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A Handbook to Help Promote Understanding and Participation in Education by Home and School for Saint Paul's Cathedral School, Yakima Washington

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A HANDBOOK TO HELP PROMOTE UNDERSTANDING AND PARTICIPATION
IN EDUCATION BY HOME AND SCHOOL
FOR SAINT PAUL'S CATHEDRAL SCHOOL, YAKIMA, WASHINGTON

A Thesis
Presented to
the Faculty of the Graduate School
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Sister Mary Bernardine Myers, O.P.

August 1954

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TO THE DIRECTOR OF THE NATIONAL ARCHIVES
FROM THE NATIONAL ARCHIVES
WASHINGTON, D.C.

A Thesis

Presented to

the Faculty of the Graduate School
of the University of Maryland

in partial fulfillment
of the requirements for the Degree
Master of Science

by

Stanley Kenton Connerly Myers, B.S.

1951

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A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education,
in the Graduate School of the
Central Washington College of Education

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CHAPTER I

THE BACKGROUND AND STATEMENT OF PROBLEM

I. THE BACKGROUND

Education holds a very important place in the modern world. In recent years "polls" on various topics have brought this fact to the fore. There is a growing awareness that the classroom can be a mighty means for stimulating or impairing development. Somerville¹ says, "The years at school, covering a period when character is particularly impressionable, exercise a great influence upon the life of a person. Hence education is of the utmost importance for the individual himself, for the family, and for society."

With this recognition of classroom influence the home-school relationship has been projected so that many dormant problems are arising. Mr. Erickson² in a study of friction between home and school points out that a large number of complaints are directed at the administrator of the school, and that some of these complaints have to do with such things

1. Francis, Somerville, Christ is King, "A Manual of Catholic Social Doctrine", Oxford, England: Catholic Social Guild, 1949, p.106.

2. Clifford Albert Erickson, A Study to Determine the Sources of Friction between Parents and the Yakima Public Schools. (A Thesis), Central Washington College of Education, Ellensburg, Washington: August 1952, p. 31.

as failure to notify parents of school regulations, objectives, and policies. He also shows, "...that general criticisms, right or wrong, have a basis of fact in an individual misunderstanding."¹ Furthermore, there is a constant danger in a complex society for the expert, in this instance the administrator, not only to lose touch with the people, but even to lose respect for the judgment of the people on policy matters in which he thinks himself particularly skilled. This danger is serving to dramatize the importance of our schools, and the necessity for parents and all representative citizens to again become personally interested in the school if children are to be adequately educated. At the present time there is a growing tendency to insist upon "knowing the facts", especially those facts which will instruct parents as to the how, why, when, where, and who of everyday school activities.

The need for a handbook. It is difficult for a Catholic school to successfully make maximum progress toward achieving its purpose without a sound program which involves the home. Fleege agrees when he says:

How can we succeed in developing the integrated Christian personality, that is, the individual who has a Christ-like understanding of himself, his fellowmen, and the world about him, who judges according to Christ-like standards, whose ideas, attitudes, and ideals have been

1. Ibid., p.6.

developed after the pattern of Christ, unless these purposes of the school and their implication is understood by parents, in the home...¹

In the development of the administration in a school system it is necessary from time to time to issue regulations for the guidance of the superintendents, pastors, principals and teachers. These have been sent out both from the Chancery and from the Office of the Superintendent of Schools. Regulations are issued almost entirely as letters or bulletins. Many times these are lost when the expansion of office space or the moving to a new building takes place. At times only a single copy is provided, and where a number of people are to use it, either replacements or extra copies are needed.

The problem, of supplying administrators, teachers, and parents with the already issued regulations and providing for future announcements, has been magnified at Saint Paul's Cathedral School in Yakima, Washington. Within the last four years a reconstruction of the whole program and school system has become necessary as a result of the transfer to a new building, twice the size of the old school, and the elevation to the status of a cathedral school. This latter requires that the personnel of the school be well

1. Urban H. Fleege, "Participation, the Key to Good School-Community Relations", The Catholic Educator, Vol. XXIV, No. 4, December 1953, p. 243.

informed of the regulations of the new diocese. To these two major points may be added a third, that of a shortage of teachers and clerical help.

In this day and age when road-maps, vacation guides, and guided tours are part of our way of living, it seems that an educational guide for the particular school is demanded. Such a guide or handbook should provide many helpful things. It is true that many people think of a handbook as a taskmaster dictating "musts" in cut and dried topics; however, its main work is to help without burdening. It is with such a thought that this handbook is undertaken.

When a principal must give up precious supervising minutes in answering and adjusting problems which could have been met by an established policy which can be found in a printed custom, program, rules and regulation, or any such entitled book containing the information, that book is a necessity.

Home-school relations necessary. Much of the education of the child takes place in the home as well as in the school. Therefore, it is of major importance that a working relationship between parents and teachers be established. Sister Theophane emphasizes the importance of the home-school relationship. She states,

A partnership should exist which would serve to unite in mind and heart those engaged in this noble work.

The task is a responsibility too great to be left to only one of the two. For its successful accomplishment it requires the fullest and most intelligent cooperation of both parents and teachers to the end that their work may supplement and as near as possible complement each other.¹

Since school personnel are committed to democratic principles in administration as well as in teaching, it is wise to keep all who represent the school informed of what is being done and invite suggestions for improvement. Henry gives some recommendations on this point:

- 1. It is recommended that the school personnel develop a plan for friendly school relations...
- 2. It is recommended that a systematic plan be established for regularly and authentically informing the community (parents) of the educational program and policies of the school.

.....

- 4. It is further recommended that the school personnel and parents seek effective teamwork in analyzing and solving all school problems and needs...
- 5. It is also recommended that the principal of the school has a responsibility and opportunity for democratic leadership...that he will encourage cooperation in parent, teacher, and pupil planning in the educational purposes for which the schools have been established.²

1. Sister M. Theophand Power, Home and School Relationships in the Catholic Elementary Schools of a Number of Selected Dioceses, (A doctoral dissertation), Washington, D.C., The Catholic University of America Press, 1950, p.VII.

2. Harold V. Henry, A Study of Public Relations in the Minnehaha Elementary School Vancouver, Washington, Central Washington College of Education collection, (A thesis), Ellensburg, Washington; August, 1951, p.62.

Teamwork is the keynote of any successful relationship. It implies a unity of efforts to bring about an understanding of the policies, methods, and educational program. The proposed handbook will be a means to help solve the existing problem.

II. THE PROBLEM

Statement of problem. The problem to which consideration is being given appears to be threefold in purpose.

1. To secure a brief but comprehensive summary of necessary information for the principal of the Catholic Elementary School.

2. To offer the teacher a practical digest of the common laws, policies, and practices pertaining to her profession.

3. To provide the parents - the co-educators of the citizens of tomorrow - with sufficient knowledge of the administrative policies and the instructional methods used in the Catholic Elementary School.

It is hoped that this ready reference material which has been compiled from various sources will serve to bring about a mutual understanding and sympathy for the many problems which arise in the effort to fulfill the special aim of Christian education-- "...to provide those experiences which, with the assistance of Divine Grace, are best calculated to

develop in the young the ideas, the attitudes, and the habits that are demanded for Christ-like living in our American democracy."¹

III. AIMS, PRINCIPLES, AND FUNCTION OF CATHOLIC ELEMENTARY EDUCATION

Relation between philosophy of life and philosophy of education. Every system of education is an outgrowth of, and an attempt to perpetuate, a specific philosophy of life. To understand a particular philosophy of education, one must know something of the philosophy of life out of which it grows. Therefore, to interpret the Catholic philosophy of education, it is necessary to comprehend the Catholic philosophy of life. Fathers Redden and Ryan state this philosophy thus:

Catholic teaching holds that man is a creature composed of body and soul, made to the image and likeness of God, put into this world to serve God and to be happy with Him in heaven. Since man is to live in this world and prepare for the next, education must train man according to his true nature and for his final end. In that education, however, worldly efficiency must not be neglected, because man, since he is a social being, must take his

1. Commission on American Citizenship, Better Men for Better Times, Washington, D.C., The Catholic University of America Press, 1943, p. 105.

2. John D. Redden and Francis A. Ryan, A Catholic Philosophy of Education, Milwaukee, Wisconsin: Bruce Publishing Company, 1942, p.6.

place and fulfill his immediate purposes in the material universe. It is necessary, therefore, to evaluate by certain true and fundamental principles, the changes in modern civilization in so far as they impinge upon man's individual and social nature, and upon his last end and highest good. These principles, which are eternal truths, must always guide, direct, and regulate human activity. Without them man and his life are meaningless.

The aim of Catholic education. The unchanging aim of Catholic education is to give the pupil a body of truth, of human and divine origin, which will serve to bring his conduct into conformity with Catholic doctrines, its life ideals, and with the recognized standards of civilization. Thus, Catholic education aims at the development of the whole man.¹

Christian Social Living in American Democratic Society. The foundation of our American heritage is essentially based upon the principles of Christian social living. Sister Mary Joan and Sister Mary Nona establish this fact as follows:

The American form of government and the ideals that inspire the American way of life not only accord with the principles of Christianity, but apart from them lack any substantial foundation. The national heritage which we wish to impart to our children in all its fullness is bound up in its essentials with the teachings of Christ.²

1. Ibid., p. 99.

2. Sister Mary Joan and Sister Mary Nona, Guiding Growth in Christian Social Living, Washington, D.C., Catholic University of America Press, 1951, p.5.

The following ten Christian Social Living Principles summarize the curriculum used in the Catholic Elementary Schools.

1. Everyone needs God.
2. Every man deserves respect because God made him in His own likeness and his true home is in heaven.
3. The family should be bound together by love.
4. God intends that men live, pray, work, and play together.
5. Work and the worker deserve our respect as they are very necessary to God's plan.
6. We depend upon each other for needs of body and soul.
7. Men should use God's gifts of the earth as God wants them to be used.
8. Men should share their knowledge with each other.
9. A man should choose the welfare of the group rather than his own personal gain; nations should work toward a just and lasting peace for the whole world, rather than their own growth in power.
10. All men are brothers and God is their Father; therefore, unselfishness and self-sacrifice should be the keynote of men's lives.¹

Function of Catholic Education. In general it may it may be said that--

It is the function of Catholic education to provide facilities for the formation of that kind and quality of character which will enable the individual to behave as Christ expects him to behave in relation to God, to his neighbors, and to nature... Since the ability to govern

1. Ibid., pp. 46-48.

oneself is such an essential requisite for citizenship in the American democracy it is necessary that it should be acquired through experience in the school.¹

The subjects which form the core of Catholic teaching on education are: Religion which stresses the Child's relationship to God; Social Studies which shows the relationship to his fellowmen; and Science which brings a closer relationship to nature. All subjects bring out the relationship to self.

The goals of Christian education in American democratic society. These goals are:

1. Physical fitness, or the habits of healthful living based on an understanding of the body and its needs, and right attitudes toward everything that contributes to good health.
2. Economic competency, or understanding of the workings of modern industrial civilization, with all that it involves of interdependence, adequate to yield an appreciation of the value of work and a zeal for social justice.
3. Social virtue, based on an understanding of American life and the workings of democracy, rendering the individual willing to make those sacrifices of self-interest that are necessary if he is to live with his fellow men in peace and unity.
4. Cultural development, rooted in a familiarity with the beauty the human mind has created and enshrined in its literature, its music, and its art, and flowering in a taste for the finer things that will banish the low, the lewd, the vulgar, and the decadent.
5. Moral and spiritual perfection in Christ, or

1. Ibid., p. 13.

saintliness, the crown of all the rest, achieved in and through all the rest, fulfilling the purpose of man's existence because it purifies him and unites him with his God.¹

Practices at Saint Paul's School. The aims and purposes of Christian Education are the bases of the curriculum, policies, and procedures at Saint Paul's School. A school program may be only partially set down on paper; it comes to life in the activities of the child as he takes part in all the learning experiences which it provides. Upon these experiences depend all the child's learning; all the procedures and techniques of the teacher must be directed toward promoting his self-activity. It is the desire that under the direction and guidance of his teachers the child be led to live, to act, to do; and through living, acting and doing form his character. He must master the truth by doing the truth in circumstances that correspond as nearly as possible with the situations of real life. By keeping him aware of the relation of what he is learning and the actualities of daily experience he will recognize the continuity between life in the classroom and life outside.

Organization of the thesis. Chapter one introduces the reader to the general background and statement of the proposed problem. The aims and function of Catholic education serve to show that education is a social process, and

1. Ibid., p. 14.

that the personnel concerned with its advancement must be an informed and understanding personnel. A partial survey of present practices as found in available literature is reported in chapter two. The next three chapters are the divisions of the handbook. Informational materials for the administrative, instructional and home groups are particularly included. The sixth chapter summarizes the work. It includes the final resume of the study and some recommendations for the insertion of amendments, supplements, bulletins, or other means for revision. It is planned to bind the handbook in such a way that revision materials may be easily added.

CHAPTER II

SURVEY OF PRESENT PRACTICES AND LITERATURE

The next logical step after establishing the need for a handbook was to gain knowledge of existing helps of the handbook type. This was done by making a partial survey of practices or materials in present use.

Requests were sent to twenty-six superintendents of both the Catholic and Public School systems. Representatives were chosen at random from different sections of the United States. The superintendents were most willing to help with the proposed project and sent either a publication used in their school system or gave references that might be useful.

I. ANALYSIS OF HANDBOOKS RECEIVED

Guidebook of Policies and Procedures, is the title of the 1954 revised edition of the publication from Hillsborough County Public Schools in Tampa, Florida. It is a sixty-two page printed booklet arranged by chapters to emphasize policies concerning a specific topic, i.e. "Policies concerning instructional matters". This is followed by the procedure required. The book is for the use of administrators and teachers.

The Louisville Kentucky Public Schools have an eighteen page booklet for the teacher who is new to the system. It is

entitled, "Let's Get Acquainted". Information about the central staff, the school, and community is given in a most friendly way. Suggestions for working together offer a feeling of stability which is good for the morale of a newcomer.

The Kansas City, Missouri Public School system provides a one hundred eighty-eight page book to each member of the school system. It is simply named Handbook. It is the most complete of the public school publications received. Furthermore, it is revised and reprinted each year. Its "Table of Contents" and alphabetical "Index" provide a ready reference to all material. This handbook is of great value to the school personnel not only for its informational data, but also for its use as an effective medium for interpreting the over-all educational program to the public.

The Educational Program of the Catholic Elementary Schools of the Diocese of Kansas City, Missouri is likewise a well formulated and complete guide. The suggestions given for all divisions of instruction plus the general information for administration and organization shows a great drive for educational betterment. The spirit of cooperation between the Kansas City, Missouri, Public and Catholic school systems is noticeable in these two publications. There is displayed an interest in the building of better relationships and service to the citizens of the city.

Since a current copy of regulations for the elementary school system was not available, the superintendent of the Saint Louis Public Schools sent the Regulations of the Department of Instruction for the Secondary Division. Much of the material used can be applied to the elementary level. Again the helps given apply to the teacher and administrator.

Handbook for Seattle Public Schools is rather complete for Administrative and Personnel Policies. Samuel E. Fleming,¹ City Superintendent states in the foreword, that the regulations are of three kinds: "1. Those imposed by state legislative enactment, 2. Those promulgated by the Board of School Directors in pursuance of authority granted by the State Legislature, 3. Those that arise from the experience of staff and corps in carrying forward their day-to-day duties." Fleming further says-- "These latter are very important, constituting, as it were, a common law for the Seattle Public Schools. This common law preserves the experiences of the past and at the same time provides an opportunity for orderly modification as new conditions and experiences point the way."² This publication has about ninety-nine pages.

1. Samuel E. Fleming, Handbook for Seattle Public Schools, Seattle, Washington: Board of Education, 1947, Foreword.

2. Loc. cit.

The Cincinnati, Ohio book is entitled Rules and Regulations, and it is for use by administrators. Informational books for the teachers and parents were referred to but were not sent.

Two mimeographed booklets were received from the Tacoma Public School System: (1) Administrative Organization and Major Functions, this publication has been prepared for the purpose of clarifying the assignment of duties and responsibilities as well as staff relationships: (2) Personnel Policies, summarizes the current personnel policies to acquaint all present and potential employees of School District Number Ten with the selection, conditions of services, and salary schedules of personnel.

A Handbook for the Teachers of Syracuse, New York is dated 1948. The "Contents" shows that a rather thorough work has been accomplished. Concise information is the result of the outline form used. Especially informative for a teacher is the chapter "The Pupil".

Personnel Policies of the Board of Education of Allentown, Pennsylvania was revised recently. The information in this book is primarily for those to be effected by selection and professional preparation for the educational field.

A mimeographed Teacher's Handbook for School District, 107, Highland Park, Illinois was designed for the intermediate and upper grade teachers use. It contains a very good

statement of the "Educational Philosophy", and also, some basic consideration relative to teacher-superintendent relationship. Besides the general information there were several items such as, "Field Trips", "Visiting Day", "Lost and Found", which were singular in this booklet.

The Assistant Superintendent of the Long Beach Public Schools sent three sections of materials being adapted from Mrs. Ellen Ballard's handbook, a thesis on file at the University of Southern California. This thesis, entitled A Proposed Handbook for Elementary School Principals of the Long Beach Unified School District was obtained through inter-library loan. The chief contribution of this work was specific information for the principal.

Rules and Regulations Governing City Schools for the Yakima Public Schools is a handbook based on Washington State school law. The law is stated and then followed by an interpretation enclosed in parenthesis. Principals and teachers will find this book useful.

The Board of Education of the City of New York sent a Principal's Manual of Rules and Procedures. There is a companion publication for teachers that was not forwarded. The main point of merit is the arrangement and provision for revision. Mr. Jensen, the Superintendent of Schools explains, "The letter "P" precedes each section number in the Principals Manual and similarly the letter "T" precedes each section

number in the Teachers Manual. The sections will be published as to content. After a number have been issued, an index will be issued which will provide an organization arrangement to facilitate reference.¹

The seventy-three paged booklet Rules and Regulations from the Portland Public Schools gives much general information about the organization and administration of the school system. The fifteen page index provides ready access to these many topics.

The Director of Education of the Archdiocese of Portland sent bulletin material which outlines the policies of the diocese. An adequate handbook for this Archdiocese is now under consideration.

Handbook of Regulations for the Schools of the Archdiocese of Cincinnati is another book for the administrative and supervisory personnel. The plastic spiral binding facilitates insertion of revision and supplementary material.

The Superintendent of Schools of the Diocese of San Diego, California was unable to send a handbook, but he substituted bulletin material covering a four year period. This material explained many points of administration, in-service techniques, and general information.

1. William Jansen, Principals Manual of Rules and Procedures, Board of Education of the City of New York, Brooklyn, New York: December, 1949, Introduction.

From the Diocesan Department of Education of the Diocese of Green Bay, Wisconsin, came three publications. (1) An Outline of Organization Diocesan School System, revised in the autumn of 1953, is a guide for the Pastors and teachers. Of special interest is the "Self-Examination for Religious Teachers" in which "Classroom Management", "Teaching Personality", "Teaching Efficiency", "Cooperation", and "Results of Good Teaching" are stressed. (2) Administration is a mimeographed pamphlet of bulletins. As its name implies it gives general information about the duties and responsibilities of the administrative department of the school system. (3) Home-School Associations of the Catholic Diocese of Green Bay is the only booklet received which emphasized the importance of establishing a close and effective cooperation between the family and the school. However, this emphasis was placed on the plan for the organization and the procedures of the association's meetings.

Handbook of Policies and Practices for the Schools of the Diocese of Mobile, Alabama defines minutely the office and duties of the several administrative leaders in the school system. Much general and specific information is given in the thirty pages through the use of a listing form. The entire publication will be valuable to administrative leaders who need a good source for concise information.

II. ANALYSIS OF PRINTED THESES

A Proposed Handbook for Elementary School Principals of the Long Beach Unified School District by Ellen Tench Ballard has been mentioned. The first four pages introduce the problem and its delimitations, the organization of the paper, the procedure followed, and the acknowledgements. The remainder of the 106 pages is the handbook itself. The particular use for which this book was designed was to assist newly appointed principals. The information included was obtained through a questionnaire sent to local elementary principals, copies of bulletins, and a study of manuals or guides which directly concern the principal. Of particular worth to the present work was Miss Ballard's suggestion for formulating a handbook or bulletin of building procedures.

Of special interest, since it had reference to the same community in which this paper is being prepared, was Clifford Albert Erickson's, A Study to Determine the Source of Friction between Parents and the Yakima Public Schools. This paper stressed the need for better relations between the home and school. Mr. Erickson advocates a building up of an understanding of the home and school problems and co-operation between the parents and school.

Another public relations theme was sounded in A Study of Public Relations in the Minnehaha Elementary School,

Vancouver, Washington by Harold V. Henry. His recommendations for improving public relations have been quoted in Chapter One. The research made to formulate this work also led to the conclusion that the school leader must assume the responsibility for studying the community. Again we see--"Knowledge precedes Understanding".

Sister Mary Theophane Power in a dissertation entitled Home and School Relationships in the Catholic Elementary Schools of a Number of Selected Dioceses has produced a fact-finding study, to show the types of parent-teacher relations which function as organized groups to cooperate with the administrative and teaching personnel of the Catholic elementary schools, and to present the services and benefits they render the schools.

Sister Theophane shows that the idea of organized home and school cooperation is a necessary relationship justified in the philosophy of the family which teaches that the responsibility for education rests directly from God on the parents and that the school and its teachers have their right directly from the parents and indirectly from God. This thesis is on file at the Catholic University of America.

From the same University another dissertation was received--The Role of a Teaching Sisterhood in American Education by Sister Mary Nona McGreal. This study gives the results of research in which a questionnaire was used to obtain

such information as: the use of parent-teacher conferences, associations of parents and teachers, parent participation in school activities, and other means used to promote good home-school relations.

Varied and interesting ideas have been furnished by a number of periodicals and texts. These will be listed for reference in a supplementary reading list.

The study of this related literature has been most revealing and satisfying. Without exception the articles, books, and dissertations magnified the key word to good public relations "participation". To be able to take part in the school program the parents must be an informed group. It is hoped that this handbook will be an inspiration for participation and also a helpful source of information. May it be a guide to enable home and school to work together with a clearer knowledge of goals and procedures and a spirit of loyalty and real understanding for the problems to be overcome before child development can result.

CHAPTER III

HANDBOOK FOR ADMINISTRATION

School administration is concerned with the entire operation of the school system. Financing the system, securing an adequate staff for the business and industrial activities, accounting of costs, determining curricula, securing books and materials, preparing the budget, establishing standards of progress, supplying testing services--all these are duties commonly included in the administration of a school. The real purpose of administration is to fix responsibility and systematize the duties entailed. In the efficient running of any school system, organization is essential for coordination of the services. This framework of administration is necessary for the full realization of the goal of Christian education.

I. ADMINISTRATIVE LEGISLATION

The Church in our country maintains a system of education distinct and separate from the public school system. Some of its laws are: "The Church considers religious and moral training in a very special manner as the chief purpose of elementary schools." And again, "The first responsibility for moral and religious training rests with the parents and those who take their place such as guardians or

other substitutes. "...It is their sacred right but also most solemn duty to provide for the religious as well as for the physical and intellectual development of their offspring."¹

Rights of the Church to Establish Schools

"The Church has the right to establish schools of every kind and grade.... Moreover, as instruction and education, morality and religion should go together under pain of loss to each one, the Church as the supreme teacher of religion must possess the best qualifications for imparting instruction in secular branches."²

Obligation of Parents

"Where a Catholic school does exist, all Catholic parents are obliged to send their children to such a school, unless there is real proof that their training in religion is evidently and sufficiently provided for in some other way, or unless their case is approved by the Ordinary...."³

1. Very Reverend H.A. Ayrinhac. Administrative Legislation in the New Code of Canon Law, New York City, New York: Longmans, Green and Company, 1930, p.262.

2. Ibid., p.266.

3. Statuta Dioecesis Seattlensis, "Lata ac Promulgata ab Excellentissimo ac Reverendissimo Geraldo Shaughnessy, Episcopo Seattlensis in Synodo Dioecesana Seattlensis Quinta", Seattle, Washington: Metropolitan Press Printing Company, June 1, 1938, Appendix VII--"Education."

Part of the State

The State has certain rights as the protector of the welfare of the child. The Thomas Code of Public Education cites the County Superintendent of schools as the proper authority to approve or disapprove a private school. The State certifies the teachers, defines the minimum length of the school year, enforces the school attendance of children within the legal age limits. Those schools that seek special accreditation must respect the physical and organizational requirements of the State.

Since the State can determine the curriculum of its own schools, it may reasonably regulate all schools to the extent of inspecting, supervising, and examining them, including teachers and pupils.

Schools should be aware of the legal requirements concerning the following:

1. Certification of teachers and administrators
2. Curriculum
3. School plant and equipment
4. Records
5. Textbook recommendations
6. Health services and safety
7. Education for citizenship, respect for the flag and knowledge concerning its use.

II. DIOCESAN ADMINISTRATION

Administration of the Diocesan School System is all that pertains to the preparation and operation of the Catholic Schools. This section will treat of administration by outlining the place and responsibilities of the several persons who constitute the administration officers of the Diocesan School System.

Ordinary of the Diocese--the Bishop

Diocesan administration and supervision is under the jurisdiction of the Ordinary of the Diocese. He is the head and director of all Catholic educational activities of every character in the Diocese.

Diocesan School Board.

The Diocesan School Board is a group of Clergy and lay people who are appointed by the Bishop. Since canonically the Bishop is answerable to Holy Mother Church for the administration of the schools, the Board will realize that its purpose and responsibilities are advisory unless the Ordinary, in some special case, may delegate a wider scope of activity to the Board as a whole or to some members of the board. Since the Diocese is in its pioneering stage, a complete organization of personnel has not been realized. The newly formed board has such members as--the Pastor of the Cathedral parish, a judge, two doctors, and a lawyer.

Diocesan Superintendent

The Superintendent is the Bishop's executive officer for education. He is directly responsible to the Bishop for the successful administration and supervision of the schools of the Diocese. He interprets the educational policies of the Diocese for the public and for all engaged in the school system.

III. PAROCHIAL ADMINISTRATION

The parish is the religious and social unit of the Diocese. Each parish is required to erect and maintain a school for the religious and moral training of Christian youth.

The Pastor

The Pastor is the spiritual leader and administrative head of the parish school. He is directly responsible to the Bishop of the Diocese for the religious instruction of the children in the school and for general administration.

The Pastor should be interested in all the school's activities. He should visit the school frequently, provide for its needs, and strive to promote the spiritual, intellectual, and physical well-being of the pupils.

Delegates the Principal. Generally Pastors, being occupied with many other details of parish administration

and being unfamiliar with the professional aspects of curriculum, methodology, and testing, are happy to delegate to the Principal the immediate administration of the school. At the same time they reserve to themselves the right to oversee the operation of the school.

Financing the system. Parochial schools are supported by the voluntary contributions of Catholics, who at the same time contribute as required by a law to the maintenance of the public schools of the State.

Duties of the Pastor. The following are some of the duties which belong to the Pastor:

The financial maintenance of the school and equipment.

The employment of teachers and custodians.

The responsibility for the safety and cleanliness of the buildings and equipment.

The arranging of the opening and closing time of the school day, observing, however, the diocesan regulations as for the length of the school day.

The visiting of each classroom once a week for religious instruction; this may be delegated to the assistant pastor.

The problems of discipline which cannot be settled by the principal and the teachers must be presented to the Pastor. No child is to be suspended from school without the knowledge of the Pastor.

The Pastor shall respect the rights of the Principal as the pedagogical administrator.

The Pastor should obtain a sufficient number of teachers

for his school. He will be guided by the advice of the Superintendent.

Pastors have certain obligations regarding the Sisters teaching in the parish school:

A formal contract, approved by the Ordinary and the School Board should be drawn between the Pastor and the Sisters teaching in his school. This contract should be definite in covering qualifications of teachers, salary, and pertinent details of the maintenance of the Sister's residence. The contract, in triplicate, approved by the Ordinary and the School Board, should be duly signed and witnessed by the Pastor and the Sisters. One copy of the signed contract should be transmitted to the Chancery Office, one copy retained by the Pastor, and one by the Sisters.¹

The Principal

The Principal is the Sister in actual charge of the Parish School (not necessarily the Superior of the local community). As the immediate administrator of the school, the principal is responsible to the Pastor in all school matters, and to the Diocesan Superintendent, to State officials, and to the Religious Community in all educational matters.

1. Statuta Diocesis Seattlensis, "lata ac Promulgata ab Excellentissimo ac Reverendissimo Geraldo Shaughnessy Episcopo Seattlensis in Synodo Dioecesana Seattlensis Quinto," Seattle, Washington: Metropolitan Press Printing Company, June 1, 1938, Appendix VII, Education.

The Principal is always the official representative and spokesman for the school. Everything that pertains to the school should be referred to the principal and no arrangement or change shall be made without her consent.

Administrative Duties. The chief administrative duties of the Principal are:

1. Arranging the school calendar for the scholastic year. The calendar authorized by the School Board of the Diocese is to be followed exactly. However, there are such matters as the pre-registration dates, the Mass of the Holy Spirit at the opening of the school year, meetings of the Faculty, of the Mother's Club, and other groups, all of which must be scheduled to avoid conflict.
2. Requisitioning supplies and materials to assist the teachers with the important work of instruction. The manuals provided with many texts are valuable supplements to the Courses of Study. The Principal must provide these aids for the teacher.
3. Ordering books for the coming year. The use of the officially adopted texts is mandatory on all the schools.
4. Ordering intelligence tests, achievement tests, and any other tests that are to be used, and seeing that the required intelligence and educational tests are administered.
5. Organizing the safety patrol.
6. Caring for the school nurse program and the health program.
7. Overseeing the maintenance of the whole school building. (It is her duty to consult with the Pastor concerning janitorial services. All necessary orders should be given to the custodian by the Principal and not by the individual teachers.)

8. Seeing that the regulations regarding fire drills are observed; planning and recording fire drills. These should be held twice a month.
9. Making available all diocesan rules and regulations.
10. Conferring with parents regarding problems affecting their children.
11. Holding faculty meetings from time to time, when specific problems in the school or in the field of education may be discussed.
12. Arranging for the display of the United States flag according to the regulations of the State. It is recommended that the State flag be used, at least, on occasions.
13. Advising parents of pupils failing to make the expected progress. (Parents have a right to be warned before severe penalties are inflicted, such as failure, suspension, or dismissal; these warnings may help the parents to assist the school in correcting the pupil's delinquency.)
14. Encouraging parent-principal and parent-teacher conferences on child's progress.
15. Helping to develop and arrange assembly programs for the school or for particular divisions of the school.
16. Regulating order in the corridors and common rooms of the school as well as on or near the school grounds.
17. Organization and assigning of school enterprises for each grade, such as Lost and Found Bureau, School Store, Missions, Safety, and others as a means of developing the students' responsibility.

The Principal and Supervision. The Principal should aim to improve the quality of instruction in her school. Plans for visiting classes should be formulated at the beginning of the school term. Teaching Principals will

necessarily have to limit classroom visitation, but they should not excuse themselves from it entirely. The visits of full-time teaching Principals may be made during the Religion periods (when taught by the Pastor or Assistant), or during any other period when she is free. Some of the supervisory duties of the Principal are:

1. Providing professional reading material, such as books, magazines, and brochures.
2. Visiting the classroom teacher and observing the teaching--learning process.
3. Conferring with the individual teacher after the classroom visit.
4. Checking lesson plans and outlines for work to be accomplished.
5. Examining report cards and records of the pupils and discussing grading and records with the classroom teacher.
6. Studying the progress of the children in terms of scientific measurement.
7. Conferring with the parents about the progress of their children.
8. Studying the interests, abilities, talents, and educational background of both teachers and pupils.
9. Providing for the faculty opportunities for inter-visitation.
10. Encouraging teachers to attend institutes and professional meetings.
11. Planning with the teachers for the continuous improvement of learning situations.
12. Scheduling a faculty meeting at least once a month at which all teachers, lay as well as religious,

should be present. (A discussion of this educational program will provide material for a number of faculty meetings.)

13. Giving special attention to the beginning teacher so that scholastic standards will be maintained.
14. So inspiring teachers that they will develop a professional attitude and an esprit de corps which will unify the faculty.

These lists by no means cover all the duties of the Principal. To administer a school effectively the Principal must always bear in mind that--

No matter how much general scholarship he has, no matter what his physical and mental health, his school and his administration are going to be no better unless he is imbued with the idea of "service", unless he is willing to sacrifice his personal comfort, time, and effort for the good of the school."¹

The Teacher

The teacher of the individual school is to work with the Principal and the school officials in carrying out the educational policies of the diocese. It is her duty to observe conscientiously all regulations of the diocese, and of the particular school; to consult with the Principal on all important matters; and to observe strictly the code of professional ethics.

1. Sister Joseph Marian, "Administering a School Effectively," The Catholic Educator, XXIV (November, 1953), p. 174.

The teacher is the most important single factor contributing to the success of the school. Pope Pius XI voices the opinion of the Church, as to the role of teachers, in the Encyclical on "Christian Education of Youth":

Perfect schools are the result, not so much of good methods as good teachers that are thoroughly prepared and well-grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important office; who cherish a pure and holy love for the youths confided to their care because they love Jesus Christ and His Church, of which these are the children of predilection; and who have therefore, sincerely at heart the good of the family and country.¹

Administrative duties. As a member of the School Administration, the teacher has many administrative duties. The following are selected as the most important.

1. To care for the lighting, heating, ventilation, and other physical factors in the classroom.
2. To adhere strictly to all diocesan regulations in regard to the admission of students, transfer of students, the use of adopted textbooks, the following of the daily schedule or time-allotment for the several subject-matter areas; to follow the course of study; and to make careful school records and report cards.
3. To record exactly the daily attendance of the children. The teacher is to check attendance the first thing each morning and afternoon, and is to make every effort to bring about regular attendance.

1. Pope Pius XI, "The Christian Education of Youth," Sixteen Encyclicals of His Holiness Pope Pius XI, Washington D.C.; National Catholic Welfare Conference, pp. 34-35.

4. To record tardiness, and to endeavor to prevent habitual tardiness.
5. To secure the permission of the Principal to honor the request of any parent for the early dismissal of a child from school.
6. To confer with the Principal on all serious discipline problems.
7. To secure the approval of the Principal for all letters sent to parents.
8. To consult with the Principal about all unusual occurrences such as practices, parties, plays, and the like.
9. To share in the responsibility for the care and appearance of the building, playground, and surroundings.
10. To plan for routine factors in the classrooms, such as:
 - a. The passing of students to and from the classroom.
 - b. The passing of students to the boards and library corners in the room.
 - c. The distributing and collecting of papers, of books, and materials.
 - d. The disposal of waste paper.
 - e. The hanging of wraps, and the placing of lunches and lunch papers.
 - f. The regulating of fountain facilities and the use of lavatories.
 - g. The cleaning of the room and chalkboards, the care of the desks, chairs, tables, and other **furniture in the classroom.**
11. To cooperate with the Department of Public Health in carrying out all rules and regulations, and with the school nurse in the school health program.
12. To encourage the children to cooperate with the safety patrol program.
13. To familiarize herself and acquaint the pupils with the signals for fire and air-raid drills, and to follow closely the regulations of the school.

14. To provide that the children pledge allegiance to the flag, and learn the national anthem and other patriotic songs.

Instructional duties of the teacher: The primary duty of the teacher is instruction. Preparation for classroom teaching is essential, and the teacher should be deeply penetrated with the importance of preparing thoroughly for this work.

Every teacher in the Catholic schools should regard the training of the will and the establishing of character of far greater importance than the mere acquiring of knowledge. Good example and democratic living in the classroom contribute many opportunities for the development of the child's character. He is afforded the occasion to exercise self-control and cooperation as well as obedience and respect for rightful authority. The teacher is a powerful influence in forming the child's love for the true, the good, and the beautiful. She should know the child as an individual and help him to build right attitudes and lasting appreciations.

The Parents

Parents have the God-given right to educate their children. Long before school or state came into existence the individual family was the agency which educated children. It is from the parents that the child gets the concepts of

right and wrong, also the first knowledge of words, objects, and thoughts. This obligation and right to educate the children entails the following duties:

1. To provide a Christian home.
2. To inculcate by word and example the principles of Christian living.
3. To give supervision and companionship to their children. This requires mothers to be at home when the children return from school and to know with whom they associate and where they go. (The school can hardly be responsible for children who lack supervision at home.)
4. To train the children to corporate worship through family prayer, family attendance at Holy Mass and the reception of the Sacraments.
5. To send their children to a grade and high school which has been provided by the Church to aid parents in fulfilling the grave obligation of securing a complete education for their children.
6. To cooperate with the principal and faculty in furthering the educational progress of their children.
7. To set a definite time for home studies in a quiet place where there is a minimum of interference from the TV, radio, visitors, and smaller children. Homework is given to the children to develop habits of independent work. This objective will not be attained if parents do the work for the child.
8. To inspect written exercises at least occasionally in order to become acquainted with the child's capabilities and to compare them with his achievement.
9. To develop the natural talent of the child along vocal or musical lines and to foster an appreciation of good music, art, and literature.
10. To try to discover his child's interests and latent talents; so that they may be developed through cooperation of the teacher.

11. To maintain rigid control of hours of sleep, meals, study, and play, since orderly habits of living contribute greatly to mental as well as physical health.
12. To train the child to use his leisure time properly, parents should:
 - a) know where and with whom he spends his out of school time.
 - b) make the home the center of the child's social life.
 - c) make the home a place where he feels free to bring his friends.
13. To confer with teachers and principal on problems arising, that by their mutual understanding and cooperation the child may benefit.
14. To uphold publicly and privately the policies and procedures of the school.
15. To provide recreation for their children in keeping with their age development.
16. To be an active member of the Mother's Club.

The many duties and practices cited above require the parents to be ever ready to exercise their prerogatives of jurisdiction and careful supervision.

CHAPTER IV

THE HANDBOOK

SCHOOL POLICIES AND PROCEDURES

The school is cooperating with the home to establish in the pupil the proper attitude and behavior as a law abiding citizen, and to educate each pupil so that he may take his rightful place in the community. The primary duty of the school is to instruct. In a Catholic school the instruction is above all to provide opportunities for the child to gain a knowledge of God and the truths of faith; then a knowledge of the arts and sciences. As the child studies truth, he should learn to analyze, to see relationships, to judge, to make generalizations, to organize his thoughts and ideas, and to work independently in solving problems. Conscientious work toward these goals cultivates those habits of sound thinking which are of the utmost importance to normal development. In addition to acquiring a knowledge of Christian principles, the child learns to apply them to the daily problems of a life, striving toward right relations with God and the Church, with his fellowmen, with nature, and with himself.

Ability to govern oneself like any other habit is acquired through experience in daily living. It is thus that we assist each child to develop within himself inner control, a self-discipline that will enable him to do what

he should do, however difficult, at the right time and in the right manner. Through the inculcation of a spirit of mortification and self-denial the child will be able to acquire those personal and social habits necessary for Christ-like living. Habits of cleanliness, good posture, and pride in one's personal appearance should arise from an esteem for the body as a gift of God. An appreciation for work well done and a habit of accepting responsibility for a task are acquired by faithfully meeting in their turn the various obligations that each day brings. The child learns to face tasks that demand effort and to find satisfaction in doing each to the best of his ability.

Since good order in any society is maintained through the observance of those rules and laws promulgated by legitimate authority, the Sisters endeavor to teach the children respect for authority and that willing obedience to rightful laws which is the mark of a good citizen.

Each child learns, moreover, that he has obligations to the members of the group. He learns of his obligation to care for books and property and a habit of orderliness in keeping things in their proper places. In addition patriotic and civic virtues consistent with the maturity of the children are practiced daily. All children have opportunities to fulfill such patriotic duties as the Salute to the Flag, and the singing of the National Anthem.

The policies of a school are the rules and regulations which guide the administration of the school. Each teacher should adopt these policies as her own--even though she may not agree with some of them. It is during faculty meetings that criticism of existing policies is to be made and group planning for change formulated.

The following policies affecting general and pupil personnel administration are given in order that there might be common understanding and uniformity in regard to the procedures followed.

REGISTRATION AND ENROLLMENT

Requirements for Registration

All children of a school age who can benefit from the services and facilities of the school should be in attendance.

A child who is six or will be six by September 30, may be admitted to the first grade provided that the child is enrolled during the first month of school. If the child does not enroll during the first month of school he must wait until the following year to enroll.

Verification of Birth

Before admitting a child to the first grade the principal shall require evidence that the child has reached the legal age.

The following forms of verification are acceptable in the order named:

1. A legal birth certificate.
2. A sworn affidavit accompanied by one of the following:
 - a. Insurance policy of the child's life which has been in force for at least two years.
 - b. Bible record of the child's birth.
 - c. A Passport or certificate of a child's arrival in the United States.
 - d. A certificate of a reputable physician stating that he believes the child to be of required school age.
 - e. Certificate of Baptism.

The person on the school staff who verifies the date of birth should initial the date of birth on the enrollment card and plane the current date next to the initial.

Example: B.C.
9/1/54
S.M.D.

This information should be transferred to the permanent record card as soon as possible.

Parents should furnish verification within a reasonable time after the temporary registration. No pupil should be permitted to remain in school after two school months without

the necessary verification. Exceptions may be made only for good cause upon authorization from the pastor. All certificates must be returned to the parent immediately after the registration either personally or by mail.

Entrance at the required age really benefits the child as it enables him to enter the intermediate grades at an age when he is mentally mature enough to grasp the work.

A child of compulsory school attendance age, 8 years to 16 years, must be enrolled whenever he is located in the school district.

Enrollment

Pupils are expected to enter school promptly at the beginning of the term.

Children who are not members of the parish at the time they seek admission should not be accepted without the written permission of their proper Pastor (presuming the reasons for the change are acceptable to both pastors).

Each teacher should send to the office by Friday of the first week of school, a list of her pupils (alphabetized-last names first) and parent's names, addresses and telephone numbers. Several of these lists will be mimeographed to be used by teachers, school office, Mother's Club, and parish files.

School Calendar

The school calendar is published annually as the official list of the main events and holidays of the school year. It must be followed exactly.

Following the school calendar means not only having school on the days the calendar calls for it, but also having a full day's session. An occasional dismissal an hour or two earlier may be justified when there is a sufficient reason. Frequent early dismissals for trivial reasons is contrary to diocesan policy.

Any additional holidays must be authorized by the superintendent of schools.

When an epidemic of disease, a flood, or similar disease makes it necessary to close a school, the pastor of a parish school or the principal shall notify the superintendent. If emergency holidays are granted, the time missed must be made up by reduction of time designated as vacation on the calendar.

Length of School Day

The length of the school day shall be a minimum of five hours and shall not exceed five hours and forty-five minutes.

A recess not to exceed fifteen minutes may be given in the morning.

The minimum period for lunch hour shall be forty minutes. The minimum time shall be used only in schools where most of the children eat their lunch at school, and where those who go home live near by.

The members of the administrative and supervisory staff shall be on duty from 8:00 a.m. to 4:00 p.m. daily except Saturday, Sunday, and designated holidays.

"Teachers are required to be at their respective school-rooms at least thirty minutes before the time of opening of school in the morning and fifteen minutes before the opening of school in the afternoon." (The Thomas Code of Public Education, Appendix A, I, 14.)

Teachers are requested not to leave the building before 3:30 in the afternoon except by previous understanding with the principal.

Teachers are expected to enter upon their instructional activities at the appointed time.

Pupils shall not be dismissed earlier than the appointed time, or for any day or part of a day, without the permission of the principal.

Teachers shall not detain pupils for any part of the noon hour, and not more than 40 minutes after the regular hour for dismissal.

Prior to the beginning of class work in the morning, a short period of time may be devoted to matters of school organization, such as collecting lunch money, making announcements etc. As far as possible all such matters should be taken care of prior to the beginning of class work, so that interruptions are not necessary during the day.

Schedule of School Hours

St. Paul's School operates under the following time schedule for classes:

Morning Session:

8:50	Assembly Bell
8:55	Opening Exercises
9:00	Class Schedules
10:25	Morning Recess (all grades)
10:40	Classes resume
11:45	Lunch Period for Grades 1-4
12:10	Lunch Period for Grades 5-8

Afternoon Session:

12:50	Afternoon Assembly Bell
12:55	Opening Exercises
1:00	Class Schedules
3:00	Dismissal

Teaching Days

A maximum of one hundred eighty teaching days are required in the Diocese of Yakima and by the State laws.

ATTENDANCE

School Attendance Law

"All parents, guardians, and other persons in this State having or who may hereafter have immediate custody of any child between eight and fifteen years of age (being between the eighth and fiteenth birthdays), or of any child between fifteen and sixteen years of age (being between the fifteen-the and sixteenth birthdays) not regularly and lawfully engaged in some useful and remunerative occupation, shall cause such child to attend the public school of the district in which the child resides, for the full time when such school may be in session, or to attend a private school for the same time, unless the superintendent of schools of the district in which the child resides, if there be such a superintendent, and in all other cases the county superintendent of common schools, shall have excused such child from such attendance because the child is physically or mentally unable to attend school or has already attained a reasonable proficiency in the branches required by law to be taught in the first eight grades of the public schools of this state as provided by the course of study of such school, or for some other sufficient reason. Proof of absence from public schools or approved private school shall be prima facie evidence of a violation of this section." (L. '09, p. 364. Sec.1; R.R.S., sec. 5072; P.C., sec. 5219)

Definition of Attendance

Legal attendance is all the time spent by pupils, within or without the district, in educational activities which constitute a definite part of the student's assignment and which are conducted by or under the immediate supervision of a legally certificated teacher employed by the district during the regularly established school hours.

In addition to regular school attendance, the following are general types of activity which may be credited as legal attendance if carried on under the supervision of certificated teachers employed by the district.

- (1) Time spent when pupils are excused from the classroom on the initiative of the school for such purposes as nurse, physical or mental examinations, and orthopedic treatment.

- (2) Attendance at approved fairs, exhibits, expositions and field trips.

Determining Attendance

A pupil is to be counted as present or absent from the date of his enrollment until he is officially transferred or legally withdrawn. If a pupil is present for half or more of a half-day session, he is counted present for the session. If a child is present the day before a legal holiday, he is counted as present during the holiday.

Tardiness

A pupil is tardy who arrives late to his proper assigned place. In accordance with the school schedule he must be present to begin opening exercises, unless he has reported previously and been excused by the teacher or principal.

The principal should at the beginning of the school year use means to exact prompt and regular attendance. Tardiness as well as absence requires a legitimate excuse.

Absence Defined

A pupil who is present less than one hour of either the morning or afternoon school session shall be accounted as absent for that session, except those sent by the school authorities on school assignments.

Only the principal can give permission for absences. Teachers must refer to her any one seeking or needing such permission.

No pupil shall be permitted to leave school before the regular dismissal time except in case of sickness or similar emergency. The principal should judge the urgency of each case.

Absence

Regular school attendance can be obtained only through the cooperative efforts of many forces. The initial responsibility for knowing when a child is absent and ascertaining the cause of absence rests upon the classroom teacher and

the principal. Absence from school can be controlled by constant observation and immediate attention.

The absences are recorded each morning by the teacher, or her assistant, on the absentee slip provided by the office. Any case for immediate investigation should be reported to the office by 9:20 a.m. At the afternoon session a re-check of attendance is made and recorded. The absentee slip for the day is to be sent to the office by 1:20 p.m.

Explanation for Absence

When a child of compulsory attendance age is absent, the parent of the child shall explain the cause of the absence. Failure to report or to explain the cause shall be evidence of the child's absence without the consent or approval of the parents.

Any pupil absent or tardy from whatever cause shall, on his return, bring to the teacher a written excuse from his parents or guardian stating the reason for such absence or tardiness, unless such parent or guardian shall make an excuse in person. Written excuses are kept on file for a period of six months. This is the duty of the classroom teacher.

Excused Absence

Excused absence includes illness of the pupil, sickness of some member of the family requiring the presence of the pupil at home for short intervals, and death in the family of the pupil; other causes equally urgent and with the pupil having notified the principal previously as to the reasons for the absence. It also includes children excused for medical appointments as required by the individual health situation, and for orthodontia appointments as scheduled by the orthodontist. Dental appointments, however, except for emergencies, should be kept to a minimum during school hours.

Excused absences give the pupil the privilege of making up the work, but it is not required.

Unexcused Absence

Unexcused absence includes truancy, illegal employment, parental neglect. When a principal decides an excuse to be

unsatisfactory, the parent or guardian must be notified at once. preferably in writing.

Unexcused absences require that the pupil make up the work. The teacher may require that this work be made up after school or at home. The following will be found helpful:

- (1) A definite assignment
- (2) A definite time for completion
- (3) Giving a different assignment from the rest of the class will prevent copying
- (4) "Make-up work" should be checked as carefully as regular class work.

When a pupil leaves school on his own volition or is sent home, the parents must be notified as soon as possible. This is to prevent pupils from being absent from school without the knowledge of the parents.

Penalty for Unexcused Absence

Any pupil who shall have a total of four unexcused absences or tardy marks may be suspended from school, and may be reinstated only upon the assurance of the parent or guardian that such pupil will not be absent or tardy without good cause.

HEALTH PROCEDURES

Readmission after Absence Due to Illness

Pupils who have been absent due to quarantinable diseases such as diphtheria, scarlet fever, or infantile paralysis must have a readmittance card from the City or County Health Department or a statement from the doctor that the child has sufficiently recovered to attend school.

Pupils who have been absent due to illness (other than quarantinable diseases) may be readmitted at the discretion of the teacher. If in doubt regarding the advisability of readmitting such pupils, the teacher should refer the pupils to the school nurse, or to the principal if the nurse is not in the building. If necessary, the principal should call the nurse.

Procedure in Case of Illness at School

When the nurse is not scheduled the principal should proceed as follows:

- 1st. Call the home and ask the parent or relative to come for the child.
- 2nd. If the parents cannot be reached, telephone the person designated on the enrollment card to be called in case of emergency.
- 3rd. If the parent has no means of transportation, the principal shall assume the responsibility of taking the child home. A sick child should not be sent home alone.
- 4th. The principal must notify the teacher that the child is being sent home.
- 5th. Sick children should never be kept at school on the cots except in cases where no one can be reached to care for them.

Procedure in Case of Serious Accident or Illness

The principal should:

- 1st. Administer First Aid. Call the School nurse.

- 2nd. Contact the parents and ask what they want done.
- 3rd. If unable to contact parents, call the doctor listed on the enrollment card.
- 4th. If pupil is in need of immediate hospital care, and attempts to reach parents have been unsuccessful, call for an ambulance.
- 5th. Fill out accident report forms.

Note: All accidents on the school grounds must be reported to the principal at once.

Administering Medicine to Pupils

The state law prohibits teachers, principals, or nurses from giving medicine of any kind to pupils.

DISCIPLINE

Discipline is fundamental in Catholic education, as it is fundamental in Catholic life. Discipline may be considered from two points of view, namely, intellectual and moral. Intellectual discipline is the ability to think clearly and logically in the light of correct principles. Moral discipline is the habit of always acting in conformity with right reason. In other words moral discipline is virtue.

While intellectual and moral discipline go hand in hand in the Catholic school, the treatment of discipline in this section of the Handbook is concerned with moral discipline.

The only discipline that is worthwhile is that which operates on motives from within. God has given man a free will and he must attain his destiny by actions freely chosen. Actions over which man has no control have no moral value. From this it follows that discipline is not regimentation; neither does it imply a detailed surveillance of every action of the child. A school in which there are no "disciplinary" problems is not necessarily a school in which there is good discipline. In fact there may be no discipline at all. There may be such a strict-supervision of every action of the child, that for fear of the punishment certain to come, the child suppresses every movement of self expression--only to explode when the watchful hand of authority is removed.

On the other hand, there is no place in Catholic education for the principle that the child must never be repressed, or that the child must be allowed complete freedom of expression. Correct training in self discipline means that the young child must learn to act in conformity with controls imposed from without by parents, teachers, and others in authority. As the child grows older its power of reasoning develops and, if properly guided, its will is strengthened. It can be given motives for right conduct. To the extent that these take place, external controls must gradually be relinquished to the end that as an adult he sees the reasonableness of always directing his actions in conformity with legitimate authority,

Discipline in the School

A few points should be kept in mind regarding discipline in the school:

1. Well prepared classes tend to lessen disciplinary problems.
2. Most children will respond to positive motives for conduct and achievement rather than negative. That is to say, rewards and encouragement are better than threats and punishment.
3. Most children will accept without resentment a punishment which is deserved but will resent bitterly one which they think is undeserved.
4. The religious teacher is not merely an individual in charge of a class. He or she is the representative of religion itself, or the Catholic Church. If a public school teacher were to offend a pupil, the pupil might feel resentful towards the teacher, but hardly towards the public school system. Let a similar offense be committed by a religious teacher in a Catholic school, and the resentment might not stop with the teacher but be carried over to that which the teacher stands for, namely, the Catholic Church and the Catholic religion.
5. From what is stated immediately above, it follows that the teacher in the Catholic school must avoid forms of punishment which are apt to leave bitterness and resentment in the child. Such forms of punishment are:
 - A. Those punishments which are undeserved or which are accompanied by partiality.
 - B. Ridicule, sarcasm, and humiliating pupils.
 - C. Personal indignities, such as slapping the face.

A form of misbehavior that has become all too frequent in the past few years is impudence, defiance, and sassing the teacher. Misbehavior of this sort must be dealt with promptly and firmly, otherwise it quickly spreads. This type of misbehavior is often the result of lack of home training; the children simply do in school what they are allowed to do at home.

The following forms of pupil adjustment are approved:

1. Conference with the pupil. The purpose of the conference is the endeavor to make the child see the error of his ways.
2. Conference with the parent.

3. Reprimand of the pupil, either publicly or privately depending on circumstances, offense, and type of pupil to be dealt with.
4. Isolation or ignoring the pupil. This may be effective if not used too often. The pupil should not be made to stand out in the hall, or elsewhere, where he is outside of the sight of the teacher.
5. Loss of privileges. This implies that privileges are allowed in the school. Under the heading of privileges are--serving Mass, singing in the choir, playing in the school band, patrol boys, class officers, member of school clubs, athletic team.
6. Suspension should be used only as a means of forcing a pupil's parents to come to the school for a conference. The pupil should never be dismissed from the classroom without orders to report to the principal's office.
7. Expulsion to be used only as a last resort and when every other means of correction has failed.

EVALUATION PROGRAM

Evaluation is a process of determining the assets and liabilities of any undertaking. A school is not conducted on a sound basis if it does not make provision for a periodic and accurate evaluation of its product. The chief means used at Saint Paul's School are testing and parent-teacher conferences.

Standardized Tests

To give standardized tests, to score them, and then to do nothing with the results is a waste of time, effort, and money. All the test can do is to reveal a situation. It cannot improve the situation; it merely provides the diagnosis, and the remedy must be supplied by the teacher.

The following schedule will be used in administering tests to secure information concerning the ability of a child to learn, and the degree of achievement he can reach.

Mental Tests

Mental tests will be given every year to grade one, four, and seven. Thus, each child will be tested at least three times during the eight year period.

Achievement tests

Every year in the month of October each class except the first grade shall be given an achievement test. The same test or a different form may be given in the second semester, preferably in April.

Test Forms

The test forms commonly used in Saint Paul's School are:

(1) Mental Ability--

- a. Otis Quick Scoring Mental Ability
- b. California Mental Maturity

(2) Achievement--

- a. Metropolitan, all forms
- b. Progressive Achievement, all forms.

Parent-teacher Conferences

An evaluative method and help toward pupil progress is the use of parent-teacher conferences. Notification to the parents of such a program will be issued by special bulletin.

Suggestions for Conducting Parent-teacher Conferences on Pupil Progress

The responsibility for the success or failure of a conference rests primarily with the teacher. Her preparation for and her ability to conduct each conference are important.

The teacher should:

Be enthusiastic about the plan of reporting progress. Do her part in selling the plan to the parents.

Be prepared ! Refrain from vague statement.

Have all materials needed for a successful conference. Keep classroom materials in a folder or booklet. Teachers shouldn't overburden themselves with samples of each child's work to the extent that each paper is explained. Some of these papers might be sent home with the parent. Progress in workbooks can be discussed.

Have a friendly and relaxed greeting. If she is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wishes you were not there or would soon leave.

Always start with a positive, constructive statement. Find something good to say.

Let the parent take the lead as far as possible. Avoid criticism of parent.

Find out how the parent is thinking and feeling about his child. (You cannot know the child until you know his parent.)

Make use of records and information in the folder. Personality cards should not be shown to the parent.

It is well to arrange for no interruptions during a conference. Perhaps a note on the room door will help.

Emphasize strengths. Ask for the parent's help to improve the child's weak points.

If the parent suggests a plan of action, accept it if at all possible. Be willing to try the parent's plan before forcing the use of your own. One of the goals of a conference with the parent is to get him to take the initiative. Your plan may be tried if the parent's plan fails.

Be open-minded. Be willing to revise an opinion in light of new facts received from the parent.

All reports or record materials should be treated by teachers in a professional manner. They should be seen only by the teacher and the parent, and in some cases, the child.

Parents should be kept on the topic to avoid the loss of precious time. In most instances, visiting isn't too constructive.

Talk about the whole child, not only his scholastic progress.

The child's desk might be shown. Good or poor house-keeping might be indicative.

Use tact in your criticism. Do not be too blunt in your remarks, yet tell the truth.

Teachers should be careful so as to not give advice too freely. Cause the planning to be the result of cooperative exploration into the child's problems by teacher and parent. Suggestions are more apt to work if the parent has a thorough understanding of the problem.

Do not spend too much time on achievement tests. This is especially true when a conference is held soon after achievement tests have been given.

Do not criticize other teachers for the work a child has done in a previous grade.

Ask the parent for the child's impression of school. Sometimes vital information is gained from the child's viewpoint.

Comment on the parent's cooperation in promoting his child's progress.

FLAG REGULATIONS

Displaying the Flag

The flag should be raised or lowered by hand. It should be displayed from sunrise to sunset, or between such hours as may be designated by proper authority. Do not raise the flag while it is furled. Unfurl, then hoist quickly to the top of the staff. It should be lowered slowly with dignity.

When the flag is to be flown at half-mast, it should be hoisted to the peak for an instant, then lowered to the half-mast position. Before lowering the flag for the day, it should again be raised to the peak. On Memorial Day display at half-mast until noon only; then hoist to the top of the staff.

During the ceremony of hoisting or lowering the flag, or when the flag is passing in review, all persons present should face the flag, stand at attention and salute, by placing the right hand over the heart. Men should remove their headdress with the right hand and hold it at the left shoulder, the hand being over the heart.

When the flag is displayed in a manner other than by being flown from a staff, it should be displayed flat. No object should be placed on or over the flag. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the far right of the flag, that is to the observer's left.

The school should have an outside flag pole, or one atop the school building. The United States flag should be displayed outside the building and in every classroom every school day. The children should be trained to stand at attention during the raising and lowering of the flag.

The flag raising ceremony will take place before the first bell. Different grades will take turns attending the ceremony, reciting the Pledge of Allegiance and singing the National Anthem.

Monday	--	Grade Eight
Tuesday	--	Grade Seven
Wednesday	-	Grades three and six
Thursday	--	Grades two and five
Friday	--	Grades one and four

ASSEMBLIES

Class assemblies are scheduled throughout the year. These assemblies may be sectional or joint. They are given for the parents of the students in the school auditorium.

The procedure for a school assembly is as follows:

1. Processional: Each group is led by a flag bearer to its assigned place. Music is provided. The children sit down, the flag bearer remains standing.
2. Flag ceremony: When all groups are seated, two flag bearers from the 8th grade march to the center of the stage where they stand at "present" flanking a boy who leads the Pledge of Allegiance. All other flags are held at "present". Pupils stand with right hands over their hearts.
3. The Pledge: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."
4. Patriotic Song: The songs are selected by the music teacher. The flag bearers on the stage lead all other flag bearers to the sides of the auditorium where the flags are posted.
5. The Hymn: The hymn is selected by the music teacher, and is sung as the flag bearers return to places.
6. Announcements: One of the pupil leaders on the stage asks for announcements.
7. Program: The program is announced by the pupil leader. Programs consist of either outside speakers or entertainers, special music, special day programs, outgrowths of school work, quizzes, or dramatizations.
8. Recessional: The chairman closes the program. The flag bearers get their flags and return to their groups who remain seated until their flag bearer comes to them. Then they march back to their home rooms to music.

HEALTH AND SAFETY

Ventilation

Proper ventilation is essential if pupils are to work to the best advantage. When the classroom is too warm, or the air foul, children become drowsy and irritable. They are unable to work properly and problems of discipline arise.

If it is necessary to keep the windows closed during the winter weather, the rooms should be ventilated by opening the windows during recess, lunch hour, or between classes. It is simply impossible for children to do efficient work in a room that is tightly closed all day long.

Heat

It is commonly accepted by competent authorities on the subject that the best work in school can be accomplished when the temperature in the classroom is between 68 and 72 degrees fahrenheit. The temperature should not be allowed to go above 75 degrees. Temperatures above this point are not only wasteful of fuel but produce decreased efficiency in work. In addition to temperature, humidity and air movement contribute to the comfort of the classroom.

The minimum temperature in the classroom should be 65 degrees. When the temperature in the classroom falls below 60 degrees for a period of two hours the class may be dismissed.

Light

Prolonged reading or similar work involving the use of the eyes with inadequate light may cause serious, and perhaps lifetime, injury to one's sight. The recommended amount of light that should be available for all desks in the classroom is 20 Foot-candles. This is 20 points on the Western Electric Light Meter or similar instrument. Anything below 10 points is definitely inadequate and steps should be taken to improve the situation. In case of doubt as to the adequacy of light in the classroom a light meter should be used. Usually the local power and light company will provide this service. In addition to the classrooms, the halls, stairways, and basement should be sufficiently illuminated to secure adequate safety.

Walls should be painted light shades with dull finish, especially in the classrooms, in order to obtain the maximum efficiency from the light.

Safety on the Playgrounds

For safety on the playgrounds the following rules have been established:

1. Pupils shall not ride bicycles on the playgrounds. All bicycles should be walked across the grounds and parked in the racks. Bicycles brought to school must be locked. The principal has the authority to penalize a child who does not keep his bicycle locked by forbidding him to ride it to school for a period of time.
2. Roller skating is not allowed on the playgrounds during the school day.
3. Knives or guns are forbidden on the playgrounds.
4. It is not permissible to throw rocks or snowballs on the playgrounds.
5. No dog shall be permitted on the playgrounds or in the classrooms. Teacher should take these precautionary measures:
 - a. Instruct children to keep all dogs at home.
 - b. Inform students that the Humane Society will call for and impound dogs taken into custody by the school.
 - c. Warn children not to pet or extend a hand toward any strange dog.
 - d. Notify parents and the Medical Director immediately if a child is bitten by a dog.

Accidents on the Playgrounds

Refer to section on Health Procedures.

Safety Patrol

School safety patrols have an outstanding record in reducing the number of accidents among children by directing school pedestrian traffic. In safeguarding the lives of children at dangerous intersections, patrol members have an opportunity to develop qualities of initiative, cooperation, and leadership. The patrolman is made conscious of the fact that human lives are entrusted to his care. He should develop therefore, a sense of responsibility to duty and a willingness to give unselfish service to others. The individual patrol member and the entire student population practice the observance of traffic laws and in consequence, should develop proper attitudes toward the observance of law and order. This training should instill respect for city, state, and national laws.

Qualifications for membership:

- (1) Reliable, trustworthy boys
- (2) Schoolwork and citizenship to be satisfactory

Methods of attainment:

- (1) Appointment by the principal
- (2) Election by the pupils, subject to the principal's approval
- (3) Written consent of the parents is necessary before a pupil may serve.

The term of office is determined by the principal:

- (1) Boys unworthy as members of the Junior Safety Patrol may be removed.
- (2) Boys whose school progress may be hindered are destaffed.

Equipment, Badges, and Supplies

The equipment and badges in charge of the principal, or one whom he designates, are:

- (1) White Sam Browne Belt
- (2) An official badge
- (3) The necessary signs for crossings

This equipment must not be loaned. It is checked out to the patrol member and it must be returned at the end of each period of duty.

Air Drill During School Hours

Because children are highly impressionable and their air raid drill experiences may have a profound and lasting effect on them, it is essential that such drills be conducted in such a manner as to eliminate possibilities of their becoming frightened.

Children should be trained slowly, but thoroughly, in all phases of civil defense, with air raid drills being only one phase of such training. Their instruction should be so presented as to give them an understanding of the need for such training, and of the part the, their school, and their families must play in the over-all community civil defense program.

Suggestions for Conducting School Air Raid Drills:

1. Remember that the objectives of air raid drills are in the main the same as for fire drills.
2. Teach students to go to designated shelter areas, and to remain there, quietly and orderly, in waiting for other directions.
3. Avoid any procedures that will frighten children.
4. Stress the fact that fire drills are regularly held, but such training is seldom used. Air raid drills are similarly a precaution we must take for an emergency that may never come.
5. For the alerting signal use bells, whistles, or klaxons, but merely make sure that it is a distinctive signal unlike any used for other purposes. It would be well to have information about the signals and also directions for going to shelter areas inscribed on blackboards in all rooms and on corridor bulletin boards.
6. Emphasize that movement to the designated shelter areas should be orderly, unhurried but fast, with absolute quiet at all times so orders from teachers can be heard.
7. Base plans for movement to shelter areas on pupil organization for fire drills with an inside (the building) objective rather than an outside objective.

Air Drill (cont.)

8. Have pupils remain standing and await further orders after they reach their shelter areas; early in the drills do not have the children sit or lie down on the floor, crawl under desks or tables, or cover their heads with their hands or clothing. If children are properly trained to go to their shelters and to wait there quietly, these precautions can be put into effect at any time by a simple command.
9. After pupils have arrived at their designated shelter areas, use the same signal for sounding the "all clear" as that used to return students to their rooms after a fire drill.
10. Gradually develop the practice of having students remain in shelter areas for a longer period, with activities taking place.
11. Have each drill carefully evaluated by students after returning to their classes, and by the faculty at special meetings.

THE PLAYGROUND

The philosophy of Christian education makes it imperative that habits of good citizenship instilled in the school be further developed while pupils are on the playgrounds. It is the obligation of principals and teachers to arrange for adequate supervision of the playgrounds at all times. Careful attention should be given to safety and to the prevention of accidents.

Allocation of grounds will be given each year by special bulletin. Each group will be assigned an area on the grounds.

A group of girls under the sponsorship of the physical education teacher is on duty during the noon hour to direct play activities. The Mother's Club Playground Supervisors will direct the area assigned to them.

Playground Equipment

The merry-go-round is for the use of the primary grades-one to three.

The slides may be used by groups:

Slide 1 -- nearest to Chestnut Street
Grades five and six

Slide 2 -- middle, Grades three and four

Slide 3 -- Grades one and two

Each classroom should select a pupil each week to be responsible for balls and bats, and other equipment.

Safety on the Playground

For safety it is not permissible on the playground-- to use sleds, to ride bicycles, to roller skate, to throw stones or snowballs, to bring knives or guns, to bring hard baseballs.

Home room groups will check on the grounds on scheduled weeks.

No cars are to be parked on the school grounds during school sessions. Parents waiting for children should park cars on the side street, and not in front of the school.

PUPIL PROGRESS

More children fail in school because of the inability to read well than of any other factor. The foundation of reading is laid in the primary grades, especially the first two grades. In fact, the mastery of reading is the major objective of these grades. Hence, promotion through the primary grades is to be determined mainly by the child's proficiency in reading.

Grade One

The standard requirements--that which the majority of the class should attain--for promotion from grade one to grade two are:

1. Ability to read the basic and supplementary material of book one level.
2. Ability to make use of simple work analysis, pictures, and context clues and hints in attacking new words.
3. Ability to understand what is read, both silently and orally.
4. Ability to read with little or no lip movement or vocalization.
5. Ability to read without using a marker or without finger pointing.

Minimum Requirements for Promotion-- The very minimum requirements for promotion from grade one to grade two are:

1. Ability to read basic and supplementary material of the primer level.
2. Ability to use pictures, context clues, and initial sounds in attacking new words.
3. Ability to grasp the main facts of the story, and to show this by answering specific questions.

Unless the child attains this minimum requirement, he is not to be promoted to the second grade. The pastor, principal, and teachers are asked to take a firm stand in this matter and not to be swayed by the pleas of parent's. Unless this is done it is unfair to the child to ask him to do second grade work when he has not mastered the minimum requirement of the first grade. The repetition of this first year may mean the difference between the child getting a solid foundation in reading and being permanently handicapped with an inadequate preparation. If the child has already spent two years in the first grade, he is to be promoted regardless of achievement, since nothing could be gained from requiring him to spend another year in the same grade.

Grade Two

The standard requirements for promotion from grade two to grade three are:

1. Ability to read on grade two level.
2. Ability to recognize sounds and to attack and identify new words in a variety of situations.
3. Ability to spell words of second grade standard.
4. Facility in using the one hundred basic facts in addition and subtraction.

Minimum Requirements--If at the end of the second grade, the child has not mastered the mechanics of reading, he must repeat the grade, unless he is already repeating the second grade.

Grade Three

The standards for promotion from grade three to grade four are:

1. Ability to read basic and supplementary material on the third grade level.
2. Ability to express two or three connected thoughts in writing; this pre-supposes a knowledge of simple spelling.
3. Facility to grasp the content matter of short paragraphs and stories read either orally or silently.
4. Arithmetical skills of the previous grade; column addition; also ability to add and subtract dollars and cents; multiplication and division facts up to five, inclusive; facility in solving one-step problems involving one of the fundamental processes.

The above standards must be taken into consideration in marking the report cards for the first three grades.

Grades Four to Eight Inclusive

Promotion in grades four to eight inclusive, is to be determined by the marks the pupil receives in religion, English, reading, spelling, arithmetic, and social studies. An average is to be taken of all these marks. A pupil who has received a general average of 70% in these subjects for the year is to be promoted. The essential exception to be that pupil who has failed in both English and arithmetic.

A grade 65 to 69 is marked as a condition. A condition which is not removed by the beginning of the next school term becomes a failure. A pupil may remove a condition by taking a summer course or by private study and passing an examination given by the school.

Trial Promotion

A child in the elementary school who has been conditioned must remove the condition by the beginning of the next school year, otherwise he must repeat the grade. No pupil is to be promoted on trial. A trial promotion is usually nothing more than an attempt to avoid an unpleasant situation for the time being.

Promotion in Summer School

A pupil is not to be promoted on the basis of a passing grade received in summer school. The pupil must take an examination when he returns to his own school.

Special Promotion

The report card of a pupil who has failed to obtain a passing grade and is promoted because he has already spent two years in the grade shall be marked "Special Promotion". This promotion from the eighth grade does not entitle a pupil to enter high school and follow a regular program, although such a pupil may be admitted to high school under a special instruction program.

Non-Promotion

Where it is probable or certain that a pupil is not to be promoted, the parents must be informed of this fact well in advance of the end of the school year. The pastor should be informed, no later than April 1.

A pupil who is able to maintain his grade is not to be denied promotion because of misconduct or frequent absences from school. While it is true that a bright pupil who is irregular in attendance tends to break down morale and promote truancy on the part of other pupils, it is only aggravating the case by requiring such a pupil to repeat the grade. Such a pupil needs more challenging work, which he will not get by repeating the grade.

Repeating the Grade

No pupil shall be permitted to remain in the same grade for more than two years, nor shall a pupil be retarded more than twice while in the elementary school. Where a pupil has already failed twice in the elementary school there is reason for presuming the child needs special instruction.

The Slow Learning Child

The slow learning child is one who can attend a school for normal children, but who is not able to learn as rapidly as other children. It may be necessary to repeat a grade. Every effort should be made by teachers to help such children attain the minimum level of achievement for their grade. Children are not to be transferred out of the Catholic school system simply because they are slow learners.

Fire Drill

It shall be the duty of the principal or other person in charge of every public or private school or educational institution in the State to instruct and train the pupils by means of drills how to leave the school building in case of a sudden emergency in the shortest possible time and without confusion or panic. Such drills or rapid dismissals shall be held at least twice each month. (See L. '09, p.386, Sec.1.)

The record of the monthly fire drills must be kept in the principal's office--noting the date and the time it takes to clear the building.

The first duty in case of a fire is to give the alarm by means of the nearest "break-glass" signal box and to notify the principal's office.

Conducting Fire Drills

The procedure for the practice fire drill is as follows:

1. When the fire-gong is sounded, all students in classrooms stand and leave the room quickly and silently using the assigned exist.
2. According to the plan decided upon, teachers lead or follow the class from the building--one teacher on each floor has the responsibility of making sure that no one is left in any room. This includes all the building helpers--custodians, cooks etc.
3. A definite plan of leaving the building must be worked out, and students and teachers must be acquainted with the plan through a special bulletin.
4. If the signal is given when students are in the corridors or on the stairways, students leave the building by the nearest exits.
5. After the exit from the building, the children go to a specified place well away from the building. They turn and face the building in single lines. A count-off system should be planned as a means to check the presence of each child.

Conducting the Fire Drill (cont.)

6. The primary purpose of the drill is complete control of a class so that the teacher can form its ranks, quickly and silently, can halt it, turn it, and direct it as he or she wishes. The teacher must be at all times wherever he or she can best control the class.

Drill Routine

All drill routine should be swift without being hurried. Running should not be permitted but a brisk walk should be insisted upon. Silence on the part of pupils if imperative will not be disregarded. This is to facilitate hearing and understanding emergency directions.

Frequent surprise exit drills are essential. These drills should be held both during normal class hours and at times when the usual routine is changed, as when classes are assembled in auditoriums, music rooms, and others.

Occasional blocked exit drills are a necessity. It is suggested that, when these are used, a usual exit route be chosen in advance to be blocked by principal, teacher, or caretaker standing in the center of the door with arms outstretched. This person should direct the first pupils to an alternate exit.

CHAPTER V

HANDBOOK FOR THE PARENTS

INTRODUCTION

The preparation of the child for life is the first care of parents, who by nature hold the primary right to educate their children. This education takes on a threefold aspect: nurture for physical growth, guidance for moral and spiritual development, and the transmission of the social, intellectual, and moral inheritance of the race through cultural development. The educational functions of the home cannot in reality be separated from one another. They are united in the love and care and example of the parents; they are given such strength by the bonds of affection that there is no more potent influence in the life of an individual than the knowledge, ideals, and practices which he has acquired in family living.

Because of the complex society in which we live today, the home can no longer take up all the duties of the child's education, as it once was able to do. There is no substitute for parental care in the nurture and guidance of the child, but to give him an adequate knowledge of his cultural heritage the home must turn to the school. In doing so the home does not relinquish its prior right and duty to educate, but only delegates a part of its responsibility to

the school administration. Parents find in the conscientious teacher a true auxiliary, who has been prepared in a particular manner to assist them in the work of education.

In the Catholic school system the bond between parent and teacher should be doubly strengthened because of their membership in the same church. The parents have chosen to erect and support a parochial school for their children because they appreciate the truths of faith which can be imparted only under religious auspices. Therefore, it is only logical for parents and religious teachers to strive to work together.

The purpose of this handbook is to acquaint you, the parents, with the school you are supporting, and the personnel you have delegated to help to develop the physical, intellectual, emotional, and spiritual capacities of your child.

THE SCHOOL BUILDING

First let us congratulate you for helping to erect the beautiful Saint Paul's Cathedral School located on West Chestnut Street between South Twelfth and Fourteenth Streets. You can feel justly proud of the part you have played in the establishment of this large fireproof building.

Do you know the accommodations of our school? They are:

Twenty classrooms

A well-managed cafeteria

A large gymnasium--also used as an auditorium

Locker rooms equipped with showers for boys and girls

Good lavatory facilities

A junior library for grades one to three and a general library for the use of the other grades.

A health room

A spacious playground with playground equipment--slides, merry-go-round, baseball, volley ball, tether ball, and spaces for organized play

The present enrollment requires the use of the old school, which has been partially remodeled. This building faces South Twelfth Street between West Chestnut and Walnut. It provides comfortable quarters for the two upper grades.

PUPIL PERSONNEL

The children who attend Saint Paul's come from average and some better than average homes. Since it is an elementary school, grades one to eight inclusive are taught. Children who attend range in age from six to fourteen years. Perhaps a number of these children are your child's neighbors or friends, and they are members of his church.

LET'S BEGIN SCHOOL

If your child has already registered at Saint Paul's, you may not need to read this section. However, a quick glance will help you to be informed on the matter of registration routine so that you can pass the information on to anyone who may need it.

Pre-registration takes place for all prospective first graders and for children from other grades who are new to the parish on the last two Sundays of May after all the Masses.

Registration blanks will be found in the School Office, and members of the Mothers' Club or the teaching staff will be there to help you. To save time you should bring all of the necessary information and documents needed to correctly complete the forms. You should know:

1. The complete name of the child being registered

2. Present address and telephone number
3. Date and City of birth
4. Date, City, and Church of Baptism
5. Date, City, and Church where the sacraments of Holy Eucharist and Confirmation were administered.
6. The nationality extractions of the child
7. Birth and Baptismal Certificates must be presented in order to verify points 3 and 4.

The following information is needed in order to provide the school with a better understanding of the home:

1. The Father's name, date and place of birth, date and place of Baptism, Church membership, nationality, years of schooling, present occupation, and present state of health
2. The Mother's maiden name and the same data as required for the father.
3. The name and date of birth for each child in the family
4. The language usually spoken in the home

Since the age limit for entrance to the first grade is stated by law, the school administration must insist upon the verification of the birth date. The birth certificate must be presented at the time of registration.

Library
Central Washington College
of Education
Ellensburg, Washington

FIRST DAY AT SCHOOL

The school calendar for the year is sent out from the Diocesan Superintendent's office. It is published in the Catholic Northwest Progress during the month of August. Announcements at the Sunday Masses will be made to inform you of the date set for the opening of school.

When you arrive at the school with the new first grader or new pupil, you will find posters, bulletin boards, and guides that will direct you to the assigned classroom. It is not advisable for you to stay for any length of time on this first day of school. Introduce the child to the teacher and then leave him in her custody. The teacher can help the child to become acquainted with his new environment and meet his new companions more easily if he is not too conscious of his "home ties". The general school policy advises that school be held for the full session on the first day.

DAILY SCHEDULE

The following schedule is a general outline of the daily program for our school.

Assembly bell	8:50-9:00
Exercises and class work	9:00-10:25
Recess	10:25-10:40
Class procedures	10:40-11:45
Choir and Altar Boy practice	11:30-12:10
 <u>Lunch and noon recess:</u>	
Grades 1-3	11:45-12:50
Grades 4-5	12:00-12:50
Grades 6-8	12:10-12:50
 Assembly bell	 12:50-1:00
Class procedures	1:00-2:55
Dismissal	2:55-3:00

The above schedule will be strictly adhered to. You will be notified if any change will be necessary.

School will not be held on Holy days and State or National holidays. This information can be obtained from the school calendar mentioned previously.

MATERIALS NEEDED AND PROBABLE EXPENSES

Since budgeting is a most important item in the administration of the home, you will welcome a preview of the probable expenses for the school year.

A testing fee, diocesan office fee, library fee, general supply fee, the price of several workbooks, and text book rental is required for all grades. A "flat fee" of \$8.00 for grades one through four and \$11.00 for grades five through eight will cover these many items. This "flat fee" should be paid as soon as possible after school begins.

Additional expenses will come from such particulars as:

Lunch money - \$1.25 per week

Volunteer donations and twelve cents yearly dues for the Holy Childhood Mission Society. (Holy Childhood Christmas Seals are sold at Christmas time)

March of dimes

Sundry articles as pencils, ink, pen, paper, crayons, and other necessary supplies

Uniforms for boys and girls (Inquire at the school office concerning these)

Audio-visual program--Five films will be shown during the course of the school year. The admission price will be ten cents. Some of these films will be shown at the noon hour recess and others on parent-teacher conference days.

The maintenance of the school and parish depends upon the Sunday envelope collection. May we urge you to encourage your child to accept his share of responsibility by placing his envelope in the collection basket every Sunday. The obligation to contribute to the support of the parish is a Church law which is just as binding as that of hearing Mass on Sundays and Holy Days.

No tuition fee is charged, but you are expected to place all necessary contributions for the upkeep of the school in your Sunday envelope.

YOUR CHILD'S TEACHERS

Saint Paul's Cathedral School is staffed by the Teaching Sisters of Saint Dominic, whose motherhouse is Marymount in Tacoma, Washington. Each order has a special work to perform other than the primary duty of individual sanctification. Our Sisters' special work is the Christian education of youth. It is the privilege and goal of the teachers to guide and inspire the child and to contribute fully to the child's growth in knowledge, attitudes, and habits.

The foundation work of developing good habits and attitudes is that of the home. The school builds upon this foundation. It is essential, therefore, that we who participate in educating a child should have the same goal in mind. Briefly, our goal is, with God's help, to assist the child to develop physically, mentally, morally, socially, and spiritually.

Since the school population has increased so rapidly in the last few years, lay teachers have been employed. You can feel proud of these self-sacrificing women who are helping to train your children.

SCHOOL REGULATIONS

Here are some helpful and necessary regulations which we ask you to assist your children to keep:

1. Children should be prompt and regular in school attendance. School begins at 8:50 a.m. and 12:50 p.m. Children should be present in their classrooms when the first signal rings. The day's work begins with prayer and all children should be present for this exercise.
2. A written excuse is required for absence and tardiness. This is a protection for you and for the school. A written note from the parent must be presented to the principal if a child is to be excused early.
The parent has the right to keep a student home from school for sufficient reason. The school has the right to judge the validity of this reason and to determine whether or not it will allow the pupil to make up the work missed during the absence
3. Be alert to any change in the physical condition of your child. Be thoughtful to detect the beginnings of colds or communicable diseases, remembering that many children will be exposed to contagion if any parent is careless in this regard.

4. Help the children to take pride in their personal appearance.
5. Children who live within a reasonable distance (six blocks) are to eat lunch at home, unless the mother is working out of the home and there is no adult to prepare lunch for the children. It is better for them to leave the larger group during the noon hour. This is their opportunity to be refreshed and rested for the afternoon session.

Children who eat lunch in the cafeteria must not leave the school grounds during the lunch period. If an emergency arises which makes it necessary for them to leave the school grounds they must obtain a permit signed by the principal or office clerk.

6. The safety patrol squad is composed of fifth, sixth, and seventh grade boys. These boys give generously of their time to serve the school children and to protect them from possible accident or injury.
7. Parents who come in an automobile for their children should park on West Walnut or South 14th Street. No automobile may be parked on the school grounds.
8. From time to time mimeographed notes will be sent home informing the parents of events taking place in the school, such as parent-conferences for reports on children's progress, parent meetings, assemblies, open house and other activities. Unless you are notified to the contrary the Mother's Club meetings will be held the first Tuesday of every month.
9. When children are going on a field trip with the class, it is required that each child have a consent slip signed by one of his parents.
10. The children at Saint Paul's Cathedral School will be given homework. At the end of this booklet you will find homework letters which are being used with the first grade phonics and reading program. Read them carefully. You will obtain much valuable information for helping your child to develop an independence in reading. You encourage a child to do better work when you manifest an interest in his school problems. Inquire at conference time regarding the assistance that the teacher expects you to give to help your child to work to the best of his ability.

The cooperation of parents with the school is an important factor in a child's education. The comments or suggestions for improvement that you may give will be welcomed by the school.

WHAT YOUR CHILD IS TAUGHT

The worth of any education can be measured by its success in imparting to the learner true knowledge of his Creator. Our school follows the diocesan recommendation that the curriculum to be used in elementary schools is that formulated by the Commission on American Citizenship, Guiding Growth in Christian Social Living. Your child is given opportunity to grow in the principles and goals of Christian education.

Religion

Religion is the most important subject in the curriculum. Knowledge of God must precede any real practice of Religion. It is through the study of the truths of religion that the child first learns to know God, to realize His boundless goodness, to think of Him, to feel the first stirrings of love, to have his heart increasingly moved toward Him.

The child's relationship with the Church is also learned through the formal study of Religion. He comes to understand that the Church is the extension of Christ upon earth; that all its members are one in Christ, sharing in His supernatural life and guided by His teachings.

The child's relationship with his fellow men is dependent upon his knowledge and practice of Religion. He

learns that everyone with whom he lives and works, and all persons of the present or the past with whom he becomes acquainted through study and reading, have been created by God to His image and are therefore called to union with Him. He learns that the rights and duties which underlie all relations of people with one another arise from the personal dignity which God has bestowed upon each human creature.

In his relationships with nature, the child must first of all realize that all things are created and sustained by God; that God has made man the steward of all lower creatures to control and use them for his good. In the study of Health and Physical Education, the child learns what care he must take of his own body, as a gift of God. In the study of Science, the child observes, discusses experiments with, and reads about the truths and laws of the world of nature and comes to an understanding of the laws of God which govern the material universe. Appreciation of the beauty of nature should be strengthened through the diligent study of literature, art and music as the child shares in the enjoyment of this beauty through its interpretation by the writer or the artist. Soon the child is encouraged to experience the joy of expressing his own ideas of nature through language, or music or art.

Social Studies

The social studies hold a prominent place in the

daily program of every grade in our school. Since the work of the school "is unified by emphasis upon Religion and the social studies, which complement one another and tend to bring all other areas into their sphere of influence" (Guiding Growth in Christian Social Living, Vol. 1, p.99). A good social studies program offers a most potent means of strengthening in our children the right relationships with God, their fellow men, and nature.

Language Arts

Christian social living in every sphere demands a variety of closely related language abilities and skills which may be divided into two main groups. The first includes receptive skills, such as listening, reading, and literature; the second, skills involving the transmission of ideas, such as spelling, handwriting, and oral and written language.

Listening

Ability to listen is a pre-requisite for the other language arts. Impression must precede expression. Good listening is essential to good speaking and good writing. The child at every level is guided in learning to listen with understanding, to analyze and evaluate what he hears, to see relationships, to make generalizations, and to find concrete applications in everyday life. Through good listening the child gathers ideas, finds models for speaking and writ-

ing builds an ever-widening vocabulary, and develops an appreciation for beauty of expression.

Reading

The dependence of man upon the interchange of ideas and thoughts through the medium of books is immeasurable. Reading is a developmental process and the numerous abilities, skills, and techniques necessary for efficient reading are introduced as the child matures and develops a need for them. Reading is taught in meaningful situations. Not all children progress at the same rate but justice demands that each child be given material commensurate with his native capacity so that he may grow and develop according to his ability.

Handwriting

In the first grade the child learns to interpret the meaning of print before he learns to use writing as a means of communication. Manuscript writing is taught to the first grade child. The change to cursive writing takes place in the latter half of the second grade.

Spelling

Oral expression takes precedence over writing experiences in the first grade; therefore, there is very little formal teaching of spelling at this level. However, the child is trained to develop the habit of looking at words

discriminatingly, analyzing them, comparing them, noticing similarities and differences, and sensing the spelling of words from their sounds. This work is accomplished through the use of a phonics method in grades one, two, and three. This method will be further explained to you through homework letters which children in these grades are given weekly.

Arithmetic

Our aims in the teaching of arithmetic are to develop the ability to perform the fundamental operations efficiently, and to apply them effectively in social situations involving quantity. This two fold aim is included in the following statement from Guiding Growth in Christian Social Living: "The quantitative aspects of life require a mastery of the fundamental skills and processes of arithmetic. The study of arithmetic can be made effective for the application of Christian principles in economic living." (Vol.1, p. 98.)

SUMMARY

Education holds a very important place in this modern world. However, many aspects of change show the increasing complexity of the nature of education as compared with its simplicity of former years. The problems encountered by the teacher or administrator of today arise from the very fact that the simple things which satisfied the communities of yesteryear have become so complex in nature as to give rise to additional problems.

In studies that have been made it was found that a number of complaints by parents were directed toward the administrator of the school. These complaints arose from the failure of the administration to notify parents of school regulations, objectives, and policies, and from the failure to acquaint the parents with the many facts concerning the education of their children. The danger of administrators overlooking or losing respect for the judgment of the people in policy matters has served to emphasize the importance of our schools, and the necessity of parents and all representatives of the school becoming personally interested in the school and its problems.

A handbook was chosen to be the means to provide parents, teachers, and others with pertinent school information. Saint Paul's school was especially in need of a

handbook because the school had recently been raised to the status of a Cathedral School. As the "key" school of the Diocese of Yakima, its policies should be understood by all representatives of the school system; so that, clarity of purpose will be seen, and efficient administration will result.

To expound a policy is good, but to have it in writing is more effective. Nevertheless many may think of a handbook as a taskmaster dictating "musts" in cut and dried topics. Yet, as pointed out in chapter one of this study, the main work of a handbook is to help without burdening. It is also an invaluable aid as a "time saver" for the principal.

Sister Theophane emphasizes the importance of home-school relations. We read, "A partnership should exist between the parents and teachers which would serve to unite in mind and heart those engaged in this noble work."¹ Yes, a unity must exist. Therefore, it is wise to keep all who represent the school informed of what is being done and to invite suggestions for improvement. Teamwork is considered the keynote of any successful relationship, for it implies a unity of efforts bringing about an understanding of the

1. Sister M. Theopane Power, Home and School Relationships in the Catholic Elementary Schools of a Number of Selected Dioceses. (a doctoral dissertation), Washington, D.C., The Catholic University of America Press, 1950, p.VII.

policies, methods, and educational program. The handbook is a suggested means to help solve misunderstandings.

The problem under consideration has a three-fold nature.

1. To secure a brief, but comprehensive summary of necessary information for the principal of the Catholic Elementary School.

2. To offer the teacher a practical digest of the common laws, policies, and practices pertaining to her profession.

3. To provide the parents--the co-educators of the citizens of tomorrow--with sufficient knowledge of the administrative policies and instructional methods used in the Catholic Elementary School.

To secure ideas for a way or means to solve the problem before us, requests for information were sent to the superintendents of several school systems. The handbooks and bulletins received offered suggestions for the type of information to be given to administrators and staff personnel. Many sections of the bulletins and handbooks were similar since the topics explained were common to all schools. A number of these regulation points were useable; therefore, they have been drawn upon in the preparation of the proposed handbooks. The published literature was reviewed in order to obtain the human relations and philosophical viewpoint. However, the greater part of the

handbook material has been compiled from the experiences of the past and from the practices of the present in the Saint Paul's School System.

To understand the operation of any institution, one must have a knowledge of the philosophy and aims behind it. The characteristic simplicity of Catholic philosophy, whether of life or education, is most congenial to man's nature. In the simple language of the catechism book the profound doctrines of the Church are stated and appreciated. They read: "God made us to show His goodness and to be happy with Him in heaven." And again, "To be happy with God in heaven we must know Him, love Him, and serve Him in this world."¹ Redden and Ryan² state, "Since man is to live in this world and to prepare for the next, education must train man according to his true nature and final end." The unchanging aim of Catholic Education is to help the pupil to direct his conduct in conformity with Catholic doctrines and standards of civilization.

The principles of Christianity are in accord with the American form of government and the ideals that inspire the

1. Aloysius J. Heeg, Jesus and I, Chicago, Illinois: Loyola University Press, 1942, p.99.

2. John D. Redden and Francis A. Ryan, A Catholic Philosophy of Education, Milwaukee, Wisconsin: Bruce Publishing Company, 1942, p.6.

American way of life, for our national heritage is bound up in its essentials with the teachings of Christ. Two lists of Christian Social Living Principles will be found in the appendix. Each list is worded for a different age group. The first list for grades one through three, and the second list for grades four through eight. These principles summarize the curriculum used in the Catholic Elementary Schools.

Character formation is the chief function of Catholic education. A child will be encouraged to behave as Christ expects him to behave in relation to God, to his neighbor, to nature, and to himself. He will thus achieve the goals of Christian education in American democratic society, namely: physical fitness, economic competency, social virtue, cultural development, and moral and spiritual perfection in Christ.

Saint Paul's school has incorporated the aims and purposes of Christian education into its curriculum. It is the desire of the administration that the direction and guidance of the teachers will provide those experiences which will help the child to form his character.

The survey of present practices and literature with reference to this study was not extensive. Only a small portion of the United States is represented. However, there was a similarity of content in the materials obtained.

This similarity indicated a trend for uniformity in general procedures.

The outstanding omission in the handbooks examined was a compilation of information for the parents. One of the main purposes of this work is to fulfill this vital need. For practical purposes, the sections of the handbook are separate; so that each part can be used by the group for which the particular information is intended.

Handbook for Administration

Under administration, which is concerned with the entire operation of the school, have been written the principal laws of the Church and other sources helping to establish the purpose, rights, and duties of the different levels of the administrative offices in the diocese.

The Diocesan heads are:

The Bishop who is the director of all Catholic educational activities.

The Diocesan School Board who act as an advisory group to the Bishop.

The Diocesan Superintendent who interprets the educational policies of the diocese, and who is directly responsible to the Bishop.

The Parochial administration includes:

The Parish as the social unit of the diocese.

The Pastor as the spiritual leader and administrative head of the parish and the parish school.

The Principal as the delegated head of the parish school is immediately responsible to the Pastor in all school matters, and to the Diocesan Superintendent, the state officials, and to the religious community in all educational matters.

The Teacher as the most important single factor contributing to the success of the school is responsible to the principal and other school officials in carrying out the educational policies of the diocese. She is especially responsible for the development and growth of each individual child.

The Parents as administrators of the family are responsible to exercise their God-given right to educate their children.

Each of these parties have the responsibility of making every effort to bring about the mental, physical, and spiritual development of the children under his jurisdiction.

Handbook--Policies and Procedures

The policies of a school are the rules and regulations which guide the administration. Each teacher should adopt these policies as her own. However, if any point is debatable, constructive criticism should be made--and is welcomed--at the faculty meetings. Then, changes can be formulated after group discussion and with group consent.

The handbook School Policies and Procedures is for the use of the immediate administrators of Saint Paul's Cathedral School--Pastor, Principal, and Teachers. The material is arranged in a chronological order starting with the registration requirements for entrance into school.

Explanation is given for the following topics:

- Registration and enrollment
- Attendance
- Health procedures
- Discipline
- Evaluation program
- Pupil progress
- Flag regulations
- Assemblies
- Health and safety
- The playground

Handbook--Parents

Preparation of the child for life is the first care of the parents. There is no substitute for parental care in the nurture and guidance of the child, but to give him an adequate knowledge of his cultural heritage the home must turn to the school and delegate a part of its responsibility to the school administration.

This section of the handbook may be considered the "raison d'etre" of this study, since a partnership of home and school cannot exist unless the principal parties concerned are in mutual agreement. The purpose of this handbook is to acquaint the parent with the necessary information about the school, personnel, and practices that help to develop the physical, intellectual, emotional, and spiritual capacities of his child.

The arrangement of the material for the parents is simple. The parents are given information on the various

topics for which explanation is usually sought. In general these topics are:

- School building facilities
- Registration
- Daily schedule
- Needed materials and probable expenses
- Teaching personnel
- Curriculum
- School regulations

Suggestions for Binding

A handbook should not be permitted to become stereotyped; to prevent that, the content of the handbook should be changed as the problems and needs of the school or school system change. Although much of the material in a handbook can be used year after year, new material will be included, and old material will be revised or omitted.

To facilitate the inclusion of revised or new material, it is planned to have the handbook printed in the looseleaf form. Thus, within reasonable limits, the handbook will be accurate and up-to-date at all times.

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APPENDIX

Dear Parents,

Please help your child review all that he has learned since September. Here are some steps to follow in review work.

1. Say and spell the number and color words:

one two three four five six seven eight
nine ten blue red white green brown
pink yellow purple orange black gray

2. Here are the short vowel rhyming groups that we have studied. Have your child say, spell and give words that rhyme for each group.

Short a words:

cat ban bad bam bap bab bag back bass
Al ax jazz

Short i words,

bill bin it bib bick bid big bim bip
miss if bix fizz

Short u words:

bun bug cup cub buck bud cuff gum bus
fuss but Lux dull buzz

3. Have your child say and spell each of these sight words:

Dick	go	is	the	boats	some
Jane	and	you	helps	not	where
Baby	Puff	saw	has	makes	Jesus
funny	was	to	work	it	wants
look	are	we	here	then	away
up	do	Spot	play	little	second
oh	first	down	said	big	make
jump	why	Mother	car	you	Sally
run	this	Father	find	for	in

4. Help your child with the prayers he has learned -- The Our Father, Hail Mary, Act of Contrition, Ten Commandments. When a child has his parents interested and trying to help him he will earnestly strive to do better.

Thank you for your cooperation
Sister

Dear Parents,

It has been a pleasure to work with your child this school year. May we also take this opportunity to say "Thank You" for your cooperation with homework.

To the present time we have learned the short and long vowel sounds and your child should be able to recognize them in difficult words. We are doing review work in long vowels and will be studying the blends and digraphs soon. Other sight words will be given for home study.

The Phonics program in first grade gives the child a solid foundation for independent reading. Your child is in need of a great deal of oral reading. Please hear him read aloud each day. Insist on reading "with expression". Get Library books from your neighborhood library. Your child will be expected to read at least ten book before the end of the year.

Pease continue to help your child with his prayers, the Commandments, the Sacraments and also help him to examine his conscience and make a good act of Contrition each night.

May God bless you for your cooperation.

1. Help review these long u and o vowel words. Have your child say and spell each word and give two rhyming words for each.

Long u words:

cute fuse rude rule tune pure cube
duke huge

Long o words:

cope hole rode tone note wove joke
Rome nose more sore

2. Your child should know these sight words:

again	faster	peep	puppy	rooster
push	round	Mrs.	brown	galloping
wind	merry	why	eating	woman
fine	asked	road	none	Sleepy
moo	town	song	next	running
wee	along	stop	Jill	playing

3. Say these words and have your child tell the vowel sound he hears and change the vowel to make a new word. For example: "Pane - long a, pine, long i."

lime	cope	June	mit	bud	bed	tick	bell
pale	wove	wide	lag	hat	rag	deck	fume

Dear Parents,

We thank you for your wonderful cooperation in the past. May we count on your continued help with this review work?

1. Have your child say, spell and give orally or write rhyming words for these groups.

Short o words:

lock Bob fox hot dog not top boss Don
doll off Tom

Short e words:

bell wet red hen neck keg Bess vex
Bess vex web hem pep

Long a words:

bake pale date came cane base cape
daze gave fade face wage

Long i words:

ride bike dine file dive dime pipe
bite dive life ice

2. Have your child read these words quickly and use each word in a sentence.

what	laughed	pretty	ducks	mew	dog
yes	house	fast	quack	toys	pigs
family	went	good	kittens	must	cows
cookies	ride	hen	wanted	came	ball
flowers	he	eggs	rabbit	talk	pets
Blessed	eat	cluck	thank	likes	boy
wants	farm	white	happy	soon	with
please	hello	have	animals	there	home
guess	say	get	angels	were	all
they	bow-wow	eat	birthday	over	well
now	pony	from	children	tail	our
me	horses	but	night	over	new
too	how	born	bump	from	doll
fun	that	under	soon	don't	out

Dear Parents,

The school year is coming to a close. It has been a most important year in your life and in the life of your child. The foundation has been formed. Some of the children, and perhaps your child is one of them, have done very well; they have had splendid report cards which show the measure of effort put forth. Are you satisfied with the accomplishments of your child or do you feel a greater effort could have been made? Now is the time to resolve for next year. Let your child know that you are expecting the best that he is able to do. If parents would consistently help their children each evening, they would see for themselves a marked improvement. Parents would be surprised at remarks brought to school when children see that their parents are interested in them. They love to have you interested in their accomplishments. We ask you then to become "Interested Parents" not only for this their first year, but always. It means a great deal to be able to count on home cooperation with school problems.

In order to help your child we are preparing a study plan for your use during the summer. Since the majority of children in the primary grades forget much of what they have learned during the vacation period and must be retaught first grade work the next September, we are asking you to cooperate with us and give this plan a trial. Our plan will provide a 20 minute study period each day. Here is a brief outline of what we would like you to accomplish:

1. Have your child read orally and silently each day from library books--These books can be obtained at the public library: Day in and Day Out; Play Days; Read Another Story; Jim and Judy; I Know a Story; Our New Friends; Good Times With Our Friends; One Sunny Day Hello David; The Fun Book. Little story books may also be purchased or your child may read from magazines or story books you have at home.
2. Study and spell at least ten words each week. These words can be the colors, days of the week, months of the year, etc.
3. Work at number story combination by using pictures and writing the combinations, reading numbers from 1 to 100, by 1's, 5's, 2's, and 10's, saying and spelling number names, making up problems from everyday life, being able to tell which numbers precede, come between and follow the other numbers. An example: 5 comes before 6, 3 comes between 2 and 4, 8 comes after 7. Give practice in the use of first, second, third, etc. The number book your child brings home will help you.
4. PHONICS--Make an A B C scrapbook. Find pictures of letters, then pictures and words of all the consonant sounds. Write or find short and long vowel words and mark them, find blends, digraphs and vowels. Write sentences using phonics words and rhyming groups.
5. Write sentences about God and His helpers and all creatures, birds, flowers, etc. Have him say his prayers, ten commandments, form of Confession every day. Remind him to go to Confession and receive Holy Communion at least every two weeks.

If you can follow this plan and have your child make the scrapbook, we are sure you will be pleased with the results and your child will return to school in September feeling that his summer was worthwhile and he will easily pick up in his work where he left off in June. If you have any suggestions to make in regard to this plan we will appreciate receiving them.

We anticipate your wholehearted cooperation in this matter and ask God to bless you and your family.

Sincerely in Christ,
The Dominican Sisters.

REVIEW WORK

The vowels are a - e - i - o - u.

Here is the key to the short vowels:

a as in cap
e as in red
i as in hit
o as in hot
u as in us

Here is the key to long vowels:

a as in tape
i as in ride
u as in rude
o as in bone

Rule: WHEN THERE ARE TWO VOWELS IN A WORD OR SYLLABLE, AND ONE IS THE FINAL E, THE E IS SILENT AND THE FIRST VOWEL IS LONG. Long vowels say their alphabet name.

RULES FOR SPELLING: (these may also be used in learning number combinations.)

1. Listen carefully when the word is pronounced.
2. Pronounce the word aloud very distinctly.
3. Look at the word and see if it is spelled just as it sounds. Find any silent letters.
4. Look at the word and spell it over and over. Then close your eyes and spell the word.
5. Write the word.

BLEND -- A blend is two or three consonants coming together in a word, and the sound of each consonant is heard. (ex: street - str, blend.)

The consonant blends are: sl, sm, sn, st, str, sk, sc, ap, sw, bl, cl, fl, gl,
pl, cr, br, dr, gr, fr, tr, pr.

Examples: blue flag cream brick drink green friend.

DIGRAPHS -- When two consonants make one sound we call them a "digraph".

The consonants which make digraphs are sh, th, oh, wh.

examples: shoe when this church

REVIEW FOR SHORT VOWELS -- change vowels, Ex: ban-bin,bun,Ben.

b_n	b_t	s_t	h_m	t_n	l_ck	r_d
b_d	m_t	j_m	h_t	t_p	d_ck	f_n
b_g	s_ck	p_n	t_ck	l_t	s_ck	r_n
b_ll	d_g	f_ll	h_g	t_ll	p_ck	w_ll

Find the little word in these words and name the vowel heard.

witness	fireman	cabin	explode
signal	lifetime	forget	inside
zipper	basement	number	bonbon
mistake	sometime	behave	cascade
tadpole	rabbit	bonfire	lemonade
dismay	dentist	pocket	playmate

Suggested setting--primary

1. We need God.
2. I am important because I am a child of God.
3. We all need one another.
4. My family is holy. My home is a holy place.
5. God wants me to learn how to work.
6. Others help my body and my soul to grow.
7. I must use all my things as God wishes them to be used.
8. I must share with everyone.
9. I must give everyone his rights so I can enjoy mine.
10. Christ is our King.

Suggested setting--intermediate

1. We depend on God for everything.
2. I have human dignity because I am a child of God.
3. God wants us to make companions of ALL.
4. God loves family life. He made it holy by blessing marriage.
5. Work is a blessing because it helps our bodies and souls to grow.
6. We depend on one another for the things we need.
7. We should use the things in God's world as He wishes them to be used.
8. We must share what we have with ALL, especially those in need.
9. I must work for the good of the group; nations must work for world peace, not increase in power.
10. Nations must unite under Christ our King for world peace.

Suggestions

Integrate in all curricular and co-curricular activities in OBJECTIVE ways, not emotionally, or in a "preaching" manner.

Stimulate children to plan creative ways of illustrating the principles, especially with citizenship work.

Somerville, CHRIST IS KING, Catholic Social Guild, Oxford

Knox, ST. PAUL'S GOSPEL, S and W

Murphy, THE LIVING CHRIST, Bruce

Kolbe, FOUR MYSTERIES OF THE FAITH (Trinity, Incarnation, Eucharist, the Church), Longmans

Units of Study in Citizenship from Compton and World Book Encyclopedia, such as, HOW A BILL BECOMES A LAW

CHILDREN'S MATERIALS

Current periodicals--
YOUNG CATHOLIC MESSENGER, TREASURE CHEST (articles, skits, pictorials)

CURRENT EVENTS, American Education Press, 400 S. Front St., Columbus 15, OHIO (MY WEEKLY READER for lower levels)

JUNIOR REVIEW, THE YOUNG CITIZEN, Civic Education Service, Inc., 1733 K St., N.W., Washington 6, D.C.

MISSION MAGAZINES--very high value; often have articles on citizenship (very interesting to children because of their natural love for the missions--easily stimulated to discussion and ACTION both in Citizens Club meeting and in Sodality)

For Junior High School pupils, the Community Newspaper so that they read more than the Sports, Comics and Fashion sheets. Learning to READ and to EVALUATE the news in the light of CSE is the burden of content in the GOOD CITIZENS CLUB.

MATERIALS FROM

Diocesan Department of Education, Box 186, Green Bay, Wis. Units on

OUR HERITAGE OF FREEDOM, 7, 25¢
INTERNATIONAL UNDERSTANDINGS, 8, 25¢
Notes on formation of JUNIOR CITIZENS CLUB; JCC, 4-5-6; LITTLE CITIZENS CLUB, LCC, 1-2-3 (inclose postage for these notes).

Course and wall charts on the Christian Impact in Citizenship published by Denoyer-Geppert Co.

The Junior Citizens Club is designed to serve as a laboratory for discussing and stimulating understandings and attitudes concerning the responsibilities of the child to live Christian principles in the basic relationships to God, to Self, to Fellow-man and to Nature. In other words, Christian Citizenship is the integration sought in the teaching of ALL subjects on the school program.

The following plan may be used for organizing a class for a J.C.C.

- I. Group the children in rows according to the seating chart--cf. G.C.C. 7th grade unit, OUR HERITAGE OF FREEDOM.
- II. Appoint Chairman, Acting Secretary, Recording Secretary and Moderators, at least for initial meetings. After that, allow the class to vote for them. Class helps with first appointments, until acquaintance with the plan is established. These officers can act as a Student Council with the guidance of the teacher.
- III. Duties of the chairman: to stimulate and direct group activity, to conduct the meetings, to act with the two secretaries as a planning group with the teacher.
- IV. Duties of the Acting Secretary: Writes minutes and reads them at the meetings (should be filed in a note book); assists in preparing, distributing, collecting and tabulating results of ballots taken by the class; assists with publicity of the club's work in the community newspaper; is a member of the class "steering committee".
- V. Duties of the recording secretary: helps to keep the individual progress chart on graph paper; seeks guidance of teacher in recording credits (color blocks on the chart). Helps to evaluate credit for the work in meetings--talks, bulletins, open forum discussion, officers' work; helps acting sec'y with work in re ballots; is a member of the class "steering committee" and student council.
- VI. Work of Moderators: conduct meetings with their groups to accept assignments and prepare panel activities; assist speakers in selection and preparation of their talks, when necessary; appoint time-keeper for the group, also bulletin board workers; arrange for the rotation of jobs so that there is division of labor and equal opportunity; are members of the Student Council for the class; continually collaborate with the teacher to help pupils to complete assignments in any part of the school program.
- VII. Topics for talks in J.C.C. meetings
 - A. World news.

Sources: Junior Cath. Messenger; Junior Scholastic; My Weekly Reader, Junior Red Cross Journal; News Map of the World; pen pals, and any other materials children may find at home, at school, in their community library.
 - B. Local News

Content: marriages, births and other class items of interest; new buildings in the community; things happening in school, in the community, in church organizations

Sources: short reports given orally to speakers on this panel by members of the class; conversations at home, on the playground, in the community; reading from one's community newspaper (some will be able to do it and the group derive benefit therefrom)

C. Religious and cultural news

Content: Feasts of the coming week and class plans to observe them; the following Sunday's gospel (what to look for--work to do, rewards to expect, etc); last Sunday's sermon--short resume, especially noting its application to life by members of the class; reports on new movies coming out, books read; talks on events in art, music, etc. (These items DO NOT include spiritual talks, but talks on events that happen in the news)

Sources: Mission magazines, Junior Catholic Messenger, Catholic Boy, Catholic Miss, Hi, Children's Activities, Diocesan Newspaper (if there is one), Art Quarterly, Junior Arts and Activities, Young Keyboard Junior, Sunday Visitor or Register--parts pupils at this level can read (add other sources available)

D. Sports News

Content: school team, neighboring teams, national teams in which pupils are interested, sports heroes, principles of sportsmanship with emphasis on common good to the group tho not minimizing work of individuals

Sources: radio, TV, community paper; conversations at home, school and in the community

E. Projects--5 speakers as with other groups

Content: good citizens at home, school, Church and in the community (See unit on LCC and GCC, Diocesan Department of Education, Box 186, Green Bay) Let there be a special speaker for Safety Patrol Group, the 5th speaker on the panel, the other 4 taking projects to do at home, school, Church and Community.

Sources: pupils generally make up a "pep" talk on the project they wish to sponsor, with "leads" to soliciting participation by members of the group. Degree of participation is reported at the next meeting. ACTION not TALK is the main objective in projects.

F. Civics group--a study of social units that help us to realize our responsibilities of Christian citizenship, that is, our duties to Christ-like living "in the marketplace"

Content: necessity of laws for good order, necessity for observance of these laws by ALL; showing how laws are carried out in parish organization; diocesan organization; civic projects in the community; national organizations like political parties and fraternal organizations; good these laws bring to individuals and the group when ALL observe them. Talks on our country,, our liberties, our rights, our duties to secure these rights; ways the Catholic Church protects and promotes our country's welfare.

Sources: thinking on the part of the pupil, articles on Christian citizenship and allied subjects that sometimes appear in the current literature available to the children at this level.

Correlation of Sodality with the J.C.C.

If separate Sodality meetings are held, which is excellent motivation for these children, the Religious and Cultural news, and the projects group can conduct their panel within the Sodality organization. Other groups in the Sodality, such as, those of the Blessed Mother, the Eucharist, etc. can form groups for reports on their interests.

Children, even at this level, will be interested in giving group reports in the form of a dramatization they make up to change the format from the regular talk and panel reporting as described above.

Note: Your cooperation in trying out this suggested plan for J.C.C. is earnestly solicited. If you write us about your experience with it we will appreciate your kindness. We will also appreciate more suggestions.