
20. Use of School Buses During School Day
21. School Parties
22. Policy regarding School Finances
23. Assembly Programs
24. Bus Duty
25. School Housekeeping
26. Teacher's Registers
27. Monthly Reports
28. Term Reports
29. Use of Library
30. Excusing Pupils

31. Class Attendance
32. Transfer of Pupils
33. Policy Relative to Pupil Change in Class Assignment
34. Credit Given in Courses
35. Professional Library
36. Substitute Teacher Policy
37. Class Room Guidance
38. The Role of the High School Counselor
39. Regulations Relative to Pupils Leaving School Grounds
40. Public Use of School Building
41. Pupil Registration for Classes
42. Pupil Discipline by Teachers
43. Pupil Discipline by Principal
44. Policy Concerning Property Damage by Pupils
45. Excusing Pupils from Classes
46. Pupil Participation in out-of-class Activities
47. School Visitors
48. School Board Policy relative to Salesmen Visiting Schools
49. Grading System
50. Make-up Work by Pupils
51. Failing Pupils
52. Use of Audio-Visual Aide
53. Ordering of Supplementary Class Room Materials
54. Order of Dismissing Pupils for Recess, End of Day, Etc.
55. Accounting for Pupils
56. Senior Privileges
57. Case Studies
58. Anecdotal Records
59. Faculty Meetings; In-Service-Growth Meetings
60. Supervision of Teachers
61. Suspension of Pupils
62. Activities Period
63. Length of the School Day
64. Supervision of Playgrounds
65. Supervision of Buses
66. School Patrol
67. Subject Testing
68. Standardized Tests
69. Examination Regulations
70. Recording of Grades
71. Use of School Telephone by Teachers and Pupils
72. School Clubs
73. Method of Paying Teachers
74. Salary Deductions
75. Teacher Pay Scale

76. Role of the Janitor
77. Playground Equipment, Purchase, and Use
78. Teacher Grooming
79. Pupil Grooming
80. School Store
81. Daily Attendance Report
82. Names of Local School Board Members
83. Names of State School Officials
84. Names of State Officials (Political)
85. Map of County
86. Names of School Districts
87. Names of County Officials
88. School Ground Regulations
89. Building Regulations
90. Pupil Use of Cars
91. The P. T. A.
92. Special Education and Rehabilitation
93. Daily Inspection for Contagious Diseases
94. Follow-up Work
95. First Aid
96. Insurance for Teachers
97. Rules for Bus Riders
98. Vaccination
99. School Publications
100. Awards

Please write out any items that you think would be of value, and not mentioned in the questionnaire.

_____

_____

_____

_____

Signed by _____

TEACHERS' HANDBOOK

1950-1951

STAFFORD COUNTY HIGH SCHOOLS

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INTRODUCTION

The Stafford County High School Teachers' Handbook was produced through the cooperative effort of teachers, the Supervising Principal, and the Division Superintendent of Schools.

The purpose of the Handbook is to disseminate information in a convenient form so that it may be used for orientation and guidance.

A questionnaire was sent to each teacher and administrator in the high schools in the county.

An Evaluation Committee received the questionnaires after they had been checked on the basis of the frequency of items checked and other items considered important enough to be listed more than once.

Cooperative planning and functioning has made possible this production.

LOCAL SCHOOL OFFICIALS

AND

ADMINISTRATORS

STAFFORD SCHOOL BOARD

Mr. J. T. Chinn
Mr. William Wingfield
Mrs. Roselle B. Miller
Mr. H. Ryland Heflin

DIVISION SUPERINTENDENT

Mr. T. Benton Gayle

SECRETARIES

Miss Gloria E. Peregoy
Mrs. Eleanor S. Green

SUPERVISING PRINCIPAL

Mr. Raymond W. Snead

SECRETARY

Miss Vashti Hammett

STATE DEPARTMENT OF EDUCATION

STATE OFFICE BUILDING

11th. and Main Streets

Richmond, Virginia

Dowell J. Howard	State Superintendent
Richard C. Haydon	Assistant State Superintendent
J. Edward Oglesby	Supervisor of Film Production
A. L. Wingo	Supervisor of Research
Mrs. Rosa H. Loving	Supervisor of Home Economics Education
Frank B. Cole	Supervisor of Agriculture Education
B. H. Van Oot	Supervisor of Industrial Education
Louise Bernard	Supervisor of Distributive Education
A. L. Walker	Supervisor of Commercial Education
W. R. Wilkerson	Supervisor of Secondary Education
Francis W. Sisson	Supervisor of Secondary Education (Acting)
F. O. Wygal	Director of Related Instructional Services
Harold Jack	Supervisor of Physical and Health Education
C. W. Dickerson, Jr.	Supervisor of Text Books and Libraries
Liester S. Bucher	Supervisor of Music
Sara C. Joyner	Supervisor of Art
W. H. Durr	Supervisor of Teaching Materials
Davis P. Paschall	Director of Elementary Education
Jane Stoddard	Supervisor of Special Education
J. L. Blair Buck	Co-ordinator of Teacher Education
T. F. Crittenden	Chairman, State Education Agencies, Surplus Properties
Corbett Reedy	Supervisor of Rehabiliation
Dr. Thomas T. Hamilton	Director of Secondary Education
J. B. Patton	Co-ordinator of Guidance and Consultation
R. Claude Graham	Director of the Division of Research and Planning

TEACHERS DIRECTORY

STAFFORD COUNTY HIGH SCHOOLS

1950-1951

FALMOUTH-STAFFORD HIGH SCHOOLS:

Mr. Raymond W. Snead	Supervising Principal	Bowling Green, Va.
Mr. Leonard A. Muse	Voc. Agriculture	Chatham Heights, Fred., Va.

STAFFORD HIGH SCHOOL:

Mrs. Doris C. Thomas	Voc. Home Economics	King's Highway, Fred., Va.
Mr. J. Charles Williams	Ph. Ed., Sci.,Soc. Sts.	Stafford, Va.
Mr. Louis A. Moncure, Jr.	History, English	Stafford, Va.
Miss Patsy Anne Jones	Commerce	916 Brompton St., Fred., Va.
Col. A. W. Cockrell	Mathematics	407 Hanover St., Fred., Va.
Mrs. Dorothy Fisher	Librarian, English	Stafford, Va.
Col. Donald J. Kendall	Asst. Prin.,Spanish	Widewater, Va.

FALMOUTH HIGH SCHOOL:

Mr. C. Allmand Edwards	Asst. Prin.,Math,Music	Bowling Green, Va.
Mr. Stuart W. Hoskins	Coach, Ph. Ed.	Box 1022, College Sta. Fred., Va.
Miss Kathleen C. Goodloe	Voc. Home Economics	R. 3, Fred., Va.
Mrs. Jean Thompson	Commerce	Falmouth, Va.
Mrs. Glayds F. Moore	English, Soc. Sts.	R. 3, Fred., Va.
Miss Dorothy M. Kehoe	Librarian, Latin	Falmouth, Va.
Miss Vashti Hammett	Eng.,Hist., Guidance	Falmouth, Va.
Mrs. Alice W. Pierce	Math	R. 3, Hillcrest Dr. Fred., Va.
Miss Mabel V. King	English	1413 Caroline St., Fred., Va.
Miss Patricia N. Clarke	Ph. Ed., Soc. Sts.	605 Fauquier St. Fred., Va.
Mrs. Lee Pelham Cooper	English, Spanish	819 Weedon St., Fred., Va.
Miss Virginia Ellett	Science	Falmouth, Va.
Mr. Davis E. Gregory	English, History	918 William St., Fred., Va.
Mr. George W. Shelton	Social Studies	Falmouth, Va.
Mr. R. Bruce Neil	D. O.	Fred., Va.
Mrs. W. F. Moncure	D. E.	Fred., Va.
Mr. Leroy Elliott	Band	Falmouth, Va.
Mr. Tom Thorburn	Asst. Agr. & Veterans Instructor	Falmouth, Va.

GUIDING PHILOSOPHY

FOR

TEACHERS AND ADMINISTRATIVE PERSONNEL

We feel that teaching is a noble vocation and all who proclaim (themselves) to be teachers should develop an awareness of the importance of their positions in the moulding of society.

We believe that education is a means to an end; and not an end in itself.

If education is to fulfill its obligations in a democratic society, educators must learn to direct the power of group action to democratic ends. Teachers learn that effective membership in a democratic organization requires skills and challenges initiative, creative abilities and cooperative effort.

We further believe that a good teacher is willing to assume responsibility and be ever willing to do his part in the various aspects of the school program.

A good teacher should understand, in so far as possible, the nature, needs and learning processes of children, and should relate school experiences in an effective way to the child's growth and development.

We believe in cooperation. Cooperation, whether it be in the classroom or elsewhere, requires a clear understanding of the job to be done and a knowledge of the way in which each member of the group fits into the total effort.

To this end we pledge our support.

CODE OF ETHICS

1. The teacher should give full loyalty to the administration and to fellow teachers, and wherever it is possible for him to give assistance, he should do so freely, when to do so does not require unjustifiable sacrifice of his first responsibility.

2. The policies of the school should be defended when necessary; or the teacher should at least tactfully refrain from comment if these policies cannot be fully endorsed.

3. The teacher should expect sympathetic, constructive supervision from his superiors, and the superior should consider it an obligation of his office to assist the teacher in every possible way to become a better teacher.

4. A teacher should not gossip about fellow teachers, or criticise them unfairly to other teachers, students, or outsiders.

5. Teachers should sedulously refrain from talking disparagingly about one student to another.

6. Teachers should stand as a symbol of the ideals that parents should desire their children to embrace.

7. Every teacher should participate in a study of social characteristics, history and organization and life of the various groups of people in the community where he teaches.

8. Every teacher should cooperate with other people in analyzing the community to discover the most fundamental needs.

9. Let teachers be big, bounteous and democratic, and they will have few backward pupils. They will be glad to mold the pattern of children both in the classroom and out.

SCHOOL CALENDAR

1950-1951

September 5 & 6	Teacher Work Days
September 7	School Opens
October 13	District A Teachers Meeting, Tappahannock, Va.
October 19	End of First Six Weeks of Instruction
November 23 & 24	Thanksgiving Holiday
December 5	End of Second Six Weeks of Instruction
December 21	Beginning of Christmas Holiday
January 2	School reopens after Christmas Holiday
January 20	End of Third Weeks of Instruction
February 22	Holiday- Washington's Birthday
March 13	End of Fourth Six Weeks of Instruction
March 23 & 26	Easter Holiday
April 26	End of Fifth Six Weeks of Instruction
May 5	May and Health Day at Stafford
May 12	May and Health Day at Falmouth
June 6 & 7	Teacher Work Days (Pupils do not attend school.)
June 8	Pupils attend school-receive Report Cards for next year
	Commencement Exercises

TEACHER'S REGISTERS

Each teacher should become familiar with the general instruction for keeping a teacher's register. It is imperative that one familiarize himself with the general regulations and laws on both sides of the back cover page.

Facts regarding the attendance of pupils are of basic importance. Therefore, keep an accurate attendance record of each pupil, record same at the end of each calendar month on page 45 of the register.

In enrolling, transferring, and dropping pupils make sure that correct codes are used.

The register must be balanced at the end of a school year.

ENROLLING, DROPPING AND TRANSFERRING PUPILS

When pupils are enrolled, they should be listed in the teacher's Register, as E_1, E_2, or R.

The Principal's office should have access to information requested on registration cards.

When pupils are dropped, record same in the teacher's Register according to the code and notify the principal's office.

When pupils request transfers, fill in transfer cards in duplicate. One card is sent to the Superintendent's office; one is given the pupil requesting transfer. Notify the principal's office of same.

ACCOUNTING FOR PUPILS

Home room instructors should account for pupils when they check in each morning, after lunch, and at the end of the school day. It is customary for pupils to return to their home rooms immediately following lunch, and at the end of the school day to be officially dismissed.

Instructors should account for pupils enrolled in a class that he is teaching.

A strict account of pupils at all times is imperative.

MONTHLY REPORTS

On the last teaching day of each calendar month, each home room instructor is requested to submit to the principal an accurate monthly report of the attendance of the pupils.

The principal checks reports and sends data to the superintendent's office.

Special monthly reports are required of Cafeteria Supervisors and bus drivers in addition to a consolidated report of teacher absences by the principal.

It is necessary for all reports to be sent in promptly.

TERM REPORTS

Term reports consist of an average and balance for the school session of pupil attendance, etc., as recorded in the teacher register.

Pages 45-55 of teacher's registers should be filled and averaged. These reports must balance for the session in order that the principal may turn in an accurate report to the Division Superintendent.

HEALTH INSPECTION

A routine health inspection of pupils by home room teachers is expected. The principal's office should be notified of any communicable disease discovered in order that proper steps may be taken.

During the first week of school an inspection is made of all pupils and data concerning them is recorded on page 8 of the teacher's Register. This is held in order to determine the number of 5-pointers in school and to inform parents of defects that may hinder pupil progress.

Then corrections are made, a recording should be entered in the Register in order that an accurate report may be made at the end of the school year.

SUBJECT TESTING

Semester examinations are not held in the high schools in Stafford County.

At the end of each Six Weeks, a test is given on each subject. These semi-final grades are averaged and take the place of formal examinations.

In order to place no undue hardships on students by having tests pile up on the same day, the following schedule is used:

First Period Classes-Test given on Monday

Second Period Classes-Test given on a Tuesday

Third Period Classes-Test given on a Wednesday

Fourth Period Classes-Test given on a Thursday

Fifth and Sixth Period Classes-Test given on a Friday

All tests are to be given in time to have grades recorded by the end of each Six Weeks Period.

Tests are required of all pupils.

GRADING SYSTEM

The grading system used in Stafford County is as follows:

A ------ 95-100

B ------ 88-94

C ------ 81-87

D ------ 75-80

F ------ Below 75-no credit

Pupils should be graded on attitude, work habits, use of time, ability to get on with others, cooperativeness, seriousness of purpose, and general conduct as well as academically. A general average should be made in determining promotion and retention of pupils.

EXCUSING PUPILS

In order for a pupil to be granted permission to leave the school grounds and to miss classes, he must have the permission of each instructor concerned and final permission from the principal's office.

Whenever possible permission should be requested in writing from a parent or guardian.

Pupils are not to be dismissed from classes without a legitimate reason.

When pupils are excused en masse for athletic trips or other reasons, an official dismissal will be made at the principal's office and a list of names of pupils excused will be sent to each instructor concerned.

THE HIGH SCHOOL COUNSELOR

The High School Counselor works with pupils; helps them with their problems whether it be subject matter, social, or vocational.

A record is kept, in the counselor's office, of interviews and other information concerning pupils which may improve the instructional program.

The head counselor at Falmouth High School is Miss Vashti Hammett and at Stafford High School, Mrs. Dorothy M. Fisher.

CLASS ROOM GUIDANCE

Each Class room instructor is held responsible for the guidance of pupils. General school regulations should be clearly understood by teachers, and pupils should be informed when they are involved.

There is no better way to build up a sound school program than through the right kind of home room guidance, creating within pupils the desire to assume responsibility.

SCHOOL CLUBS

School Clubs meet at an activities period on Tuesdays or Thursdays of each week according to the order in which they are scheduled.

Pupils are limited as to the number of clubs that they may belong to. A point system is used to determine this.

All school clubs have a faculty member to serve as a sponsor.

A list of school clubs is given:

1. Beta Club
2. Dramatics Club
3. Literary Club
4. Spanish Club
5. Home Economics
6. Agriculture Club
7. Varsity Club
8. Glee Club
9. Year Book Club
10. 4-H Club
11. Latin Club

NOTE: All students are members of the S. C. A. and must pay their state and local dues.

AUDIO-VISUAL MATERIALS

In each high school there is a catalogue, Educational Motion Pictures for Virginia Public Schools, in which films are classified and fully described. Each teacher is urged to study the catalogue and make use of these materials.

The school librarian orders all films which are for class room use. Orders must be placed several weeks in advance in order to have films when needed. The school librarians are in charge of the projectors in use in each school.

CAFETERIA REGULATIONS

A daily report is made to the head of the Cafeteria Staff relative to the number of lunches desired. This report should be made promptly at the beginning of the school day.

Well balanced meals are served in the school cafeteria for a charge of 25¢.

The lunch period consists of one-half hour. The lunch periods run in shifts so that pupils may be comfotably served.

Daily menus are posted on bulletin boards each Monday morning for the full week.

For further information, contact Home Economics Instructor.

FIRE DRILLS

Section 671 of the Virginia School Law reads as follows:

"In every public school in Virginia there shall be a fire drill at least once every week during the first month of each term, and oftener, if necessary, in order that pupils may be thoroughly practiced in said drills."

"During the remainder of the term fire drills shall be held at least bi-monthly."

Each teacher should have pupils well organized so as to leave the school building and follow teacher instructions without getting out of order.

At Stafford High School, a siren located on the south side of the building is used as a signal for fire or fire drills.

It is customary for school patrolmen to open doors and govern traffic within halls.

SCHOOL HOUSEKEEPING

Teachers are urged to help and encourage pupils to practice good housekeeping and at all times to accept responsibility for keeping the room, building and grounds in a neat and attractive manner.

At the close of a school day, windows should be closed, shades regulated, books in place and doors and windows locked upon leaving a classroom.

BUS DUTY

All teachers with the exception of Home Economics and Agriculture instructors are assigned bus duty from time to time.

Bus duty consists of being at school each morning prior to the arrival of buses and to remain each afternoon until all buses have gone.

The teacher on duty shall see to it that pupils are in place and that buses are loaded and unloaded without delay.

In cases of emergency, notify the Bus Shop, telephone 2392-J; or Superintendent Gayle's Office, telephone 2522-W-12.

SCHOOL FINANCE

All school finances are consolidated in a central fund Mrs. Dorothy Fisher is Treasurer at Stafford High School and Miss Vashti Hammett at Falmouth High School.

A finance committee is selected at the respective schools at the beginning of each session to approve or disapprove major purchases during the school year, where the entire school may be concerned. Department purchases must be approved by the principal in advance of purchase.

A strict account of all funds received and disbursed should be kept.

ASSEMBLY PROGRAMS

Each home room and various clubs are assigned to sponsor an assembly program during a school session.

The assignment for the 1950-1951 session is as follows:

FALMOUTH HIGH

Thursday	September 28	S. C. A.
	October 26	Home Room #10
	November 9	Home Room #1
	December 7	Home Room #2
Wednesday	December 20	Glee Club and Band
Thursday	January 25	Beta Club
	February 1	Home Room #6
	February 8	Dramatics Club
	February 22	Home Room #9
	March 15	Home Room #3
	March 29	Home Room #8
	April 12	Home Economics Dept.
	April 26	Home Room #7
	May 10	Home Room #5
	May 17	Home Room #4
	May 31	Athletic Clubs

ASSEMBLY PROGRAMS (Con't'd.)

STAFFORD HIGH

Thursday	September 28	S. C. A.
	October 26	Home Room #7
	November 9	Home Room #11
	December 7	Home Room #9
Wednesday	December 20	Band and Glee Club
Thursday	January 25	Beta Club
	February 1	Home Room #10
	February 22	Home Room #12
	March 15	Home Economics Club
	April 12	Library Club
	May 10	S. C. A.
	May 31	Athletic Club

TEACHER WORK DAYS

Five teacher workdays are held in addition to the 180 which are required for a regular nine month term.

There is a two-day workshop held at the beginning of the school year; one for a District teachers meeting, and two at the end of the school session of balance records, etc.

All teachers are contracted for 185 days or more.

FACULTY MEETINGS

Regular Faculty meetings are held the first Tuesday in each month at Falmouth High School in the library at 8:00 A.M.

At Stafford High School, a faculty meeting is held in Room #11 on the first Tuesday in each month at 3:30 P.M.

When necessary, call meetings are held from time to time. All teachers are notified in due time.

No teacher should fail to attend a faculty meeting without special permission.

IN-SERVICE-GROWTH MEETINGS

In-service-growth meetings are held monthly in Stafford County.

In these meetings, opportunities are given for teachers to select topics for study and to assume the responsibility of leading discussions.

In-service-growth is basically a shared undertaking for the solution of the problems that arise in the achievement of the purposes of the educational program.

P. T. A.

All teachers are required to join the school Parent-Teacher Association. It is their duty to attend all meetings.

TEACHER CERTIFICATION

1. Collegiate Professional --- Certificate requires renewal every ten years.

2. Collegiate ---------- Is in force for 4 years. Not subject to renewal but can be raised to a Collegiate Professional by completing 18 semester credits in the field of education.

3. Some teachers have a Normal Professional Certificate. This certificate is of two types; those that may be renewed each 5 years; those that may be renewed each 10 years. The above certificates were issued upon the completion of two years of college work.

4. Special Certificate ------- No longer issued. Subject to renewal each six years. Two years of college was the pre-requisite.

THE VIRGINIA RETIREMENT SYSTEM

1. The system became operative on July 1, 1942.
2. All public school teachers and all professional and clerical employees of local school boards, regularly employed on a salary basis, are eligible for membership.
3. Membership is compulsory as to all eligible persons origonally employed or re-employed after July 1, 1942.
4. A person on leave from service at the time of establishment of the retirement system, may receive credit for prior service if he makes application for membership within one hundred and fifty days from the time he re-enters State service before July 1, 1947.
5. A member ceases to be a member:
   a. If he is continously unemployed by a local school board for a period of five years.
   b. If in any ten-year period he renders less than five years of service.
   c. If he withdraws his accumulated contributions.
   d. If he retires on a retirement allowance, or when he dies.
6. <u>All members</u> are compelled to contribute whenever they are on the payrool, except members who are 65 years of more old.

NOTE: For further information consult the Retirement Act which was revised by the General Assembly at its last meeting.