

A STUDY OF STUDENT HANDBOOKS FROM SELECTED JUNIOR HIGH  
SCHOOLS IN THE STATE OF KANSAS AND A STUDENT  
HANDBOOK CONTENT PROPOSAL FOR THE  
JUNCTION CITY JUNIOR HIGH SCHOOL

by

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B. A., Ind. Arts, Kansas State College, Pittsburg, 1952

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1963

Approved by:

  
Major Professor

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# TABLE OF CONTENTS

	PAGE
INTRODUCTION . . . . .	1
THE PROBLEM . . . . .	2
Statement of Problem . . . . .	2
Importance of Study . . . . .	2
PROCEDURE . . . . .	2
Limitation of Study . . . . .	3
REVIEW OF LITERATURE . . . . .	3
THE STUDY . . . . .	6
ANALYSIS OF HANDBOOKS FROM SELECTED KANSAS JUNIOR HIGH SCHOOLS . . . . .	8
EVALUATION OF MATERIAL . . . . .	12
PROPOSED CONTENT FOR THE STUDENT HANDBOOK FOR THE JUNCTION CITY JUNIOR HIGH SCHOOL . . . . .	18
SUMMARY . . . . .	28
BIBLIOGRAPHY . . . . .	31
APPENDIX . . . . .	34

## LIST OF TABLES

TABLES	PAGE
I. Opinions of Junior High School Principals Selected Over the State of Kansas in Regard to Student Handbooks for Junior High School Students . . . . .	7
II. Frequency of Mention of Each Item Discussed in Five or More of 28 Junior High School Handbooks Studied . . . . .	9
III. Items Found in Fewer Than Five of 28 Junior High School Handbooks Studied . . . . .	10
IV. Determination of Value of Rating of Items Commonly Used in Handbooks by the Student Senate Members of the Junction City Junior High School . . . .	14
V. Determination of Value of Rating of Items Commonly Used in Handbooks by the Teachers of the Junction City Junior High School . . . . .	16
VI. Rank Order of Value of Items Commonly Used in Handbooks as Rated by Both Student Senate Members and the Teachers . . . . .	19

## INTRODUCTION

This has been called the age of handbooks. They are to be found in business, industry, transportation, the professions, religious and secular education, the armed forces, and in many other organizations and activities where there is a demand for accurate and concise information by means of which the individual will be better able to carry on his work, plan his trip, operate his car, or understand organization and administration. In entering a new setting the individual must, if he is to become orientated easily, effectively, and immediately, obtain the necessary knowledge with a minimum expenditure of time and energy. To supply this information in compact and convenient form is the function of the handbook. The more diversified and complicated our civilization becomes, the greater is the demand for such helps. Common among these books are timetables, tourist folders, guidebooks, directories, hints, directions, and small catalogues. A newer member to this family is the junior high school handbook.

Although the handbook has been established in high school and colleges for some time, it has only recently appeared in the junior high schools. With the rapid growth of junior high schools, the increasing complexity of their curricular and extra curricular offerings, and their organization and administration, there has developed a real demand for such a book.

## THE PROBLEM

Statement of problem. It was the purpose of this study: (1) to examine and evaluate different handbooks used in selected junior high schools in the state of Kansas; (2) to identify and recommend content for a student handbook for the Junction City Junior High School.

Importance of the study. At the beginning of the 1962-63 school year, 370 seventh grade students enrolled in the Junction City Junior High School. These students were new to the school and the school was new to them. A handbook would have helped them become orientated to the school easier and faster.

The Junction City Schools get many students from the military population. During the school year 1962-63, 201 new students enrolled after the beginning of school. To acquaint these students with the school, a handbook would have been helpful. The junior high schools are becoming more complex with the expanding of the curriculum and the increasing number of extra-curricular activities.

## PROCEDURE

1. A review of literature was made to obtain information from different sources on the importance, use, construction, and what has been done in the field of student handbooks.

2. Sixty junior high schools in Kansas were con-

tacted through a post card questionnaire to see how many were using the student handbook. A copy of the handbook was requested if one were in use in the school.

3. An analysis of the handbooks was made to determine the material used in them. From this analysis, material was obtained to determine the contents of the questionnaire administered to the student senate members and faculty of the Junction City Junior High School.

4. A questionnaire was administered to 31 members of the student senate and 42 faculty members of the Junction City Junior High School to get value opinions of the content information identified to be important for the handbook.

Limitation of study. This study was limited to selected junior high schools in the state of Kansas and specifically to the Junction City Junior High School.

#### REVIEW OF LITERATURE

The student handbook is of much value in student orientation and pupil guidance. It serves both the new and the returning student.

Johnston and Faunce point out:

The purpose of the handbook is to furnish information about the school. While it is of special service to new students, it may also serve a valuable purpose in bringing together information important for all in a convenient form for ready reference. The handbook is a symbol of a new attitude which students exhibit toward newcomers to the school. Instead of

hazing them, students today lend them a helping hand to get them oriented and under way in their school environment. The handbook is a distinct aid in this orientation process, since it records in handy form all the information needed by the new student. It also conveys to him something of the spirit or morals of his new school.<sup>1</sup>

Gruhn and Douglass place the responsibility on the school for helping new pupils become readily adjusted to its customs, traditions, activities, policies, and regulations:

More specifically orientation activities should be provided with respect to the following; (1) the customs and traditions of the school - its history, songs and yells, special sports events, and honors and awards; (2) extra-class activities - assemblies, clubs, music organizations, social functions, and athletics, student government organization, pupil publications, and speech groups; (3) certain administrative policies - the marking system, use of text books and equipment, bases for promotions and failures, use of the library, participation in extra-class activities, the cafeteria, transportation, home work, and final examination; and (4) rules and regulations - school hours, reasons for leaving classes or the building, absence and tardiness, changes in pupil program, use of automobiles and bicycles, payment of fees and fines, mutilation of school property, corridor conduct, transfer or withdrawal from school, library rules, make up work for absence, responsibility for valuables, and fire drills. These are a few of the things which bewilder new pupils and to which they should be oriented as a basis for ready adjustment to the new school.<sup>2</sup>

The pupil handbook, more than any other school publication, has guidance as its prime purpose, especially

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<sup>1</sup>Edgar G. Johnston and Roland C. Faunce, Student Activities in Secondary Schools (New York: The Ronald Press Company, 1952), pp. 188-189.

<sup>2</sup>William T. Gruhn and Earl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1956), p. 240.

educational guidance. In the seventh grade, it frequently serves as a basic reference for orientation activities in the home room. It is also used as a basis for guidance in the eighth and ninth grades.<sup>3</sup>

Koos relates that the type of material for guidance most frequently submitted by junior high school principals in response to his request for printed descriptive matter is the student's handbook. Koos states:

While analysis of these booklets reveals wide variation in the kinds of items included there is also considerable recurrence, as is suggested by the following main division under which one may group the specific items, and illustrative recurrent items in each division; introductory items - table of contents, greeting from principal, the school's aim, cut of school; school organization, school calendar, daily or weekly schedule, floor plan, attendance regulations, library information; curriculum - constant and elective subjects for each grade, classification, and promotion, student activities and organization - student body organization and student council, clubs and other organizations, honors, and awards; customs, usages, and the like - manners and courtesy, school songs and yells, homework and how to study. The content is understandably narrower in scope and simpler in junior high school than in senior high school handbooks.<sup>4</sup>

Hutson states that:

The potentialities of the handbook are such that it should be prepared with a great deal of thought. It is more than an instrument of guidance. It is calculated to develop the pupil's school citizenship, to cultivate in him a sense of belonging, a feeling of pride in his membership in the school. It can greatly accelerate his assimilation into the student body. There are a host of adjustments for the pupil to make on coming into a new school. These problems and needs of the new-

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<sup>3</sup>Ibid., p. 259.

<sup>4</sup>Leonard V. Koos, Junior High School Trends (New York: Harper and Brothers, 1955), p. 111.



comer should be inventoried carefully and detailed plans drawn for meeting them. The handbook may well be the principal element in the orientation program. In black-on-white it offers authoritative answers to the entering stranger. If well prepared, it acquaints him with the choice of curricular and extracurricular opportunities which the school offers. It acquaints him with faculty personnel, organization, and functions, so that he knows where to go with his problems.<sup>5</sup>

The different sources in the review of literature identify the importance and need of a student handbook. A handbook would help in the orientation of new pupils and would serve as a guidance aid to the returning student.

Some of the areas in which the handbook could be used in the orientation program of the school would be customs and traditions of school, extra-class activities, and certain administrative policies. It is from this study of the literature that some of the information used in the construction of the questionnaire administered to the student senate members and faculty of the Junction City Junior High School was obtained.

#### THE STUDY

In the review of literature the study of different sources revealed the importance of the student handbook. This information supported the existing felt need for a handbook for the Junction City Junior High School. Principals from 52 Kansas junior high schools were polled to

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<sup>5</sup>Percival W. Hutson, The Guidance Function in Education (New York: Appleton-Century-Craft, Inc., 1958), p. 171.

collect opinions concerning the importance of the student handbook. Table I shows the results of the post card questionnaire returned by the principals.

TABLE I

OPINIONS OF JUNIOR HIGH SCHOOL PRINCIPALS SELECTED  
OVER THE STATE OF KANSAS IN REGARD TO STUDENT  
HANDBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS

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Number of principals that felt a student handbook important for junior high students . . . . .	49
Number of principals that have had experience with the student handbook . . . . .	44
Number of schools now using the student handbook . . . . .	32
Number of schools planning to initiate the handbook for the coming year . . . . .	4

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Out of the 52 principals, 44 had had experience with the handbook, either in their present school, or in another school. Forty-nine felt the handbook was important for the junior high school student. It was revealed by the survey that 32 out of the 52 schools were using the handbook; however, some schools were out of stock and one could not be obtained for a handbook analysis. Four additional schools are planning to use a handbook for the year 1963-64.

ANALYSIS OF HANDBOOKS FROM SELECTED KANSAS  
JUNIOR HIGH SCHOOLS

Study of handbooks provided from the selected junior high schools in Kansas, revealed that the books contained many different topics or items. These ranged from attendance regulations to school song and yells. Table II, page 9, shows the frequency of occurrence of each item which required at least one paragraph for discussion in five or more, of the 28 handbooks studied.

No attempt was made to chart or classify the numerous student organizations and activities. In most cases, where these were discussed, a paragraph was given to each one, describing it and stating the qualifications for membership or participation. Table III, pages 10 and 11, shows the items which were discussed in fewer than five handbooks. Thus, these two tables give a substantial list of topics, exclusive of the listing of specific student organizations.

Analysis of handbook content organization indicated that all books followed the general pattern of placing the items in the following five categories:

- I General Introduction.
- II Organization of the School.
- III Program of Studies.
- IV Student Organization and Activities.
- V School Routine, Customs, Traditions, etc.

TABLE II

FREQUENCY OF MENTION OF EACH ITEM DISCUSSED IN  
FIVE OR MORE OF 28 JUNIOR HIGH SCHOOL  
HANDBOOKS STUDIED

ITEM	FREQUENCY	ITEM	FREQUENCY
Attendance . . . . .	24	Student council . . . . .	10
Cafeteria or lunchroom . . . . .	22	Principal's greeting . . . . .	10
Student organization . . . . .	18	Table of contents . . . . .	9
Program of studies . . . . .	17	Guidance . . . . .	9
Library information . . . . .	17	Parking bicycles . . . . .	9
Locks and lockers . . . . .	16	School nurse . . . . .	8
Lost and found . . . . .	16	Time of arrival and departure . . . . .	8
Daily schedule . . . . .	16	Code of ethics (creeds) . . . . .	7
Names of faculty . . . . .	15	Homeroom . . . . .	7
Grade cards . . . . .	14	Music program . . . . .	7
Athletic program . . . . .	14	Physical education . . . . .	7
Telephone regulations . . . . .	14	School colors . . . . .	6
Introduction and fore- word . . . . .	11	Members of school board . . . . .	6
How to study . . . . .	11	Awards and honors . . . . .	6
School calendar . . . . .	11	Honor roll . . . . .	6
Fire drill regulations . . . . .	11	Emblem or mascot . . . . .	6
Dress . . . . .	11	School songs . . . . .	6
Fees and tuition . . . . .	11	School counselors . . . . .	5
Assemblies . . . . .	11	Report to parents . . . . .	5
Bell schedule . . . . .	11	Classroom procedure . . . . .	5
School parties . . . . .	10	Tornado drill . . . . .	5
Textbook rental . . . . .	10	Bus transportation . . . . .	5

TABLE III

ITEMS FOUND IN FEWER THAN FIVE OF 28 JUNIOR  
HIGH SCHOOL HANDBOOKS STUDIED

ITEM	FREQUENCY	ITEM	FREQUENCY
Office rules . . . . .	4	Gadgets and gum . . . . .	3
Activity periods . . . . .	4	Snow balling . . . . .	3
Special permits . . . . .	4	Social guide . . . . .	2
Noon hour regulation . . . . .	4	School holidays . . . . .	2
After school hours . . . . .	4	Book list . . . . .	2
School yells . . . . .	4	Citizenship . . . . .	2
History of school . . . . .	4	Auditorium . . . . .	2
Registration rules . . . . .	4	Athletic schedules . . . . .	2
Space for owner's name . . . . .	4	Bulletin boards . . . . .	2
Activity tickets . . . . .	4	Use of stairways or	
Scholarship . . . . .	4	hallways . . . . .	2
School spirit . . . . .	4	Gifts . . . . .	2
Intramurals . . . . .	4	Care of personal	
Student's constitution . . . . .	4	property . . . . .	2
Directory of building . . . . .	4	School store . . . . .	2
Homework . . . . .	4	Rules & regulations . . . . .	2
Study hall rules . . . . .	3	Dates to remember . . . . .	2
Transfer and discharge . . . . .	3	Traffic regulations . . . . .	2
Detention after school . . . . .	3	Student directory . . . . .	2
Conduct of students . . . . .	3	Aims of the school . . . . .	2
Visitors . . . . .	3	Pass slips . . . . .	2
Student Council offices . . . . .	3	Daily bulletin . . . . .	2
P.T.A. . . . .	3	Publications . . . . .	2
Customs & traditions . . . . .	3	Special equipment	
Rules for rest room . . . . .	3	(school) . . . . .	1
Play ground regulation . . . . .	3	Things to remember . . . . .	1
Organization publishing		Acknowledgment . . . . .	1
handbook . . . . .	3	Traffic dangers . . . . .	1
Audio Visual Aids . . . . .	3	Evaluating your school . . . . .	1
Custodians . . . . .	3	Faculty greetings . . . . .	1
Sportsmanship pledge . . . . .	3	School loyalty . . . . .	1
Automobiles . . . . .	3	Student load . . . . .	1
Proctors . . . . .	3	Dispensing machines . . . . .	1
Student schedule blank . . . . .	3	Special schedule . . . . .	1
Promotion and classifi-		Names of class sponsors . . . . .	1
cation . . . . .	3	Index . . . . .	1
Smoking . . . . .	3	Examinations . . . . .	1

TABLE III (continued)

ITEM	FREQUENCY	ITEM	FREQUENCY
Needs of Junior High students . . . . .	1	Blank memorandum space (autographs) . . . . .	1
Speech therapy . . . . .	1	Inside & outside signs . .	1
Questions and answers . .	1	Purpose of handbook . . .	1
Motto . . . . .	1	School trips . . . . .	1
Names of handbook staff .	1	Athletic records . . . .	1
Admission requirements . .	1	School building (not directory) . . . .	1
Rules for organization . .	1	Alternating classes . . .	1
Early permits . . . . .	1	Test of school spirit . .	1
Accident insurance . . . .	1	School plays . . . . .	1
Friendships . . . . .	1	Safety patrol . . . . .	1
Achievement Day . . . . .	1	Projectors club . . . . .	1
Rules for poise . . . . .	1	People who will help you . . . . .	1
Opportunity period . . . .	1	Building regulations . . .	1
Dedication of book . . . .	1	Changing classes . . . .	1
Use of building . . . . .	1	Board policies . . . . .	1
Open house . . . . .	1	Orientation & enrollment	1
Preparation for living . .	1		
Schedule changes . . . . .	1		
Activity fund . . . . .	1		

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Items usually considered under the general introduction were: foreward, date of publication, names and assignment of faculty members, etc.

Items usually considered under the organization of the school included: school attendance, plan of building, school calendar, lost and found, school parties, etc.

Program of studies included such items as: curriculum, guidance program, required and elective courses, etc.

Student organization and activities included such items as: student senate, different school sponsored clubs, athletic teams, etc.

School routine, customs, and traditions included such items as: school history, dress, use of telephone, school yells, etc.

The items selected for evaluation by the student senate members and faculty of the Junction City Junior High School were those items selected from analysis of handbooks provided by selected Kansas junior high schools.

In the analysis of the handbooks from selected Kansas junior high schools, the average number of items presented in the 28 handbooks was 36.

#### EVALUATION OF MATERIAL

Items selected from study of handbooks were submitted to two jury groups for the purpose of determining the content for a proposed handbook for the Junction City Junior



High School. These items to be used were developed into a questionnaire, see Appendix, page 37, to be administered to 31 student senate members and 42 faculty members of the Junction City Junior High School. Table IV, pages 14 and 15, shows the rating of the items by the student senate members.

The list was submitted to the student senate to rate the various items as to very important, important, and not important. Ratings were weighted as follows for the purpose of comparison: very important was given a value of two, important a value of one, and not important a value of minus one.

The student senate rated curriculum information and guidance service the most important to include in the handbook. They felt visiting school was not an item important enough to be included in the handbook.

The same list of items presented to the student senate was also presented to the faculty members. Table V, pages 16 and 17, shows the rating of the items by the faculty members. Their rating showed scholarship and attendance regulations most important to include in the handbook. They were in agreement with the student senate in their thinking that visiting school was an item not important enough to include in the handbook.

Comparison of student and faculty rating revealed major agreements as follows: athletic program, lost and found, and plan of building. The areas of disagreement



TABLE IV

DETERMINATION OF VALUE OF RATING OF ITEMS COMMONLY  
USED IN HANDBOOKS BY THE STUDENT SENATE MEMBERS  
OF THE JUNCTION CITY JUNIOR HIGH SCHOOL

ITEMS	VERY IMPORTANT			IMPORTANT			NOT IMPORTANT			GRAND TOTAL
	Frequency	Value	Total	Frequency	Value	Total	Frequency	Value	Total	
Curriculum	17	2	34	14	1	14	0	-1	0	48
Guidance Service	18	2	36	11	1	11	1	-1	-1	46
Code of Dress	18	2	36	11	1	11	2	-1	-2	45
Scholarship	16	2	32	13	1	13	2	-1	-2	43
Student Organization	17	2	34	11	1	11	3	-1	-3	42
Care of Equipment	14	2	28	15	1	15	2	-1	-2	41
Book Rental	12	2	24	18	1	18	1	-1	-1	41
Athletic Program	11	2	22	19	1	19	1	-1	-1	40
Fire Drill	14	2	28	14	1	14	3	-1	-3	39
Homeroom	12	2	24	17	1	17	2	-1	-2	39
Library	13	2	26	15	1	15	3	-1	-3	38
Lunch Program	12	2	24	16	1	16	3	-1	-3	37
Classroom Regulations	14	2	28	13	1	13	4	-1	-4	37
Grading System	17	2	34	8	1	8	5	-1	-5	37
Faculty	11	2	22	17	1	17	3	-1	-3	36
Hall Conduct	9	2	18	20	1	20	2	-1	-2	36
Daily Schedule	14	2	28	12	1	12	5	-1	-5	35
Attendance	11	2	22	15	1	15	3	-1	-3	34

\*For the purpose of evaluation, very important was given the value of two, important the value of one, and not important the value of minus one.

TABLE IV, (continued)

ITEMS	VERY IMPORTANT		IMPORTANT		NOT IMPORTANT		GRAND TOTAL
	Frequency	Value	Frequency	Value	Frequency	Value	
School Calendar	13	26	13	13	5	-1	34
Physical Education	9	18	19	19	3	-1	34
Grade Cards	15	30	10	10	6	-6	34
Lockers	10	20	17	17	3	-3	34
School Parties	11	22	15	15	4	-4	33
Illness	6	12	23	23	2	-1	33
Study Habits	8	16	19	19	3	-1	32
Fees	12	24	13	13	5	-5	32
Drivers Education	7	14	19	19	4	-4	29
Arrival Time	8	16	18	18	5	-1	29
Plan of Building	6	12	22	22	7	-1	27
Tardiness	9	18	9	9	3	-1	24
Lost & Found	5	10	20	20	6	-1	24
Assemblies	6	12	18	18	7	-1	23
Home Study	8	16	12	12	9	-1	19
Telephone	8	16	12	12	10	-10	18
Music Program	3	6	18	18	8	-1	16
Greetings from Principal	3	6	15	15	13	-1	8
After School Hours	2	4	15	15	14	-1	5
Visiting School	0	0	13	13	18	-1	-5

TABLE V

DETERMINATION OF VALUE OF RATING OF ITEMS COMMONLY  
USED IN HANDBOOKS BY THE TEACHERS OF THE  
JUNCTION CITY JUNIOR HIGH SCHOOL\*

ITEMS	VERY IMPORTANT			IMPORTANT			NOT IMPORTANT			GRAND TOTAL
	Frequency	Value	Total	Frequency	Value	Total	Frequency	Value	Total	
Tardiness	32	2	64	10	1	10	0	-1	0	74
Attendance	31	2	62	8	1	8	0	-1	0	70
Scholarship	30	2	60	10	1	10	0	-1	0	70
Code of Dress	29	2	58	11	1	11	1	-1	-1	68
Care of Equipment	27	2	54	14	1	14	1	-1	-1	67
Library	24	2	48	18	1	18	0	-1	0	66
Book Rental	27	2	54	13	1	13	1	-1	-1	66
Fees	25	2	50	16	1	16	1	-1	-1	65
Hall Conduct	26	2	52	14	1	14	2	-1	-2	64
Arrival Time	24	2	48	16	1	16	2	-1	-2	62
Guidance Service	25	2	50	13	1	13	2	-1	-2	61
Classroom Regulations	28	2	56	9	1	9	4	-1	-4	61
Daily Schedule	21	2	42	19	1	19	2	-1	-2	59
Curriculum	23	2	46	16	1	16	3	-1	-3	59
Illness	21	2	42	18	1	18	2	-1	-2	58
Lockers	20	2	40	19	1	19	3	-1	-3	56
Grade Cards	22	2	44	14	1	14	4	-1	-4	54
School Calendar	21	2	42	15	1	15	4	-1	-4	53

\*For the purpose of evaluation, very important was given the value of two, important the value of one, and not important the value of minus one.

TABLE V. (continued)

ITEMS	VERY IMPORTANT			IMPORTANT			NOT IMPORTANT			GRAND TOTAL
	Frequency	Value	Total	Frequency	Value	Total	Frequency	Value	Total	
Study Habits	22	2	44	14	1	14	5	-1	-5	53
Fire Drill	18	2	36	20	1	20	3	-1	-3	53
Student Organization	14	2	28	25	1	25	1	-1	-1	52
Homeroom	16	2	32	23	1	23	3	-1	-3	52
Lunch Program	15	2	30	21	1	21	6	-1	-6	45
School Parties	13	2	26	23	1	23	4	-1	-4	45
Faculty	14	2	28	20	1	20	6	-1	-6	42
Grading System	19	2	38	13	1	13	10	-1	-10	41
Athletic Program	10	2	20	26	1	26	6	-1	-6	40
Assemblies	8	2	16	28	1	28	4	-1	-4	40
After School Hours	12	2	24	21	1	21	8	-1	-8	37
Home Study	11	2	22	21	1	21	7	-1	-7	36
Plan of Building	11	2	22	22	1	22	9	-1	-9	35
Greeting from Principal	10	2	20	21	1	21	10	-1	-10	31
Telephone	8	2	16	23	1	23	11	-1	-11	28
Music Program	8	2	16	21	1	21	11	-1	-11	26
Lost & Found	7	2	14	21	1	21	13	-1	-13	22
Physical Education	11	2	22	14	1	14	15	-1	-15	21
Drivers Education	6	2	12	19	1	19	15	-1	-15	18
Visiting School	6	2	12	19	1	19	13	-1	-13	18

included the following items: tardiness, attendance, arrival time, fees, and after school hours.

PROPOSED CONTENT FOR THE STUDENT HANDBOOK FOR  
THE JUNCTION CITY JUNIOR HIGH SCHOOL

In determining the content of the student handbook for the Junction City Junior High School, consideration was given the ratings by the student senate and the teachers. For clarification, the items will be described in this proposal as they were presented in the analysis of the 28 handbooks studied. In the final writing of the handbook the policy, regulations, and procedures as they relate to the school and are set forth from the principal's office will be used.

Table VI, page 19, gives the rank order of value of items as rated by both the student senate members and teachers. Code of dress, scholarship, care of equipment, curriculum, book rental, guidance and attendance were rated as the most important items that should be included in a handbook. Visiting school was the item in which both groups felt should not be included in a handbook.

Thirty-six items were found to be important. They were:

1. Code of dress, listed in 11 of the 28 handbooks studied, was ranked higher by the faculty, with a total of 113 points by both groups. The information gave the purpose of code of dress and listed the attire for both

TABLE VI

RANK ORDER OF VALUE OF ITEMS COMMONLY USED IN HAND-  
BOOKS AS RATED BY BOTH STUDENT SENATE  
MEMBERS AND THE TEACHERS

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ITEMS	TEACHERS	STUDENTS	TOTAL
Code of Dress	68	45	113
Scholarship	70	43	113
Care of Equipment	67	41	108
Curriculum	59	48	107
Book Rental	66	41	107
Guidance Service	61	46	107
Attendance	70	34	104
Library	66	38	104
Hall Conduct	64	36	100
Tardiness	74	24	98
Classroom Regulations	61	37	98
Fees	65	32	97
Daily Schedule	59	35	94
Student Organization	52	42	94
Fire Drill	53	39	92
Illness	58	33	91
Arrival Time	62	29	91
Homeroom	52	39	91
Lockers	56	34	90
Grade Cards	54	34	88
School Calendar	53	34	87
Study Habits	53	32	85
Lunch Program	45	37	82
Athletic Program	40	40	80
Faculty	42	36	78
School Parties	45	33	78
Grading System	41	37	78
Assemblies	40	23	63
Plan of Building	35	27	62
Physical Education	21	34	55
Home Study	36	19	55
Drivers Education	18	29	47
Telephone	28	18	46
Lost & Found	22	24	46
Music Program	26	16	42
After School Hours	37	5	42
Greetings from Principal	31	8	39
Visiting School	18	-5	13

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boys and girls while attending school or school functions. Some hair cut styles were disapproved. The wearing of coats or articles of clothing that would associate students with a "gang" was discouraged and in most cases forbidden.

2. Scholarship was included in four of the 28 handbooks studied. It was ranked higher by the faculty, with a total of 113 points for both groups. Three of four handbooks included scholarship awards and sponsorship of awards. The other handbooks gave hints and suggestions for a student's being a good scholar.

3. Care of school property was listed in nine of the 28 handbooks studied. It was ranked higher by the faculty, with a total of 108 points by both groups. Information was given to the students which stated the necessity of taking care of school property such as books, desks, building, etc. Some handbooks gave a reminder to the students of their responsibility for the care of equipment.

4. School curriculum was listed in 17 of the 28 handbooks studied. It was ranked higher by the faculty, with a total of 107 points by both groups. A listing of courses, both elective and required was given for each class in junior high school, and in some instances a description of each course was given.

5. Book rental was listed in ten of the 28 handbooks studied. It was ranked higher by the faculty, with a total of 107 points by both groups. This information gave the

policy and regulations of the book rental program.

6. Information of the guidance program was included in nine of the 28 handbooks studied. It was ranked higher by the faculty, with a total of 107 points for both groups. The number of counselors, the location of the guidance offices, and the purpose of the program, were generally listed in the handbooks.

7. Attendance regulation information was listed in 24 of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 104 points by both groups. Information such as the importance of regular attendance, excused and unexcused absences, truancy, what to do after every absence or tardiness, what to do to be excused from school, withdrawals, and transfers, were included in the discussion.

8. Information concerning the library in regard to checking out books, fines for overdue books, and care of books were listed in 17 of the 28 handbooks studied. It was ranked higher by the faculty, with 104 points by both groups.

9. Hall decorum was listed in seven of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 100 points by both groups.

10. Tardiness was in most cases included with attendance; however, four handbooks listed it separately. Tardiness was ranked higher by the faculty, with a total of 98 points by both groups. In discussing tardiness, the follow-



ing information was given: what to do if tardy, the importance of being on time, and the number of unexcused tardinesses that counted as an absence.

11. Classroom regulations giving the proper attitude for entering a classroom and the regulations that should be followed while in the classroom was listed in five of the 28 handbooks studied. This item was ranked higher by the faculty with a total of 98 points by both groups.

12. Information in regard to fees was included in 11 of the 28 handbooks studied, and was ranked higher by the faculty with a total of 97 points by both groups. This item included any fees for special classes such as shop, typing, art, etc.

13. Schedule information was listed in 16 of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 94 points by both groups. This included such information as bell schedules, lunch schedule, alternating day classes, and length of class periods.

14. Student organizations were listed in 18 of the 28 handbooks studied, and were ranked higher by the faculty, with a total of 94 points by both groups. These were organizations in which students participated and a teacher was sponsor. Organizations such as Pep Club, Junior Kays, Math Club, Science Club, etc., were discussed. The majority of the books included a short paragraph on each organization which listed the purpose, time of meeting, dues, officers,

and sponsor.

15. Information for fire drills was listed in 11 of 28 handbooks studied, and was ranked higher by the faculty, with a total of 92 points by both groups. Students in certain rooms were instructed where to exit the building and rules and regulations to follow while leaving the building were given.

16. Illness and the school nurse were discussed on an overlapping basis in many books and was listed in eight of the 28 handbooks studied. The two were ranked higher by the faculty, with a total of 91 points by both groups. Directions to follow in case of illness during the day were given to the student, where to locate the nurse, and what time the nurse was in the junior high building.

17. Arrival time was included in eight of the 28 handbooks studied, and was ranked higher by the faculty, with 91 points total by both groups. This information included the time to arrive at school and where to assemble on rainy or cold days.

18. Information concerning the homeroom was listed in seven of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 91 points by both groups. Such information as organization of the homeroom, time homeroom is scheduled, purpose of homeroom, and activities that met during the homeroom period were included under this topic.

19. Locker information was ranked higher by the faculty with a total of 90 points by both groups. Information was given in 16 of the 28 handbooks studied, relating to locks and lockers, such as how the lockers were numbered, how to work the combination lock, and what to do if lock is lost or stolen.

20. Progress reports or grade cards were listed in 14 of the 28 handbooks studied. Information given included when grade cards were issued and what to do with grade cards when they were returned. This information was ranked higher by the faculty, with a total of 88 points by both groups.

21. The school calendar was listed in 11 of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 87 points by both groups. Important dates throughout the school year such as holidays, end of six week periods, athletic events, parties, etc., were given.

22. Successful study habits were listed in 11 of the 28 handbooks studied, and were ranked higher by the faculty, with a total of 85 points by both groups. In all the books this was a plan whereby students could get help to attain better study habits.

23. The lunch program was discussed in 22 of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 82 points for both groups. The following information was found in almost all the books: time schedule, closed or open noon hour, cost of meals, student's

responsibility in the lunch room, cleaning of tables, emptying tray when finished eating, and conduct while in the lunchroom.

24. The athletic program was listed in 14 of the 28 handbooks studied, and was ranked the same by both groups with a total of 80 points. Information given concerned the type of athletics, number of games, who could participate, what was required to earn a letter, and sportsmanship.

25. In the study of the school staff, 15 of the 28 handbooks listed information about the faculty such as names, room number, and subject or subjects taught. The faculty gave this item the higher ranking, with a total of 78 points by both groups.

26. The policies and regulations on school parties were listed in ten of the 28 handbooks studied. This item ranked higher by the faculty, with a total of 78 points by both groups.

27. The grading system was included in six of the 28 handbooks studied. This item was ranked higher by the faculty, with a total of 78 points by both groups. Information concerning the use of letter grades and the value of each letter grade were used to describe the grading system.

28. Information concerning assemblies was listed in 11 of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 63 points by both groups.

Where assemblies were held, conduct in assemblies, and some of the things assemblies strive to do were the concerns of this discussion.

29. The floor plan of building was included in seven of the 28 handbooks studied, and was ranked higher by the faculty with a total of 62 points by both groups. This information was treated in two ways: (1) plan of the building in an informative paragraph giving room numbers and locations; (2) plan of building drawn out on paper showing location of rooms, number of floors, etc. The latter was the most frequently used.

30. The physical education program was listed separately from the curriculum in seven of the 28 handbooks studied, and was ranked higher by the student senate with a total of 55 points by both groups. What to do in case a student could not participate in physical education and uniforms to wear in classes were the two items discussed the most.

31. Home study was listed in four of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 55 points by both groups. The importance of home study, amount of home work, and how much home work each grade should have per day were given.

32. Driver's education was included in four of the 28 handbooks studied, and was ranked higher by the student senate, with a total of 47 points by both groups. The

importance of driver's training, who could take it, and the summer driver's training program were included in the discussion of this topic.

33. Telephones and messages were listed in 14 of the 28 handbooks studied, and were ranked higher by the faculty, with a total of 46 points for both groups. The information listed was rules and regulations governing the use of the telephone, where the telephones were located, when students could use the telephones, and what procedure was taken if a student received a telephone message.

34. Lost and found information was listed in 12 of the 28 handbooks studied. This item gave students instructions on what to do if something was lost or found. It was ranked higher by the student senate, with a total of 46 points for both groups.

35. Music programs were sometimes discussed in an area other than the curriculum offering. This was found to be true in seven of the 28 handbooks studied, and they were ranked higher by the faculty, with a total of 42 points by both groups. The information included both vocal and instrumental music. The organization of the band program was discussed where the school had more than one band such as "A" band, "B" band, and "Pep" band.

36. After school hours was included in four of the 28 handbooks studied, and was ranked higher by the faculty, with a total of 42 points for both groups. This information

concerned the student's being in the building after the dismissal bell and what procedure needed to be followed for a group wanting to use the building after school hours.

Generally the handbook material to cover the items selected is available from policies, regulations and procedures recorded in the principal's office and can be organized and published.

#### SUMMARY

The complexity of the junior high schools today, and the fact that Junction City receives many new students during the year from the military post at Fort Riley, has identified the need for a student handbook in the junior high school.

In the procedure of this study, the review of literature was made to obtain information from different sources in regard to the student handbook. The review of literature pointed out the importance of the student handbook in orientation and guidance.

The opinions of 60 junior high school principals were collected through a post card questionnaire. It was indicated by the return of the questionnaire that the handbook was considered important by 52 of the 60 principals.

Handbooks from 28 junior high schools were received to be studied. It was found the handbooks covered somewhat



the same material, but it was listed under different topics.

It was found that the topics considered most important were; school attendance, lunch program, student organizations, schedule information, athletic program, grade card information, listing of the faculty, code of dress, and telephone regulations.

A list of items commonly found in handbooks was taken from the review of literature and the study of handbooks from selected Kansas junior high schools. This list of items was administered in a questionnaire to 31 student senate members and 42 faculty members of the Junction City Junior High School. They rated the items very important, important or not important. The rating by the student senate members identified the items important enough to include in a handbook as follows: curriculum information, code of dress, guidance service scholarship, and student organizations.

The rating by the faculty identified items important enough to include in a handbook as follows: scholarship, school attendance, tardiness, code of dress, and care of equipment.

Comparison of the student and faculty ratings revealed that both groups agreed concerning the items to be included in the handbook.

The study indicated a need for a junior high school student handbook in Junction City to help inform students



about policies, regulations, and activities of the school.

Such a handbook should include information classified under the following items: code of dress, scholarship, care of school property, school curriculum, book rental, information on guidance, attendance regulation, information concerning the library, hall decorum, tardiness, classroom regulations, information in regard to fees, student organizations, information for fire drills, illness, arrival time, homeroom information, locker information, progress reports, school calendar, successful study habits, lunch program, athletic program, school staff, school parties, grading system, assemblies, floor plan of building, physical education program, home study, drivers education, telephone, lost and found, music program, and after school hours.

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## APPENDIX

November 28, 1962

Dear Mr.

I am writing my report for my master's degree in school administration on a "Student Handbook for Junction City Junior High School." I would like to receive copies of handbooks from schools in Kansas.

I am sending you a questionnaire about the junior high school student handbook. I would appreciate it very much if you would fill it out and return it to me.

Sincerely,

Bill Hopkins  
Junction City Junior  
High School  
Junction City, Kansas

BH:lb

Do you feel that a student handbook is important  
for junior high students ? \_\_\_\_\_ Yes No

Have you taught or been an administrator where the  
handbook was used ? \_\_\_\_\_ Yes No

Do you now use the student handbook in your junior  
high school ? \_\_\_\_\_ Yes No

If you do use the handbook, would you send me a copy ?  
( after receiving a prepaid envelope ) \_\_\_\_\_ Yes No

School \_\_\_\_\_

TO: TEACHERS AND MEMBERS OF THE SENATE OF THE JUNCTION CITY  
JUNIOR HIGH SCHOOL.

Information is needed from you to help determine the contents of a student handbook for the Junction City Junior High School.

This questionnaire is being sent to you to help me in determining what should be included in this handbook. Would you please fill out the questionnaire, stating whether you think the topics are very important, important, not important. If you have suggestions of other topics you think should be included in the handbook, please list them also. Please return the questionnaire to me or leave it in the office.

Thank you,

Bill Hopkins

ITEMS	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
<u>Attendance</u>			
<u>Tardiness</u>			
<u>School Calendar</u>			
<u>Study Habits</u>			
<u>Schedule</u>			
<u>Lunch Program</u>			
<u>Lockers</u>			
<u>Telephone</u>			
<u>Code of Dress</u>			
<u>Faculty</u>			
<u>Fees</u>			
<u>Library</u>			
<u>Care of Equipment</u>			
<u>Grade Cards</u>			
<u>Hall Conduct</u>			
<u>Athletic Program</u>			
<u>School Parties</u>			
<u>Assemblies</u>			
<u>Fire Drill</u>			
<u>Illness</u>			
<u>Plan of Building</u>			
<u>Curriculum</u>			
<u>Grading System</u>			



ITEMS	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
<u>Student Organization</u>			
<u>Drivers Education</u>			
<u>Music Program</u>			
<u>Classroom Regulations</u>			
<u>Greetings from Principal</u>			
<u>Arrival Time</u>			
<u>Homeroom</u>			
<u>Scholarship</u>			
<u>Book Rental</u>			
<u>Lost &amp; Found</u>			
<u>Physical Education</u>			
<u>Home Study</u>			
<u>Visiting School</u>			
<u>After School Hours</u>			
<u>Guidance Service</u>			
Name _____	(Use back for other suggestions).		

A STUDY OF STUDENT HANDBOOKS FROM SELECTED JUNIOR HIGH  
SCHOOLS IN THE STATE OF KANSAS AND A STUDENT  
HANDBOOK CONTENT PROPOSAL FOR THE  
JUNCTION CITY JUNIOR HIGH SCHOOL

by

WILLIAM HOPKINS

B. A., Ind. Arts, Kansas State College, Pittsburg, 1952

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1963

Approved by:

  
Major Professor

## THE PROBLEM

Statement of problem. It was the purpose of this study: (1) to examine and evaluate different handbooks used in selected junior high schools in the state of Kansas; (2) to identify and recommend content for a student handbook for the Junction City Junior High School.

## PROCEDURE

1. A review of literature was made to obtain information from different sources on the importance, use, construction, and what has been done in the field of student handbooks.

2. Sixty junior high schools in Kansas were contacted through a post card questionnaire to see how many were using the student handbook. A copy of the handbook was requested if one were in use in the school.

3. An analysis of the handbooks was made to determine the material used in them. From this analysis, material was obtained to determine the contents of the questionnaire administered to the student senate members and faculty of the Junction City Junior High School.

4. A questionnaire was administered to 31 members of the student senate and 42 faculty members of the Junction City Junior High School to get value opinions of the content

information identified to be important for the handbook.

### THE STUDY

The complexity of the junior high schools today, and the fact that Junction City receives many new students during the year from the military post at Fort Riley, has identified the need for a student handbook in the junior high school.

The review of literature pointed out the importance of the student handbook in orientation and guidance. It was also indicated by the return of questionnaires that the handbook was considered important by 52 of the 60 principals.

A list of items commonly found in handbooks was administered in a questionnaire to 31 student senate members and 42 faculty members of the Junction City Junior High School. The rating by the student senate members identified the items important enough to include in a handbook as follows; curriculum, code of dress, guidance service, scholarship, and student organizations.

The rating by the faculty identified items important enough to include in a handbook as follows: scholarship, school attendance, tardiness, code of dress, and care of equipment.

The study indicated a need for a junior high school student handbook in Junction City to help inform students

about policies, regulations, and activities of the school.

Such a handbook should include information classified under the following items: code of dress, scholarship, care of school property, school curriculum, book rental, guidance, attendance regulation, library, hall decorum, tardiness, classroom regulations, fees, student organizations, fire drills, illness, arrival time, homeroom, locker, progress reports, school calendar, successful study habits, lunch program, athletic program, school staff, school parties, grading system, assemblies, floor plan of building, physical education program, home study, drivers education, telephone, lost and found, music program, and after school hours.

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Such a handbook should include information classified under the following items: code of dress, scholarship, care of school property, school curriculum, book rental, guidance, attendance regulation, library, hall decorum, tardiness, classroom regulations, fees, student organizations, fire drills, illness, arrival time, homeroom, locker, progress reports, school calendar, successful study habits, lunch program, athletic program, school staff, school parties, grading system, assemblies, floor plan of building, physical education program, home study, drivers education, telephone, lost and found, music program, and after school hours.