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The development of a teachers' handbook in the Newton public schools

Lamontagne, Charles W.

Boston University

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE DEVELOPMENT OF A TEACHERS' HANDBOOK IN THE NEWTON PUBLIC SCHOOLS

Submitted by

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

1955
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CHAPTER I

INTRODUCTION

Statement of the problem.—Many of us have often started upon a new adventure without knowing exactly what was to confront us and were, therefore, somewhat apprehensive as to what to expect. You may have experienced this feeling on the very first day of your public school career when the kindergarten's doors were opened to you. Maybe it was that feeling of loneliness that accompanied you when you first entered the large junior high school from a small elementary school environment, or never to be forgotten was the first morning you placed your foot on the steps of the new, strange high school. In all of these situations the same questions presented themselves:

"What shall I do? What do they expect of me? Where shall I go? Whom do I work with? What can I expect of them?" As problems become increasingly complex, more and more administrators realize an attractive guidebook would tend to help the newcomer feel somewhat more at ease in his new environment.

Many new teachers are unfamiliar with the community in which they are to teach. The teacher may have recently graduated from college, or perhaps transferred from another community. Immediately upon arrival at the new assignment the teacher is faced with problems that any stranger would have to solve:

"Where can I find a place to live? What are the transportation facilities? Where are the stores for my shopping? Where is
the nearest church of my faith? Where are the areas of recreation? Where is the nearest hospital, doctor or dentist? Where is the city hall?" These questions, in addition to those mentioned in a preceding paragraph, are enough to confuse any newcomer.

To help the newly hired teacher become more rapidly adjusted in Newton, Massachusetts, a guiding hand in the form of an attractive, concise handbook is definitely needed. To this purpose this study is dedicated.

**Purpose of the study.--** In our investigation of how this need is met throughout the United States we have found there is a definite trend toward some kind of orientation program for new teachers. This is especially true in the larger, more complicated systems like our own here in Newton. These orientation programs vary in form and extensiveness, and many are more overwhelming than helpful. But generally, educators are rapidly becoming aware that a simplified adjustment to the school community will help to insure a more successful future for the beginner.

**Setting of the study.--** The city of Newton, Massachusetts, with its system of public schools presents a rather large, complex problem to the new arrival. The city itself has a population of over eighty thousand, and its area is divided into fourteen smaller units, called villages. There are no visible boundary lines between the fourteen divisions, which tends to add to the complexity. The school system includes twenty-six elementary buildings, four junior high schools,
a three building high school, a trade school and a junior college. These institutions employ approximately eight hundred professional personnel. Also, the Peabody Home for Crippled Children, the Adult Education Program and the Division of Counselling and Instruction are all vital parts of the Newton Public Schools. Hence, our conviction that in our community there is an urgent need for pertinent information that will tend to make for a pleasant adjustment to both the community and its schools during the first few critical weeks. Especially now, with the steadily rising number of new personnel needed every year in our educational scene due to the long range building program required to meet the growing school population, the guide would tend to add a more personal touch in the introduction of so many new people at one time.

Source of the problem.-- There is a need for a tool to present a simple, overall picture of policy not only to the new teacher, but to the teaching staff in general. In the past large quantities of loose, printed material were distributed to the new members of the faculty. This material because of quantity often proved more confusing than helpful. The guide we recommend should prove a device that will promote greater efficiency, prevent unnecessary embarrassment and make for better all-around adjustment. L. E. Turner declares: "Handbooks are useful both in the process of inducting new members

to the staff of the school system, and as a ready reference for both the old and new staff members."

**Scope of the problem.**—The writers will collect and analyze the contents of fifty handbooks of comparable systems throughout the United States. Also, at the same time we are going to discuss the problem with our fellow teachers.

The current literature will be reviewed to obtain the latest thinking along these lines.

A questionnaire will then be developed to survey teachers with one to three years experience in Newton. This same questionnaire will also be sent to senior students in the School of Education at Boston University.

After the writers have found the areas of information desired by the new personnel, an informal conference will be arranged with the various department leaders. In these conferences pertinent information will be obtained to assist us in our study.

All of the data will then be compiled so we may arrive at definite conclusions. With these conclusions the writers will be able to construct the final draft of a handbook for the new teacher in the Newton Public Schools.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

Value of Handbooks.-- The development of a teacher's handbook is not completely new. A large number of school systems throughout the country do have, or, are in the process of developing a handbook for both their new and experienced teachers. Available literature pertinent to this subject, however, is quite limited, because the handbook has been a functional asset to the teacher for a relatively short time. Much of what has been written is in the form of short articles appearing in current educational periodicals. These articles justify the need for a teacher's handbook because of such reasons as: helping to explain the complexities within a system, aiding efficient performance, lending to a happy adjustment, acting as a guide post for procedures, and attempting to bridge the gap between administration and the teaching staff.

As community and organizational groups increase in number and size, more and more do they find the handbook technique helpful in orientating and in indoctrinating their new members. A look at the policy of the Armed Forces during World War II and the Korean Conflict points out the wide use of handbooks by this organization in explaining procedures pertaining to equipment, clothing, firearms, and many other areas which the new and experienced serviceman found confusing.
Civic organizations, religious, social, and fraternal, have also found use for the handbook. The Newton Community Council publishes an annual handbook listing all community organizations.

As essential as handbooks have become to the above mentioned groups, so may they be applied to the educational field. While the available literature pertinent to handbooks for teachers is limited, much current material relative to individual schools, pupils, parents, and various organizations may be directly related to a teachers' handbook. Carbeck and Kershaw, in discussing a handbook for high school pupils, help clarify this statement by saying:

"It is an administrative device promoting efficiency through the economy of time and effort; it is of value to the pupil as a means of training him to be self-reliant in going to a standard source of information instead of resorting to the haphazard assistance he is able to gain from those about him or learning by the slow and wasteful process of making mistakes."

The most apparent use for the handbook for teachers would be as an instrument of guidance. Beginning teachers are confronted with many problems and first year questions of the "where do I" and "what do I?" type. Finding the answers to these questions may mean the difference between a successful or an unsuccessful teaching experience. Obtaining the correct answers may be very time consuming and frustrating with the possible result of inefficiency and serious error. It is not

necessarily a matter of indifference on the part of the beginning teacher, but rather a matter of difficulty in obtaining the needed information without a great deal of time and effort. The writers feel that teachers' insecurities can result in added tensions, discontent, and unfortunate mistakes, particularly in complex systems. Shulman points this out:

"The handbook is an instrument designed to give teachers a feeling of security and to spare her and the school embarrassment, or more serious consequences, of avoidable mistakes."

This is further substantiated by Turner:

"Handbooks are useful both in the process of inducting new members to the staff of the school system, and as a ready reference for both old and new staff members."

Bracken states:

"Many school systems and local education associations, realizing that the properly-informed classroom teacher can be the school's most effective public relations agent, are slanting handbooks her way. For example, "Hello, New Teacher", the Illinois Education Association's new publication, welcomes her warmly, and is well salted with sound advice for getting along with parents, youngsters and colleagues.

Typical hello-teacher handbooks include items on

schoolboard policy, administrative regulations, philosophy of school system, scope of the curriculum, time allotments and schedules, lesson plans and records, class management and discipline, accidents and first aid, meetings and conferences, office rules, school calendar, field trips, standardized tests and so on. Often too, such handbooks publish information on the salary schedule, transfers, leaves of absence, physical examinations, rating, summer work and professional work."

Shulman points out:

"The handbook is a lifeline for the new teacher who finds the strange water troublous. It is her staff as well as her guide. More than any other device, it gives the beginning teacher something solid on which to lean. She can touch it, study it, depend on it and derive security, encouragement and strength from it."

The handbook may act as an interlocking link between administration and teachers. The writers feel that, as a whole, school systems are working for democratic administrator-teacher relationship. Supervisors and curriculum directors are tending to move away from the formal administrative policy toward a more liberal attitude and approach to presenting school procedure and philosophy. The handbook offers an excellent opportunity to do this. An informal statement given in a handbook might easily clarify misunderstood philosophy. Shulman states:

"Every teacher experienced or otherwise feels a little anxious upon taking up her duties in a new school. There are so many things with which she is not familiar. A supervisor, in considering the problem of adjustment of new comers has two concerns: first, he wants the new teacher as far as it is in his power to help, to be free from tensions; and second, he wants to be certain that the school philosophy, policies and practices are maintained."

Turner says:

"A handbook is a statement of general information about a school system and the policies governing its operation."

The above references also point out that the handbook clarifies complex situations as it bridges the gap between administrator and teacher and is a guiding instrument. Simple clarity, in itself, is an important factor to first year teaching success. This one point is justification for the development of a handbook. Turner points out:

"Many references in the literature state that a well-administered school system should have handbooks for faculty, for custodians, for the clerical staff, for the cafeteria staff, for students, for parents and so on."

Hutton has a similar opinion as she states:

"A handbook containing the overall policy of your system and some of these essential details will make a more secure teacher."

The teacher who has previously resided in the community in which she finds herself a member of the teaching staff is the exception rather than the rule. For example, Newton, Massachusetts has drawn people from all parts of the United States.

and also carries on a foreign teacher exchange. These people, new to the community, are not only confronted with new and different school procedures and philosophy, but also find themselves in a large community wondering what train and bus schedule would best suit them, where they might locate the church of their religious preference, what recreational facilities are available, what type of city government exists, where they may find a home or an apartment, and what other community facilities are available. Handbooks tend not to adequately cover the community and what it has to offer according to the literature. Happiness and a sense of belonging in the community contribute to the success of a teacher. Butterweck and Merzzey state:

"You as an individual must live your own life in your own way as richly and as creatively as your ability, time, energy and resources permit if you are to retain your maximum efficiency as a teacher."

Type and Format of Handbook.-- The construction of a handbook brings about a question of the type and the format to be used. The literature points out that there is general agreement and acceptance as to the size, printing, and the binding. In relation to the size, George states:

"A handbook is as useful as it is convenient to the pupils. Large books are awkward for the pupils to carry and they are more likely to tear. A study of the

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different handbooks shows that the most popular size and most convenient is 3½ by 6 inches. The next most frequent is 4 by 6 inches."

McKowen says:

"The handbook should be published in a form which will make it most convenient to the people who use it. Some school systems print the handbook; many merely mimeograph it. In small systems the spirit process of duplication is used. Whatever the method, it should be clearly legible and in accord with a standard format adopted for the pages.

In many systems loose-leaves have been used so that the handbook can be kept current by substituting new sheets containing newly enacted provisions for obsolete sheets. The Loose-leaf system is adaptable to a printed book as well as to a book produced by other duplicating processes. In the event this system is used, each page of the handbook - including the pages of the original enactment - should bear the date of its publication. This makes correct substitution of new pages for old much easier, since a memorandum can be issued directing which pages shall be removed and which pages put in their places."

Shulman offers the following information concerning format and binding:

"The format of the handbook is important. The book should be loose-leaf to make possible the insertion of supplementary material from year to year. Since the school is not static, its reflection must also be flexible.

Mimeographing is favored because most schools have that facility for duplicating right at hand. The cover should be of a permanent nature, decorated possibly with an attractive picture of the school."


Hutton contends:

"How can you prepare a handbook that is useful and that will be used? A mimeographed book, well indexed, of loose-leaf type fastened in a folder with brads seems to be the most practical. Most of the information contained will not be changed from year to year, and the loose-leaf type will easily allow the substitution of new sheets for out-dated ones."

**Content of Handbooks.**—On a system-wide basis, delimitation of material for inclusion in the handbook is necessary. Various methods of sorting out pertinent, wanted information can be used. Many areas of interest are pointed out in the handbook. Again referring to Hutton:

"...things to include. Usually there are state or local laws which directly affect every classroom. The display of the flag, flag salute, Bible reading, and the use of a prayer are probably well defined in most states through either mandatory or permissive laws. Acceptable disciplinary measures should be clearly understood in order to save your teachers and you from embarrassment or, sometimes, even from legal trouble.

Teachers are always interested in the salary scale, tenure, certification, contracts, the sick and excused absence leaves, the retirement system, and the number of school days in the year. A school calendar which mentions the number of school days for each month is helpful when monthly attendance reports have to be done.

A line-up of the supervisory and administrative personnel for the state and for the local school system will enable your teacher to know from whom she may expect visits and help when she needs it."

Regarding content Turner points out:

"The content of the handbook should be limited to a

2/Ibid., p. 16
statement of policy. A statement of the operating policy of a school system will be relatively stable, although no school administrator will consider the policy to be unchanging. Items such as temporary schedules, annual assignments, and the like should not be included in a handbook, but should be published in bulletins. Reference should be made in a handbook to positions or offices rather than to persons by name. Inclusion of items other than policy renders the handbook obsolete within a short time, and destroys the confidence of the users in the content.

The related research has pointed out a uniformity of thought in handbook construction, use and justification. It is sincerely felt that a well constructed handbook for the beginning teacher is an asset and will help guide her to a richer, more successful and effective first year teaching experience.
CHAPTER III
PROCEDURE

Survey handbooks.-- A form letter was sent to fifty superintendents of schools in systems throughout the United States that were approximately the same size as Newton. In this communication the writers requested a sample handbook for new teachers or any related material that would assist in solving the orientation problem.

Thirty of the communities responded with a handbook that they had used in their introductory program. The general usefulness to the new person, the overall size, and the frequency of topics were each meticulously analyzed. The writers sensed that the appearance of the printed matter and its effectiveness should be examined very carefully also.

Informal Discussions.-- Many informal discussions were held with fellow instructors that had to stumble through the adjustment period at one time or another. These interviews were not only with the new members of the faculty but with people that had been acquainted with our system in Newton for many years. The aim was to obtain suggestions which would point to the problems that the people involved were concerned with.

Survey questionnaire.-- With the data obtained from analyzing the thirty handbooks and the quantity of information secured from the informal interview the next step was to form
a check list questionnaire that would seek out the major areas of difficulty met by a greater majority of the new teaching personnel in the City of Newton.

The resulting questionnaire was given constructive criticism by fellow classmates in the seminar in an effort to be certain that the writers would receive the desired outcome.

Each individual principal had an opportunity to see the questionnaire and discuss the research in detail before the writers asked the school to participate. All of the schools took an active part in the investigation. One hundred twenty-five sets of questions were returned within a week from teachers with one to three years experience in Newton.

The members of our seminar at a later meeting suggested that a questionnaire be sent to each senior member of the School of Education at Boston University. Before too long all of these seniors would be new members of some school system and would have similar problems to face. Thirty-seven questionnaires were returned.

Review of current literature.—Much time was spent in the various libraries reviewing current periodicals, the latest texts, and numerous theses concerned with the research at hand. Such topics as general format and the necessity of having a handbook were available.

The administration of the Newton Public Schools shared large quantities of literature that had previously been used in the introductory program. This material had to be surveyed for
inclusion in the handbook.

Informal conference.-- The results of the questionnaire showed the writers exactly what points were really essential in the adjustment of new personnel. Much of the literature in our school system was pertinent; however, the writers needed additional information that had not been written down before. These answers were to be had, if there were any, through personal interviews with the various department heads.

Compiled the data.-- The analysis of the handbooks, the summary obtained from the questionnaires, the survey of all the available, current literature and the conclusions reached through the informal interviews and discussions were compiled into a final draft.

The handbook was then presented to the Office of Superintendent of Schools for consideration as the possible guide for future teachers in the Newton Public Schools.
CHAPTER IV
ANALYSIS OF THE DATA

The tabulations resulting from this study, as obtained by means of: the questionnaire sent to teachers with one to three years experience in Newton, the questionnaire sent to Boston University, School of Education, senior class members, and the analyzing of thirty handbooks received from communities of comparable size throughout the United States, are incorporated in this chapter. These results reveal the outline of content for inclusion in the handbook being constructed in this study.

The tabulations are charted to indicate the material preferences of people involved in the study. One hundred twenty-five teachers with one to three years experience in Newton and thirty-seven Boston University, School of Education, senior class members returned questionnaires.

Of the fifty communities of comparable size contacted to share handbooks, sixty percent returned a handbook, seventeen percent replied stating they had no handbook and thirteen percent did not reply.

1/ Appendix A, p. 35
2/ Appendix A, p. 39
Table 1. Listing of Teacher Handbooks Analyzed in this Study

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<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Title</th>
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<tr>
<td>Bethlehem</td>
<td>Pennsylvania</td>
<td>The Handbook for Teachers</td>
</tr>
<tr>
<td>Brookline</td>
<td>Massachusetts</td>
<td>Conference for New Teachers</td>
</tr>
<tr>
<td>Dearborn</td>
<td>Michigan</td>
<td>Guideposts for New Teachers</td>
</tr>
<tr>
<td>Denver</td>
<td>Colorado</td>
<td>Teachers' Handbook</td>
</tr>
<tr>
<td>Durham</td>
<td>North Carolina</td>
<td>Handbook for School Staff</td>
</tr>
<tr>
<td>East Orange</td>
<td>New Jersey</td>
<td>Bulletin -- No title</td>
</tr>
<tr>
<td>Eugene</td>
<td>Oregon</td>
<td>Information for Personnel</td>
</tr>
<tr>
<td>Eugene</td>
<td>Oregon</td>
<td>Administrative Bulletins</td>
</tr>
<tr>
<td>E. Weymouth</td>
<td>Massachusetts</td>
<td>Instructions for the School Year</td>
</tr>
<tr>
<td>Greensboro</td>
<td>North Carolina</td>
<td>Handbook for School Personnel</td>
</tr>
<tr>
<td>Hammond</td>
<td>Maryland</td>
<td>Things to Know</td>
</tr>
<tr>
<td>Haverhill</td>
<td>Massachusetts</td>
<td>Bulletin for New Teachers</td>
</tr>
<tr>
<td>Keene</td>
<td>New Hampshire</td>
<td>Catalogue - Elementary Schools</td>
</tr>
<tr>
<td>Lansing</td>
<td>Michigan</td>
<td>Handbook for Teachers</td>
</tr>
<tr>
<td>Madison</td>
<td>Wisconsin</td>
<td>Handbook for Teachers</td>
</tr>
<tr>
<td>Manchester</td>
<td>New Hampshire</td>
<td>Handbook for Teachers</td>
</tr>
<tr>
<td>Montclair</td>
<td>New Jersey</td>
<td>To You</td>
</tr>
<tr>
<td>New Britain</td>
<td>Connecticut</td>
<td>A Handbook for Teachers</td>
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<tr>
<td>Oak Park</td>
<td>Illinois</td>
<td>Inside Information</td>
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<tr>
<td>Pasadena</td>
<td>California</td>
<td>Teacher Handbook</td>
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<tr>
<td>Pinellas County</td>
<td>Florida</td>
<td>Handbook for Teachers</td>
</tr>
<tr>
<td>Poughkeepsie</td>
<td>New York</td>
<td>Teachers' Handbook</td>
</tr>
<tr>
<td>Racine</td>
<td>Wisconsin</td>
<td>Teachers' Handbook</td>
</tr>
<tr>
<td>Rochester</td>
<td>New York</td>
<td>Information For Probationary Teacher</td>
</tr>
<tr>
<td>Savannah</td>
<td>Georgia</td>
<td>Yours for Better Teaching</td>
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<tr>
<td>Springfield</td>
<td>Illinois</td>
<td>Orientation Bulletin</td>
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<tr>
<td>Springfield</td>
<td>Massachusetts</td>
<td>Handbook for Elementary Teacher</td>
</tr>
<tr>
<td>Syracuse</td>
<td>New York</td>
<td>A Handbook for Teachers</td>
</tr>
<tr>
<td>Waco</td>
<td>Texas</td>
<td>Teachers' Handy Book</td>
</tr>
</tbody>
</table>

A total of fifty communities of comparable size were contacted for the data. Sixty per cent returned a copy of their handbook, twenty-seven per cent replied stating they had no handbook, and thirteen per cent did not reply. The above table gives the reader an over-all view of the distribution of states covered. The titles are listed as an indication of material included.
Table 2. Frequency of Mention of Thirty-five Selected Items in Thirty Handbooks Received

<table>
<thead>
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<td>Map of Community or Area</td>
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<td>Housing Facilities</td>
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<td>No School Announcements</td>
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<td>Professional Code of Ethics</td>
<td>6</td>
</tr>
</tbody>
</table>

The above chart indicates those areas most frequently mentioned in the thirty handbooks received. Any reference made to any item was considered to be a mention. Some handbooks were very general in the mention of topics; others quite specific, depending upon system-wide or local school use.
Table 3. Size of Handbooks Analyzed in this Study

<table>
<thead>
<tr>
<th>Size of Handbook</th>
<th>Type of Printing</th>
<th>Number of Pages</th>
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<tbody>
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<tr>
<td>5 1/2 x 8 1/2</td>
<td>Printed</td>
<td>23</td>
</tr>
<tr>
<td>5 1/2 x 8 1/2</td>
<td>Printed</td>
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</tr>
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<td>6 x 9</td>
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(concluded on next page)
Table 3. (concluded)

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<th>Number of Pages</th>
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<tr>
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<td>Mimeograph</td>
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<td>9 x 11 1/2</td>
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<tr>
<td>10 x 11 1/2</td>
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</table>

This table gives the relative size of the handbooks as well as the variety of printing and the number of pages. The larger size handbook appears from the chart to be of more practical use.

The average number of pages per handbook was approximately thirty-four pages.
Table 4. Frequency of Mention of Suggested Handbook Content Pertaining to Community—Offered by Teachers With One to Three Years Experience in Newton

<table>
<thead>
<tr>
<th>Suggested Content Pertaining to Community</th>
<th>Essential</th>
<th>Desirable</th>
<th>Of No Value</th>
<th>Total</th>
</tr>
</thead>
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<td>1</td>
<td>125</td>
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<td>Transportation Schedules</td>
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<td>28</td>
<td>2</td>
<td>125</td>
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<tr>
<td>Housing Facilities</td>
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<td>35</td>
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<tr>
<td>School Telephone Numbers</td>
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<td>125</td>
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<tr>
<td>Libraries</td>
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<td>119</td>
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<td>Principals' Names</td>
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<td>31</td>
<td>5</td>
<td>120</td>
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<td>Hospitals</td>
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<td>3</td>
<td>125</td>
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<tr>
<td>Banks</td>
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<td>8</td>
<td>125</td>
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<tr>
<td>Restaurants</td>
<td>64</td>
<td>50</td>
<td>11</td>
<td>125</td>
</tr>
<tr>
<td>Churches</td>
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<td>50</td>
<td>12</td>
<td>125</td>
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<td>Adult Education</td>
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<td>Fire Department</td>
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<td>125</td>
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<td>City Government Officials</td>
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<td>74</td>
<td>16</td>
<td>125</td>
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<td>125</td>
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<td>Public Works Department</td>
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<td>125</td>
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<tr>
<td>Skiing Facilities</td>
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<td>79</td>
<td>17</td>
<td>125</td>
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<td>Picnic Areas</td>
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<td>Auto Inspection Garages</td>
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<td>125</td>
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<tr>
<td>Bowling Alleys</td>
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<td>84</td>
<td>17</td>
<td>125</td>
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<td>Swimming Facilities</td>
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<td>83</td>
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<td>125</td>
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<td>Golf Courses</td>
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<td>84</td>
<td>19</td>
<td>125</td>
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<td>Archery Ranges</td>
<td>21</td>
<td>88</td>
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<td>125</td>
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<tr>
<td>Ice Skating Areas</td>
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<td>88</td>
<td>17</td>
<td>125</td>
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<tr>
<td>Tennis Courts</td>
<td>20</td>
<td>88</td>
<td>17</td>
<td>125</td>
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</tbody>
</table>

Table 4 indicates what new teachers in Newton are most interested in having included in a handbook for the beginning teacher. The material considered is related to community. The table points out the areas of greatest and least concern.
<table>
<thead>
<tr>
<th>Suggested Content Pertaining to Administration</th>
<th>Essential (1)</th>
<th>Desirable (2)</th>
<th>Of No Value (3)</th>
<th>Total (4)</th>
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</thead>
<tbody>
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<td>0</td>
<td>125</td>
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<tr>
<td>Retirement Plan</td>
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<td>125</td>
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<td>Computation of Check</td>
<td>114</td>
<td>2</td>
<td>0</td>
<td>116</td>
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<td>Annual Salary Increments</td>
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<td>1</td>
<td>121</td>
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<tr>
<td>Paid How Often</td>
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<td>121</td>
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<td>Leaves of Absence</td>
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<td>125</td>
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<tr>
<td>Tenure Program</td>
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<td>0</td>
<td>125</td>
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<tr>
<td>Scholarship Courses Offered</td>
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<td>0</td>
<td>122</td>
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<td>Blue Cross and Blue Shield</td>
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<td>16</td>
<td>1</td>
<td>120</td>
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<tr>
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<td>1</td>
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<td>123</td>
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<td>3</td>
<td>124</td>
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<td>Persons in Charge</td>
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<td>23</td>
<td>1</td>
<td>122</td>
</tr>
<tr>
<td>Newton Teachers Federation</td>
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<td>24</td>
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<td>Educational Workshops</td>
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<td>12</td>
<td>125</td>
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<td>121</td>
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<td>121</td>
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<td>3</td>
<td>120</td>
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<td>School Report</td>
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<td>3</td>
<td>117</td>
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<td>Handbook Introduction</td>
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<td>Credit Union</td>
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<td>6</td>
<td>120</td>
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<td>History of System</td>
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<td>Coaches' Club</td>
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<td>Newton Men's Club</td>
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<td>71</td>
<td>15</td>
<td>122</td>
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</tbody>
</table>

Table 5 points out those areas concerning administration that the new teacher in Newton wants to have included in a handbook for the beginning teacher. Areas of most importance are clearly indicated.
Table 6. Frequency of Mention of Suggested Handbook Content Pertaining to Individual Schools--Offered by Teachers With One to Three Years Experience in Newton

<table>
<thead>
<tr>
<th>Suggested Content Pertaining to Schools</th>
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<th>Desirable</th>
<th>Of No Value</th>
<th>Total</th>
</tr>
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<td>Whom to Call</td>
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<td>125</td>
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<tr>
<td>When to Call</td>
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<td>0</td>
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<td>Supervisory Policy</td>
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<td>2</td>
<td>125</td>
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<td>School Calendar</td>
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<td>123</td>
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<td>Names of Principals</td>
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<td>125</td>
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<td>P.T.A. Information</td>
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</table>

Table 6 points out those areas concerning individual school policies that the new teacher wants included in a handbook for the beginning teacher. Areas of most importance are clearly indicated.
Table 7. Frequency of Mention of Suggested Handbook Content Pertaining to Community—Offered by Teacher College Graduating Class

<table>
<thead>
<tr>
<th>Suggested Content Pertaining to Community</th>
<th>Essential (2)</th>
<th>Desirable (3)</th>
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<td>Hospitals...</td>
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<td>37</td>
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<td>Principals' Names...</td>
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<td>10</td>
<td>1</td>
<td>37</td>
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<td>School Addresses...</td>
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<td>11</td>
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<td>36</td>
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<tr>
<td>Housing Facilities...</td>
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<td>0</td>
<td>35</td>
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<td>School Telephone Numbers...</td>
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<td>0</td>
<td>37</td>
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<tr>
<td>Libraries...</td>
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<td>11</td>
<td>0</td>
<td>35</td>
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<td>Map of City...</td>
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<td>13</td>
<td>0</td>
<td>36</td>
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<tr>
<td>Fire Department...</td>
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<td>13</td>
<td>0</td>
<td>36</td>
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<tr>
<td>Police Department...</td>
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<td>14</td>
<td>0</td>
<td>36</td>
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<tr>
<td>Restaurants...</td>
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<td>13</td>
<td>1</td>
<td>35</td>
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<tr>
<td>Recreation Department...</td>
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<td>16</td>
<td>0</td>
<td>36</td>
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<tr>
<td>Adult Education...</td>
<td>19</td>
<td>17</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>Banks...</td>
<td>17</td>
<td>19</td>
<td>1</td>
<td>37</td>
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<tr>
<td>Churches...</td>
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<td>36</td>
</tr>
<tr>
<td>Public Works Department...</td>
<td>16</td>
<td>20</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>City Government Officials...</td>
<td>13</td>
<td>20</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>Auto Inspection Garages...</td>
<td>8</td>
<td>21</td>
<td>5</td>
<td>34</td>
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<tr>
<td>Ice Skating Areas...</td>
<td>8</td>
<td>25</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Theatres...</td>
<td>7</td>
<td>28</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Skiing Facilities...</td>
<td>6</td>
<td>20</td>
<td>3</td>
<td>29</td>
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<td>Tennis Courts...</td>
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<td>35</td>
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<tr>
<td>Picnic Areas...</td>
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<td>26</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>Swimming Facilities...</td>
<td>6</td>
<td>27</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Archery Ranges...</td>
<td>4</td>
<td>25</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>Golf Courses...</td>
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<td>23</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Bowling Alleys...</td>
<td>4</td>
<td>28</td>
<td>1</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 7 points out those areas concerning community that a Boston University, School of Education graduating class wants included in a handbook for the beginning teacher. The areas of greatest and least concern are clearly indicated.
Table 8. Frequency of Mention of Suggested Handbook Content Pertaining to Administration—Offered by Teacher College Graduating Class

<table>
<thead>
<tr>
<th>Suggested Content Pertaining to Administration (1)</th>
<th>Essential (2)</th>
<th>Desirable (3)</th>
<th>Of No Value (4)</th>
<th>Total (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Heads</td>
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Table 8 gives the reader an idea of the material considered by a Boston University, School of Education graduating class, pertaining to school administration, for inclusion in a handbook for the beginning teacher. The areas of greatest and least
concern are clearly indicated.
Table 9. Frequency of Mention of Suggested Handbook Content Pertaining to Individual School Organization—Offered by Teacher College Graduating Class

<table>
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<td>Clerical Work</td>
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Table 9 points out those areas concerning individual school policies that a Boston University, School of Education graduating class wants included in a new handbook for the beginning teacher. The areas of most importance are clearly indicated.
CHAPTER V
SUMMARY AND CONCLUSIONS

Restatement of the problem.-- The goal of our survey was to help the new teacher in Newton, Massachusetts become more easily adjusted to the new environment, thereby helping to insure a more successful future. The writers felt they could accomplish this through a concise, pertinent guide in the form of an attractive handbook.

Fifty form letters were sent to various school systems throughout the United States that compared in size to Newton asking them for a handbook or any related material that would aid in an introductory program. Sixty per cent responded with a handbook, seventeen per cent simply sent a return letter, and thirteen per cent did not answer at all.

These handbooks were analyzed for general usefulness to the person in need, the overall size and the frequency of topics. This study showed the pattern for items mentioned above. The analysis was limited due to ambiguous titles, overlapping index material and each handbook was built for a specific community and its problems.

A questionnaire was devised after the informal interviews with fellow teachers and the analysis of the thirty handbooks. This questionnaire was sent to teachers with one to three years teaching experience in Newton and to a selected group from the
senior class of the School of Education at Boston University. We received one hundred twenty-five sets of questions from the teachers and thirty-seven from the seniors. Through these questionnaires the writers were able to determine what information was desired in a handbook by those actually concerned with the problem at hand.

Finally, with the data obtained from the handbooks and the returned questionnaires it was possible to have informal conferences with the department supervisors to gather the desired material.

Conclusions.--

1. The survey pointed out that though the handbooks were created for a specific community much of the content was identical.

2. Most school systems are willing to cooperate with another system to help solve the latter's problems.

3. Handbooks have to be pertinent to the community and the system in which the problem of adjustment arises.

4. The handbooks should prove valuable not only to the new personnel but to the people already within the system.

5. A handbook is as useful as it is convenient to the person using it.

6. The title should indicate an aid to the new personnel.

7. Most school systems have recognized the fact that they have to help the new teacher become adjusted to the
new environment.

8. Material must be selected so as its purpose will not become obsolete over a short period of time.

9. The content of the handbook should be restricted to statement of policy.

10. A provision has to be made for the addition of supplementary material.

11. The binding of the handbook found in research was not the same as that found in the thirty handbooks actually in use.
   a. Research proved that the loose leaf notebook was the most practical because of the ease of adding supplementary material.
   b. All of the obtained handbooks but one had a staple binding. That one was a loose leaf notebook.

12. All of the administrators and teachers contacted in Newton are aware of the existing problem of adjustment for new personnel.

13. A definite conclusion could not be reached as to the variety of printing that would prove the most successful.
   a. Research shows that the mimeograph sheets are the most practical.
   b. The handbook analysis showed no significant difference between the mimeograph and the printed form.
14. A handbook for Newton should be divided into three areas: the community, the school system as a whole and the individual school.

15. A conclusion drawn from the informal interviews with the department directors was that a definite policy for the entire system could not always be stated.

16. Those areas concerned with financial returns to the individual teacher showed the highest interest.

17. Future teachers and those in the field had general agreement as to content material.

18. This handbook, created as a result of this study, is not the final word but might act as a suggestive outline to a future committee confronted with the problem of adjustment for new teaching personnel.

Suggestions for further research.-- At the conclusion of this study the writers realized the possibilities for further research regarding a handbook for new personnel in the following areas:

1. A survey of all the teachers in the Newton Public Schools.

2. A more extensive survey of teacher college graduates as to what would help them become more rapidly acquainted with a new environment.

3. A survey of methods of presentation of policy to teachers.
The following questionnaire was submitted to teachers with one to three years experience in Newton. One hundred and twenty-five were returned.

The same questionnaire was submitted to senior students in the School of Education at Boston University. Thirty-seven were returned.
handbook for New Teachers

Questionnaire

Grade or subject taught __________________________ Experience __________ yrs.

Female __________ Male __________

This questionnaire lists areas of material which might be included in a handbook for new teachers in the Newton Public Schools.

Please indicate below by placing a check mark (✓) in the column pertaining to the importance of the material for inclusion in the handbook. Feel free to make any remarks or additions pertinent to our project on the reverse side of questionnaire.

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**Comments:** Please feel free to add any area that you think ought to be included that has not been mentioned in the questionnaire.
The following letter was sent to fifty communities comparable in size to Newton.
Dear

We would like your help in connection with a project we are carrying on at Boston University as a part of our Master's Degree in Elementary Education. The project is the compilation of an orientation handbook for new teachers in the Newton School system.

If your school system has a handbook for the beginning teacher, or any related material, we would appreciate receiving a sample copy and we shall reciprocate by sending you one of our handbooks when completed.

Very truly yours,

Morton C. Tefft, Jr.
Charles W. Lamontagne

Morton C. Tefft, Jr. and
Charles W. Lamontagne
# TABLE OF CONTENTS

<table>
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<td>Choral Singing and Glee Clubs.</td>
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   Art Department
   Physical Education Department
   Elementary Education Department
   Audio-Visual Aids Department
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   Remedial Reading
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   Regulations Concerning Pupils' Attendance
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  - Withholding Tax
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INTRODUCTION

This is your handbook! Yours to use in any way you may wish. You as an individual teacher can be as creative as your talents may permit. May this handbook help you.

There are many community, administrative, and individual school aids to help you better acquaint yourself with the overall program.

There is unlimited opportunity for recreation in Newton, ample traveling facilities, fine restaurants with reasonable prices and other assets which will make your stay in Newton a more pleasant one.

The services of the central office are not peddled out on a route but are directed toward the needs of the individual school staff. Consultants, psychologists, supervisors, and others are frequently found in the classrooms of superior teachers whose programs are more vital who make larger demands on the available special services. These available special services are: Counseling and Guidance, Instructional, Personnel, and Business. In the Newton School System these are affectionately referred to as the "4 P's"-- namely, Pupils... Program...Personnel...Plant. Affectionately, because it is the basis of a relationship that brings people to people --- and does not operate mechanically without the concern for the problems of the pupils, teachers, and parents.
Because of the autonomy of the Newton Schools, each principal is looked upon as a "local Superintendent of Schools". This gives Newton the advantage of smaller systems. Each school, while observing an over-all system policy, carries out its direct relationship with pupils, teachers, and parents differently from another within the system. Therefore, the last section of this handbook is outlined in brief, covering some of the areas that individual schools and grade levels (Elementary, Junior High, and High) may handle differently. This section is for you to use as you will — to add comments, notes, and suggestions which will be of most value to you.

It is hoped this handbook will guide you in knowing Newton better, in living a rich community life and in helping make your teaching experience a happy and successful one.
A PRINCIPAL'S FRIENDLY WORD

We welcome you to your new position.

Lest you suddenly feel confused, if not overwhelmed, by all that you find you have to know and do, we are anxious to assure you of a few fundamental things:

I. You are among friends anxious to help you succeed.

II. Most of them are experienced teachers and matters that loom large to you now as problems have become incidental and routine to them—and will to you.

III. We do not expect you to acquire the patterns and smooth operation of the experienced teacher—even of the teacher you have been trained in college to be—in a few weeks or in your early years. We'll give you time to grow, take things slowly and as they come and build your foundation firmly.

For one thing, there are several different kinds of "best" teachers. Develop yourself well in the pattern in which you function most efficiently and most comfortably today even if it isn't the pattern you see around you or the one you set for yourself as your eventual goal.

IV. In particular, (1) Establish right away your most effective method of control (discipline). It will probably, and very properly, be more authoritarian than you will follow in mid-year when you feel more secure but don't try to emulate the experienced teacher the first weeks.

(2) For a considerable time make detailed plans day by day even if you find that circumstances make it wise to depart from them occasionally.

(3) Pay full attention to the necessary hum-drum routine as it comes along lest you get bogged down and overwhelmed by it.

(4) Call freely on us, your friends, for advice and help.

G. W. Brainerd
Williams School
YOUR COMMUNITY
ARCHERY

THE NEWTON ARCHERS
Newton Centre Playground
Secretary: Vera Andrews . . . . . . . . . . . . . LA7-8554
Membership: $3 a year
Major Shoots: April 19, Labor Day, October 12,
Saturday nearest to June 17.

WALTHAM ARCHERS
Secretary: Mrs. C. K. Peeling, 55 Boynton Street, Waltham

BADMINTON

LEVI WARREN JR. HIGH SCHOOL Washington Street, West Newton
Charge: Small, to cover janitor's fee
Time: Tuesday nights
For further information, call:
Recreation Dept. City Hall BI4-4700
Y.M.C.A. (for men only) 276 Church St. Newton BI4-6050
Full (physical facilities) membership:
3 months, $6
12 months, $19
Y.W.C.A. 140 Clarendon St. Boston KE6-7940
Lessons: 10 weeks for $4 (women only)

BASEBALL

Games may be seen at:
AMERICAN LEAGUE GAMES Fenway Park Boston C07-2525
Note: Tickets also sold at Jordan's and Filene's Men's Shops. Watch newspapers for "Ladies Day".

BASKETBALL

Games may be seen at:
BOSTON ARENA 238 St. Botolph St. Boston C06-2040
If no answer, call
BOSTON GARDEN North Station Boston CA7-3200
Games may be played at:
Y.M.C.A. (for men only) 276 Church St. Newton BT4-6050
Full (physical facilities) membership:
3 months, $6; 12 months, $19.
BICYCLING

Y.W.C.A. 140 Clarendon St. Boston KE6-7940
Lessons: $2 per 1/2 hour.

BOYLING

BOWLING GREEN 380 Chestnut St. Needham NE3-2277
GARDEN CITY BOWLADROME 320 Washington St. Newton Gr. BI4-4491
WELLESLEY BOWLADROME 5 Crest Road Wellesley WE3-0955
Y.M.C.A. (Men and Women) 276 Church St. Newton BI4-6051
Social Membership necessary.

BOXING AND WRESTLING

Matches may be seen at:

BOSTON ARENA 238 St. Botolph St. Boston C06-2040
If no answer, call BOSTON GARDEN North Station Boston CA7-3200
For members only:

UNIVERSITY CLUB 40 Trinity Place Boston C06-5600
Y.M.C.A. 276 Church St. Newton BI4-6051

Full (physical facilities) membership for men:
3 months, $6; 12 months, $19.

BRIDGE LESSONS

CAMBRIDGE CENTER FOR ADULT EDUCATION
(Group limited to 20) 42 Brattle St. Cambridge KI7-0314

MRS. FORREST N. MADDIX 8 Euston St. Brookline L06-8204
(Private lessons)

Y.M.C.A. 260 Church St. Newton BI4-6051
Bridge Club, men and women, social membership:
12 months, $5.50

Y.W.C.A. 140 Clarendon St. Boston KE6-7940
10 week course $5.50
single lesson: $ .75
Single supervised play if holding course tickets: 60¢
CAMERA
CAMBRIDGE CENTER FOR ADULT EDUCATION
42 Brattle St. Cambridge KI7-0314
Color Photography (group limited to 15): $9.50
Photography Workshop
(group limited to 15): $9.50

CHORAL SINGING and GLEE CLUBS

THE HIGHLAND GLEE CLUB
President: George H. Wight,
25 Moreland Ave. Newton Ctr. LA7-2167
Membership: $5 a year
This is a Newton Men's group which gives two
regular concerts a year and other occasional
concerts.

NEWTON COMMUNITY CHORUS
President: Frank Pickett
Membership: $3 a year
For men and women. Has professional director and
accompanist. Two concerts a year: one free, the
other by ticket.

CHURCH GROUPS IN NEWTON

Note: Inasmuch as there are from one to ten groups in each of
the 45 churches in Newton, we suggest that you contact the
church secretary for information concerning the various groups.
The following list of churches was obtained from the DIRECTORY
OF NEWTON AGENCIES, CLUBS, AND ORGANIZATIONS.

NEWTON CHURCHES

BAPTIST

IMMANUEL BAPTIST 187 Church St. Newton LA7-6807
LINCOLN PARK BAPTIST 50 Lincoln Park W. Newton DE2-0978
MT. ZION BAPTIST 1441 Washington W. Newton BI4-3988
MYRTLE CHURCH 21 Curve St. W. Newton LA7-0195
FIRST BAPTIST 848 Beacon St. Newton Ctr. BI4-2997
SECOND BAPTIST Chestnut St. Upper Falls LA7-8567

CHRISTIAN SCIENCE

FIRST CHURCH OF CHRIST SCIENTIST
391 Walnut St. Newtonville LA7-9693
CONGREGATIONAL

AUBURNDALE CONGREGATIONAL
64 Hancock Street Auburndale LA7-4636
ELIOT CHURCH OF NEWTON
474 Centre Street Newton BI4-3639
FIRST CHURCH IN NEWTON
1115 Centre Street Newton Ctr. LA7-0160
NEWTON HILDS. CONGREGATIONAL
54 Lincoln Street Newton Hlds. BI4-4211
NORTH CONGREGATIONAL
23 Chapel Street Newton BI4-1867
SECOND CHURCH IN NEWTON
60 Highland Street W. Newton BI4-2690
CENTRAL CONGREGATIONAL
218 Walnut Street Newtonville BI4-5395
UNION CHURCH IN WABAN
14 Collins Road Waban LA7-6221

EPISCOPAL

CHURCH OF THE GOOD SHEPHERD
1671 Beacon Street Waban BI4-4028
CHURCH OF THE MESSIAH
175 Auburn Street Auburndale BI4-2698
CHURCH OF THE REDEEMER
365 Hammond Street Chestnut Hill L06-7680
GRACE CHURCH
75 Eldredge Street Newton BI4-3221
ST. JOHN'S CHURCH
297 Lowell Avenue Newtonville LA7-8090
ST. MARY'S CHURCH
258 Concord Street Lower Falls LA7-4769
ST. PAUL'S CHURCH
1135 Walnut Street N. Hlds. LA7-6642
TRINITY
11 Homer Street Newton Ctr. LA7-2790

JEWISH

TEMPLE EMANUEL
385 Ward Street Newton Ctr. LA7-9590
TEMPLE SHALOM
1326 Washington W. Newton BE2-7788
TEMPLE REYIM
321 Chestnut Street W. Newton LA7-9535
CONGREGATION AGUDATH
ACHIM 168 Adams Street Newton LA7-2044

LUTHERAN

LUTHERAN CHURCH OF THE NEWTONS
1510 Centre Street Newton Ctr. DE2-3893
METHODOIST
CENTENARY METHODIST 230 Central Street  Auburndale LA7-9439
FIRST METHODIST  Sumner Street  Upper Falls LA7-3964
NEWTON METHODIST 30 Wesley Street  Newton LA7-6094
N. CTR. METHODIST 1210 Centre Street  Newton Ctr. BI4-5979
NEWTONVILLE METHODIST 288 Walnut Street  Newtonville BI4-0275
PERRIN MEMORIAL CHURCH OF LOWER FALLS  Washington Street  Newton L.F. LA7-1245

PRESTBYTERIAN
FIRST UNITED PRESBYTERIAN  Park and Vernon Sts. Newton  DE2-9255

ROMAN CATHOLIC
CORPUS CHRISTI 45 Ash Street  Auburndale LA7-1680
MARY IMMACULATE OF LOURDES 70 Elliot St.  Upper Falls BI4-0558
OUR LADY HELP OF CHRISTIANS 573 Washington St.  Newton DE2-0351
SACRED HEART 1321 Center Street  Newton Ctr. BI4-0191
ST. BERNARD'S 1529 Washington St.  W. Newton BI4-0606
ST. IGNATIUS 28 Commonwealth  Chestnut H. DE2-1104
ST. JOHN THE EVANGELIST 101 Dalby Street  Newton DE2-0445
ST. PHILIP NERI  Waban BI4-2820

SWEDENBORGHIAN
CHURCH OF THE OPEN WORD 15 Highland Avenue  Newtonville BI4-5749

UNITARIAN
FIRST UNITARIAN SOCIETY IN NEWTON 1326 Washington St. W. Newton  LA7-3203
FIRST CHURCH IN CHESTNUT HILL 11 Suffolk Road  Chestnut H. LO6-6237
CONCERTS

ALUMNI HALL  Wellesley College Campus  WE5-0320
A series of four concerts is given here. If interested, call the number above and ask for Mr. Barnett in the Music Office. Through him, you may obtain tickets.

BOSTON PUBLIC LIBRARY  Copley Square  Boston  KE6-1500
"The Lecture Hall News," which tells of all concerts, lectures, and interesting events occurring at the Library, is mailed to the High School and various other schools in Newton. Anyone wishing to have this news sheet mailed directly to him, may call the library.

GARDNER MUSEUM  The Fenway  Boston  LO6-1401
Free concerts are given during each month of the year except August. On Sundays at 2 p.m. there is an hour long concert. On Tuesdays, Thursdays, and Saturdays at 2:45 p.m., there is a half-hour program.

JORDAN HALL  30 Gainsboro St.  Boston  KE6-9664
Local newspapers will have concert schedule.

NEW ENGLAND MUTUAL HALL  Boylston & Clarendon Streets  Boston  CO6-7262
Local newspapers will have concert schedule.

NEWTON HIGH SCHOOL  Walnut Street  Newtonville  LA7-6267
Dr. Leo Barry, Principal, extends a personal invitation to all teachers to attend any entertainment given at the High School. For some programs, admission is free, for others, it is by ticket. The Spring Concert is usually held during March.

OPERA HOUSE  345 Huntington Ave.  Boston  HA6-4520
or  KE6-5168

SANDERS THEATRE  Cambridge
Concert tickets are available at Harvard Music Building. Local newspapers carry schedule.

SYMPHONY HALL  251 Huntington Ave.  Boston  CO6-1492
Local newspapers will tell you of the many fine concerts and artist to be heard here.

WALTHAM CIVIC MUSIC ORGANIZATION
Frederick P. Flagg  65 Fairmont Avenue  Waltham  WA5-1959
This organization sponsors four very fine concerts each year, but those wishing to purchase tickets must be
members of the Waltham Civic Association. The annual fee is $5. New members will be taken in March. If you are interested, call Mr. Flagg.

DANCING

Social

NORUMBECA PARK 2327 Commonwealth Ave. BI4-8336
Totem Pole Ball Room

NUTTINGS-ON-THE-CHARLES 201 Prospect St. Waltham WA5-6414
To learn social dancing:

BOSTON CENTER FOR ADULT EDUCATION
5 Commonwealth Ave. Boston CO7-4430
Present courses are $8.00 for ten 1 1/2 hour meetings.

ARThUR MURRAY DANCE STUDIO
393 Boylston Street Boston CO6-6464

Modern Dance

BOSTON CENTER FOR ADULT EDUCATION
5 Commonwealth Ave. Boston KE6-7940
Classes for both men and women.
Ten one hour meetings: $8.50

BOSTON Y.W.C.A. 140 Clarendon Street Boston KE6-7940
Two courses: once a week for 10 weeks, $4
twice a week for 10 weeks, $6.

Country & Folk Dancing

BOSTON CENTER FOR ADULT EDUCATION
5 Commonwealth Ave. Boston CO7-4430
(Square and Country)
Course of ten 1 1/2 hour meetings is $8.50.

BOSTON Y.W.C.A. 140 Clarendon Street Boston KE6-7940
Offers a ten week course for $5.

COUNTRY DANCE SOCIETY 37 Beacon Street Boston LA3-5695
Membership, $3, includes instruction.
Drop-in evenings of square dancing, parties, demonstrations, and many special events.
HARVARD FOLK DANCE SOCIETY  
Sargent College  6 Everett Street  Cambridge  TR6-8150  
This society has folk and country dancing Fridays  
at 8 p.m.  For information, contact E. Eddy Nadel  
22 1/2 Mt. Auburn St., Cambridge, Mass.

DRAMATIC CLUBS

BOSTON Y.W.C.A.  140 Clarendon Street  Boston  KE6-7940  
Three theatres, I, II, AND III: each $7.50 for  
15 weeks.  
Victory Troupers: no fee  
Clarendon Players: annual dues.

THE CYPRESS PLAYERS  
A small group, affiliated with the Newton Centre Unitarian  
Church. One or two plays a year are produced. New members  
welcome. If interested, call Mrs. Wm. B. Marshall. LA7-0275

THE HOVEY PLAYERS OF WALTHAM  11 Noonan Street  WA5-6722M  
A very active civic group which produces two plays and  
one musical each year. There is a workshop which gives  
each member a chance to take part actively in any phase  
of play production.  
If interested, call:  
Hans Nitzche 56 Northgate Park  W. Newton  LA7-8454

THE "LEND-A-HAND" MASQUE  
A small philanthropic group for women. Each year a  
play is given for children and the proceeds used for  
a scholarship. Anyone interested in any of the  
various activities connected with producing plays  
for children, call:  
Mrs. George L. Spurr 200 Linden St.  Waltham  WA5-1483J
## EATING PLACES AROUND NEWTON

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<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
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<tbody>
<tr>
<td>BEACON RESTAURANT (R)</td>
<td>761 Beacon St.</td>
<td>Newton Ctr.</td>
<td>LA7-9867</td>
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<tr>
<td>BERKELEY RESTAURANT*(M)</td>
<td>312 Washington St.</td>
<td>Wel. Hills</td>
<td>WE3-3406</td>
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<tr>
<td>BRITTANY COFFEE SHOP (M)</td>
<td>224 Newbury St.</td>
<td>Boston</td>
<td>C06-5370</td>
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<tr>
<td>BLUE BELL (R)</td>
<td>261 Walnut St.</td>
<td>Newtonville</td>
<td>LA7-0238</td>
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<tr>
<td>CHEF'S RESTAURANT (R)</td>
<td>242 Washington St.</td>
<td>Newton</td>
<td>LA7-9600</td>
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<tr>
<td>MAPLE LEAF DINING ROOM (R)</td>
<td>282 Center St.</td>
<td>Newton</td>
<td>DE2-1663</td>
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<tr>
<td>NEWTON HOSPITAL AID COFFEE SHOP (R)</td>
<td>2014 Washington St.</td>
<td>L. Falls</td>
<td>LA7-7550</td>
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<tr>
<td>VERNON COURT HOTEL (M)</td>
<td>430 Center St.</td>
<td>Newton</td>
<td>LA7-0680</td>
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<td>SILHOUETTE REST. (R)</td>
<td>344 Walnut St.</td>
<td>Newtonville</td>
<td>LA7-4256</td>
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<tr>
<td>SIMPSON HOUSE (M)</td>
<td>1114 Beacon St.</td>
<td>Newton Ctr.</td>
<td>BI4-3356</td>
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<tr>
<td>ABNER WHEELER*(E)</td>
<td>Route 9</td>
<td>Framingham</td>
<td>FR 6600</td>
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<td>CHINA HOUSE (M)</td>
<td>146 Boylston St.</td>
<td>Boston</td>
<td>C06-5370</td>
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<tr>
<td>CHINA INN (M)</td>
<td>250 Harvard Ave.</td>
<td>Brookline</td>
<td>L06-9021</td>
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<tr>
<td>CURRIER IVES ROOM*(E)</td>
<td>400 Commonwealth Ave.</td>
<td>Boston</td>
<td>KE6-2700</td>
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<td>HOTEL SOMERSET</td>
<td>30 N. Market</td>
<td>Boston</td>
<td>CA7-2038</td>
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<tr>
<td>DURGIN PARK (M)</td>
<td>Route 2 from Boston, turn right at Bedford</td>
<td>Lincoln</td>
<td>LI6-0170</td>
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<tr>
<td>HARTWELL FARM (E)</td>
<td>3 Boylston Pl.</td>
<td>Boston</td>
<td>DE9-9346</td>
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<tr>
<td>LOBSTER CLAW (E)</td>
<td>280 Huntington Ave.</td>
<td>Boston</td>
<td>C06-0039</td>
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<tr>
<td>LOCKE-BER (E)</td>
<td>3 Winter Pl.</td>
<td>Boston</td>
<td>LI2-1340</td>
</tr>
<tr>
<td>LOUISBURG HOUSE (M)</td>
<td>99 Mt. Vernon St.</td>
<td>Boston</td>
<td>CA7-1567</td>
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<tr>
<td>OLA (Norwegian) (M)</td>
<td>14 Carver St.</td>
<td>Boston</td>
<td>DE8-6816</td>
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<tr>
<td>PATTEN RESTAURANT (M)</td>
<td>41 Court St.</td>
<td>Boston</td>
<td>CA7-8775</td>
</tr>
<tr>
<td>SALMAGUNDI*(E)</td>
<td>222 Beacon St.</td>
<td>Boston</td>
<td>CI7-9532</td>
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</table>
THE MEADOWS* (E)  Route 9  Framingham  FR 6124
TOLL HOUSE* (E)  Whitman  WH 100
TOPSY'S CHICKEN COOP (M)  846 Main St.  Waltham  WA5-6270
TOWN LINE HOUSE* (E)  LY2-6400
WELLESLEY INN* (M)  576 Washington St. Wellesley  WE5-0180
YEE HONG GUEY (M)  34 Oxford St.  Boston  HA6-6733
YE OLE OYSTER HOUSE (M)  41 Union St.  Boston  CA7-2750
1775 HOUSE (E)  Route 2  Lexington
1812 HOUSE* (E)  Route 9  Framingham

Code:  R...Reasonably inexpensive  M...Moderate  E...Expensive
*...Reservations Needed

FLYING

"WIGGINS" (Paul Wiggin, Norwood Airport, Manager)  Norwood  NO7-2480
Single lessons:  $12 an hour dual with instructor  $9 an hour solo
A 20-30 minute demonstration ride will be given free to teachers who are interested.

Note: A complete course in flying is given by the Government: $360 for 37 hours for private pilot's license.

GOLF

ALBEMARLE GOLF CLUB  330 Waltham St.  W. Newton
BOSTON Y.W.C.A.  140 Clarendon St.  Boston  KB6-7940
BRAEBURN COUNTRY CLUB (Private)  326 Fuller St.  W. Newton  BI4-0680
CHARLES RIVER COUNTRY CLUB (Private)  483 Dedham St.  Newton Ctr.  DE2-1320
RIVERSIDE GOLF CLUB  
Auburndale

WOODLAND GOLF CLUB  1897 Washington St.  Auburndale  LA7-1900

Golf instruction at:

NEWTON INDOOR SKI SCHOOL  251 Washington St. Newton  LA7-3618

HANDBALL

Y.M.C.A.  
260 Church St.  Newton  BI4-6050

Men only. Full (physical facilities) membership:
3 mo., $6  12 mo., $19

HANDICRAFTS

BOSTON CENTER FOR ADULT EDUCATION
5 Commonwealth Ave. Boston  CO7-4430

Courses (ten 2 hour meetings each) are offered in:

A Tinker's Course
Cartooning
Decorating Your Home
Drapery and Slipcover Making
Dressmaking
Furniture Repairing
Handwrought Jewelry
Landscape Painting
Leatherwork
Life Drawing and Painting
Millinery
Modeling
Pencil Sketching
Portrait Drawing and Painting
Pottery
Tailoring
Textile Stenciling
Tray Painting
Upholstering

Note: call for information about cost.

BOSTON Y.W.C.A.  
140 Clarendon St.  Boston  KE6-7940

Courses in Textile Design, Pottery, Painting and Design.
CATHEDRAL CENTER FOR ADULT EDUCATION
42 Brattle St. Cambridge KI7-0314

Offers many of the same courses as Boston Center for Adult Education.

NEWTON EVENING ADULT EDUCATION Newton
Offered in fall and spring. Groups in practical arts and handicrafts include:

- Brick laying
- Ceramics
- Dressmaking
- Furniture Repair & Wood Finishing
- Jewelry
- Knitting
- Metal Work
- Slipcovers
- Tailoring
- Tray Painting
- Upholstering
- Weaving

"THE NEWTON HOMECRAFTERS"
Membership: Elective; dues $3 a year.
Two meetings per month.
For information, call the Secretary:
Louis C. Schoenherr 76 Shady Hill Rd. Newton Hlds. LA7-3627

HIKING AND PICNICKING

BLUE HILLS Routes 128 and 138 Milton
CEDAR HILL* Waltham
COLD SPRINGS* Newton Hlds.
HAMMOND POND Hammond Pond Parkway
HOUGHTONS POND* Route 128
NORUMBEGA PARK* 2327 Commonwealth Auburndale
PROSPECT HILL* Waltham
RIVERSIDE RECREATION GROUNDS* (Metropolitan Park Commission)
*Out-of-door cooking

HORSEBACK RIDING

CAMBRIDGE CENTER FOR ADULT EDUCATION
42 Brattle St. Cambridge KI7-0314
(Wright Riding Stables)
Group limited to 10
10 meetings, $18.
GOOD'S RIDING SCHOOL INC.
41 Franklin Ave. W. Medford MY8-3802

KENDALL GREEN RIDING SCHOOL
171 Church St. Weston WA5-3328

THE PADDocks
1010 Hillside
Route 128 BL8-1884
(sleigh rides accommodated)

RANDOLPH RIDING ACADEMY
Vernon St. Randolph RA6-0173

Y.W.C.A.
140 Clarendon St. Boston KE6-7940
(Pine Banks Riding Stables, 96 Main St., Melrose)
10 lessons, $15

ICE HOCKEY

Games may be seen at:
BOSTON GARDEN North Station Boston CA7-3200

LIBRARIES

Lending Libraries:
BOOK STALL
270 Washington St. Wellesley WE5-4092

HATHAWAY HOUSE BKSHP. 103 Central St. Wellesley WE5-1687

LANGLEY BOOK SHOP & LENDING LIBRARY
1187 Center St. Newton Ctr. LA7-3511

NORMAN A. HALL 63 Union St. Newton Ctr. BI4-2383

PERSONAL BOOK SHOP 325 Walnut St. Newtonville BI4-3494

Public Libraries:
AUBURNDALE 374 Auburn St. BI4-1884

BOYS & GIRLS LIBRARY 126 Vernon St. Newton LA7-1213

NEWTON CENTRE 1294 Center St. DE2-9128

NEWTON FREE (Main) 414 Center St. Newton BI4-9040

NEWTON HIGHLANDS 68 Lincoln St. LA7-8119

NEWTON LOWER FALLS 677 Grove St. BI4-8830
<table>
<thead>
<tr>
<th>Town</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newton Upper Falls</td>
<td>9 High St.</td>
<td>DE2-0547</td>
</tr>
<tr>
<td>Newtonville</td>
<td>345 Walnut St.</td>
<td>BI4-0520</td>
</tr>
<tr>
<td>Nonantum</td>
<td>136 Adams St.</td>
<td>LA7-6033</td>
</tr>
<tr>
<td>Oak Hill</td>
<td>Saw Mill Brook Pkwy.</td>
<td>BI4-1047</td>
</tr>
<tr>
<td>Waban</td>
<td>1608 Beacon St.</td>
<td>LA7-1655</td>
</tr>
<tr>
<td>West Newton</td>
<td>25 Chestnut St.</td>
<td>DE2-0567</td>
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</table>

**MOVIES AROUND NEWTON**

<table>
<thead>
<tr>
<th>Theatre</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle Theatre</td>
<td>Cleveland Circle</td>
<td>LOC-4040</td>
</tr>
<tr>
<td>Community Playhouse</td>
<td>370 Washington St.</td>
<td>WE5-0047</td>
</tr>
<tr>
<td>Embassy Theatre</td>
<td>234 Moody St.</td>
<td>WA5-3840</td>
</tr>
<tr>
<td>Paramount Theatre</td>
<td>299 Washington St.</td>
<td>LA7-4180</td>
</tr>
<tr>
<td>West Newton Theatre</td>
<td>1300 Washington St.</td>
<td>LA7-3540</td>
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**MUSEUMS AND BUILDINGS OF INTEREST**

<table>
<thead>
<tr>
<th>Museum</th>
<th>Address</th>
<th>City</th>
<th>Phone Number</th>
</tr>
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<tbody>
<tr>
<td>Agassiz Museum</td>
<td>Oxford St.</td>
<td>Cambr</td>
<td>KI7-7600</td>
</tr>
<tr>
<td>Glass Flowers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appleton W. Sumner</td>
<td>141 Cambridge St.</td>
<td>Bost</td>
<td>CA7-3956</td>
</tr>
<tr>
<td>Babson Institute</td>
<td>Wellesley Ave.</td>
<td>Welles</td>
<td>WE5-1200</td>
</tr>
<tr>
<td>Boston Museum of Science</td>
<td>Science Park</td>
<td>Bost</td>
<td>RI2-1410</td>
</tr>
<tr>
<td>Boston Public Library</td>
<td>Copley Square</td>
<td>Bost</td>
<td>KE6-1550</td>
</tr>
<tr>
<td>Children's Museum</td>
<td>60 Burroughs</td>
<td>Jamaica Pl.</td>
<td>JA4-1550</td>
</tr>
<tr>
<td>Christian Science Publishing House and Mapparium</td>
<td>1 Norway St.</td>
<td>Bost</td>
<td>CO6-4330</td>
</tr>
<tr>
<td>Decordova &amp; Dana Museum &amp; Park</td>
<td>Sandy Pond Road</td>
<td>Lincoln</td>
<td>LI6-0335</td>
</tr>
<tr>
<td>Gardner Museum</td>
<td>The Fenway</td>
<td>Bost</td>
<td>LO6-1401</td>
</tr>
<tr>
<td>Gore Place Society</td>
<td>52 Gore St.</td>
<td>Waltham</td>
<td>WA5-2798</td>
</tr>
</tbody>
</table>
GOVERNOR BELLINGHAM CARY HOUSE  
34 Parker St.  
CH3-4457W

HARVARD COLLEGE OBSERVATORY  
Concord Ave.  
Cambridge  
KI7-7600

HORTICULTURAL HALL  
300 Mass Ave.  
Boston  
KE6-9280
Watch newspapers for various exhibits.

INSTITUTE OF CONTEMPORARY ART  
138 Newbury St.  
Boston  
KE6-5688
Open Tues.-Sat., 11-6; Sun. 2-6; Closed Monday.

JACKSON HOMESTEAD  
Washington St. & Jackson Road  
Newton  
DE2-3920

MECHANICS BUILDING  
111 Huntington Ave.  
Boston  
KE6-2907
Watch newspapers for exhibits, etc.

MUSEUM OF FINE ARTS  
465 Huntington Ave.  
Boston  
KE6-5866

NEWTON CITY HALL  
1000 Commonwealth Ave.  
BI4-4700

NEWTON WAR MEMORIAL BLDG.  
1000 Commonwealth Ave.  
LA7-9437

THE BAURY HOUSE  
Lower Falls

THE HAMMOND HOUSE  
Hammond & Beacon  
Chestnut Hill

THE OLD WOODWARD HOUSE  
Woodward St.  
Waban

THE PARKER HOUSE  
Parker & Boylston  
Newton Centre

WINDSOR ART GALLERIES  
Antiques  
30 Newbury St.  
Boston

RADIO BROADCASTING STATIONS

WBZ  
1170 Soldiers Field Rd. Brighton  
AL4-5670

WCOP  
485 Boylston St.  
Boston  
C07-0123

WEEI  
182 Tremont St.  
Boston  
HU2-2323

WHDH  
6 St. James Ave.  
Boston  
HA6-5500

WNAC  
21 Brookline Ave.  
Boston  
C06-0300
SIGHT-SEEING AND PARKS

ARNO LD ARBORETUM     Arborway    Jamaica Pl. JA4-1717
World famous trees and shrubs. Beautiful at
lilac time.

ECHO BRIDGE     Newton Upper Falls

ELIOT MEMORIAL   Eliot Memorial Rd. Newton

FRANKLIN PARK ZOO Jamaica Pl. JA2-2370

HEMLOCK GORGE    Upper Falls

MIDDLESEX FELLS ZOO Stoneham

NORUMBEGA PARK   2327 Commonwealth Auburndale BI4-3336

PUBLIC GARDENS   Boston
Beautiful at tulip time. World famous swan
boat rides.

PULPIT ROCK      W. Roxbury

SMITH TABLET      Center St. Newton Ctr.
( Author of "America"")

SIGHT-SEEING TOURS

COPELEY MOTOR TOURS INC. Main Starting Points:
Boston Public Library
Boston. (Copley Sq.)
(cost is from $2.50 to $8.00.
Call for information.)

Tour #1. Historic Boston and Charlestown.

Tour #2. Educational Boston, Brookline, Cambridge,
M.I.T., and Harvard University.

Tour #3. Combination of Tours #1 and #2.

Tour #4. Lexington and Concord.

Tour #5. All day, Wayside Inn.
(includes tours #1,2,4,&6)

Tour #6. Wayside Inn.
(includes #2 & 4)
Tour #7. Gloucester, Rockport, & North Shore.  
(includes Salem and Marblehead)

Tour #8. Historic Plymouth and Cape Cod.

Tour #9. Salem and Marblehead-Evening Tour.  
(includes shore dinner)

Tour #10. Scenic Boston Harbor, Dorchester Heights,  
Shore Front, Park System, & Fish Pier.

SKATING

In Newton:

AUBURNDALE COVE

BULLOUGH'S POND  Walnut St. & Commonwealth  Newtonville

CRYSTAL LAKE  Lake St.  Newton Ctr.

Skating permits for above places may be obtained from  
the Recreation Department at City Hall for 25¢.

HARWOOD POND  Hammond Parkway

SKATING CLUB OF BOSTON 1240 Soldiers Field Rd. 

Membership Fee:  Single person, $108 first year  
$72 second year and on  
Family, $216 first year  
$156 second year and on

Tuesdays, Thursdays and Sundays, non-members may skate for  
90¢ (includes tax), between 8:00 and 10:30 p.m.

Y.W.C.A.  140 Clarendon St.  Boston  KE6-7940

Figure Skating

SKIING

BRAE BURN COUNTRY CLUB 326 Fuller St.  W. Newton  B14-0680

(Private)

CHARLES RIVER COUNTRY CLUB  
(Private)  483 Dedham St.  Newton Ctr.  DE2-1320

NEWTON CENTRE PLAYGROUND
Ski instruction:

BOB JOHNSON INDOOR SKI SCHOOL
251 Washington St. Newton LA7-3618
All equipment provided by the school.

SLEIGH RIDES
THE PADDOCKS 1010 Hillside Route 128 BL8-1884
R. E. WILSON Warren St. Newton Ctr. BI4-0825
(Also hay rides) Any number accommodated, $1 person.

SWIMMING

AUBURNDALE COVE
CRYSTAL LAKE Lake St. Newton Ctr.
Permits for Newton residents and their guests are 25¢ for the season, from the Recreation Department, City Hall.

RIVERSIDE RECREATION DEPARTMENT Auburndale
Y.M.C.A. 276 Church St. Newton BI4-6051
For men only.
Membership (full physical facilities) $16 a year.
Swimming, $6 for three months.

Y.W.C.A. 140 Clarendon St. Boston KE6-7940
Gym-swim, 50¢ each time, Pool Plunge, 25¢.
8 lessons.

TENNIS

Courts in the Newtons (Tennis permits issued by Recreation Department, City Hall, 25¢)

ANGIER PLAYGROUND, 3 courts - 1687 Beacon St., Waban
BOYD PARK (near Watertown), 2 courts - Pearl St. & Jackson Rd. Newton
NEWTON CENTRE PLAYGROUND, 5 courts - Tyler Terrace, Newton Ctr.
BURR PLAYGROUND, 4 courts - 46 Ash Street, Auburndale.
CABOT PARK, 5 courts - Cabot St. & Eastside Pkwy., Newtonville
NEWTON HIGHLANDS, 3 courts - Winchester & Wade Sts.
AUBURNDALE, 2 courts - W. Pine St.
LOWER FALLS, 2 courts - Grove St., near Hamilton School
UPPER FALLS, 2 courts - 1135 Chestnut St.
VICTORY FIELD (California St.,) 2 courts - 275 California St. Nonantum
WEST NEWTON PLAYGROUND, 1 court - Webster and Elm Sts.
HIGH SCHOOL, 5 courts - 417 Walnut St., Newtonville
LEVI WARREN, 3 courts - 1600 Washington St., W. Newton
WEEKS, 2 courts - 7 Hereward Rd., Newton Ctr.
HAWTHORN PLAYGROUND, 2 courts - Hawthorn St., Newtonville

Y.M.C.A. 276 Church St. Newton BI4-6051
Y.W.C.A. 140 Clarendon St. Boston KE6-7940

THEATRES
(Legitimate Stage)

BOSTON OPERA HOUSE Huntington Ave. Boston KE6-5168
BRATTLE HALL THEATRE Brattle St. Cambridge KI7-3628
COLONIAL THEATRE Boylston St. Boston HA6-9366
PLYMOUTH THEATRE Stuart St. Boston HA6-4520
SHUBERT THEATRE Tremont St. Boston HA6-4520
SYMPHONY HALL* Huntington Ave. Boston CO6-1492
WILBUR THEATRE Tremont St. Boston HA6-4520
* Concert stage

TOBOGGANING

NEWTON CENTRE PLAYGROUND, constructed toboggan slide.
Toboggans provided. Open days and evenings.

COMMONWEALTH COUNTRY CLUB
TRANSPORTATION IN AND AROUND NEWTON

Bus Service

MIDDLESEX & BOSTON STREET RAILWAY CO.

Office: Waltham BI4-0780

Routes and Schedules (Figures indicate connecting points):

1 Newton Lower Falls        Boston to Wellesley Hills via Chestnut Hill
2 Beacon & Washington St.   Newton Highlands & Upper Falls (7,17)
3 Commonwealth Ave. &       Framingham - Newton (1 to 6)
   Washington St.           Needham to Watertown (7,8,9,10,12,15,18)
4 Elm & Washington Sts.     Newton Lower Falls - Cleveland Cir.
5 Newtonville Square         Newton Highlands
6 Adams & Washington Sts.   Newton Lower Falls - Cleveland Cir.
7 Woodward & Boylston Sts.  Beacon, extra service (2,10,13)
   (Turnpike)               Auburndale-Lake St.(15,3,12,16)
9 Newton Highlands Sq.      (9,13,16) (Extra trips to Charlemt.)
   (and Walnut St.)         Newton Ctr. - Newtonville(12,13,16)
10 Beacon & Walnut Sts.      Oak Hill - Newton Cor.(17,13,16)
11 Lexington & River Sts.   Upper Main St., Waltham, Auburndale-
12 Walnut St. Comwlth. Ave.  Newton
13 Newton Centre Sq.         Auburndale-Bemis-Newton (13,6)
14 Walnut & Watertown Sts.   Waltham Highlands - Newton (5,6)
15 Commonwealth Ave. and     Cedarwood - Stow St.-Newton (5,14,6)
   Lexington St.            Waverly - Newton (19,2,5,6)
16 Commonwealth Ave. and     Buses at Newton and Watertown conn.
   Centre St.              for Cambridge and Boston
17 Boylston St.(Turnpike)    (A pamphlet containing all bus service in Newton may be obtained from the Middlesex & Boston St. Rwy. Waltham)
Street Car Service

MET. TRANSIT AUTHORITY 31 St. James Ave. Boston HA6-1800

Cleveland Circle - Lechmere
Connecting buses: Cleveland Circle - Framingham (ltd. stops)
Cleveland Circle - N. Lower Falls via N. Highlands
Cleveland Circle - N. Lower Falls, via Beacon St.

Lake Street - Lechmere
Connecting buses: Lake St. - Auburndale
Lake St., Newton Ctr., N. Highlands,
(extra trips to Charlemont)

Watertown - Park St. (via Newton Corner)
Connecting buses: Newton - Framingham
Newton - Oak Hill
Newton, Auburndale, Upper Main St., Wal.
Newton - Bemis - Auburndale
Newton - Waltham Highlands
Newton - Stow St. - Cedarwood
Newton - Waverley
Newton via W. Newton - Roberts

Change at Park St. for Cambridge

Train Service

Boston to Riverside via Highland Branch
Train Stops: Boston, Trinity Place, Longwood,
Brookline, Brookline Hills, Beaconsfield,
Reservoir, Chestnut Hill, Newton Centre,
Newton Highlands, Eliot, Waban, Woodland,
Riverside.

Boston to Riverside via Main Line
Train Stops: Boston, Trinity Place, Cottage Farm,
Allston, Brighton, Fanueil, Newton,
Newtonville, W. Newton, Auburndale,
Riverside, change for Newton Lower Falls.

Current schedules available at depots, banks, drug stores.
### Taxi Service

<table>
<thead>
<tr>
<th>Company</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Cab</td>
<td>330 Watertown St.</td>
<td>DE2-0700</td>
</tr>
<tr>
<td>ACE Taxi</td>
<td>321 Watertown St.</td>
<td>LA7-9200</td>
</tr>
<tr>
<td>Auburndale Taxi</td>
<td>157 Central St.</td>
<td>LA7-5555</td>
</tr>
<tr>
<td>Baker's Taxi</td>
<td>1172 Walnut St.</td>
<td>Newton Hlds.BI4-7347</td>
</tr>
<tr>
<td>Brighton Cab Co.</td>
<td>Cleveland Circle</td>
<td>ST2-2000</td>
</tr>
<tr>
<td>Burrough's Taxi</td>
<td>15 Margin St.</td>
<td>W. Newton.BI4-0019</td>
</tr>
<tr>
<td>City Hall Taxi</td>
<td>1435 Washington St.</td>
<td>LA7-4222</td>
</tr>
<tr>
<td>Cleveland Circle At Lake St.</td>
<td>19 Braemore Rd.</td>
<td>AS7-3700</td>
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<tr>
<td>Elmhurst Taxi</td>
<td>111 Elm St.</td>
<td>LA7-4700</td>
</tr>
<tr>
<td>ELMWOOD TAXI</td>
<td>364 Centre St.</td>
<td>LA7-0048</td>
</tr>
<tr>
<td>Holden's Taxi</td>
<td>50 Union St.</td>
<td>Newton Ctr. BI4-2404</td>
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<tr>
<td>Lake St. Taxi</td>
<td>1 Commonwealth Ave.</td>
<td>LA7-2174</td>
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<tr>
<td>Lower Falls Taxi</td>
<td>2370 Commonwealth Ave.</td>
<td>BI4-5700</td>
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<tr>
<td>Melody's Taxi</td>
<td>157 Central St.</td>
<td>Auburndale LA7-9572</td>
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<tr>
<td>Monaghan Taxi</td>
<td>5 Auburn St.</td>
<td>BI4-0100</td>
</tr>
<tr>
<td>Murphy, Michael J.</td>
<td>19 Higgins St.</td>
<td>BI4-4003</td>
</tr>
<tr>
<td>Newton Centre Cab</td>
<td>266 Walnut St.</td>
<td>Newtonville BI4-0500</td>
</tr>
<tr>
<td>Newton City Cab</td>
<td>1163 Walnut St.</td>
<td>DE2-9300</td>
</tr>
<tr>
<td>Newton Highlands Cab</td>
<td>328 Centre St.</td>
<td>BI4-6600</td>
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<tr>
<td>Newton Taxi</td>
<td>90A Bowers St.</td>
<td>LA7-6400</td>
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<tr>
<td>Newtonville Taxi</td>
<td>157 Centre St.</td>
<td>Auburndale LA7-5555</td>
</tr>
<tr>
<td>Waban Taxi</td>
<td>1646 Beacon St.</td>
<td>Waban BI4-0545</td>
</tr>
<tr>
<td>Weyer's Taxi</td>
<td>1255 Centre St.</td>
<td>Newton Ctr. BI4-0368</td>
</tr>
<tr>
<td>WYMAN TAXI</td>
<td>83 Wyman St.</td>
<td>Waban BI4-8459</td>
</tr>
<tr>
<td>Shopper's Cab</td>
<td>Chestnut Hill Shopping Ctr.</td>
<td>BI4-5653</td>
</tr>
</tbody>
</table>

### Volleyball

**Y.M.C.A.**
276 Church St. Newton

Men only, full (physical facilities) membership:
- 12 months, $19;
- 3 months, $6
YOUR ADMINISTRATION
**SCHOOL CALENDAR**

1955 - 1956

<table>
<thead>
<tr>
<th>1956</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Teachers</strong></td>
</tr>
<tr>
<td><strong>First Term</strong></td>
</tr>
<tr>
<td>September 10</td>
</tr>
<tr>
<td>General Teachers' Meeting</td>
</tr>
<tr>
<td>Building Meetings</td>
</tr>
<tr>
<td>9:30 A.M.</td>
</tr>
<tr>
<td>11:00 A.M.</td>
</tr>
<tr>
<td><strong>----------</strong></td>
</tr>
<tr>
<td><strong>Weeks</strong></td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td><strong>Holidays:</strong></td>
</tr>
<tr>
<td>October 10 - Columbus Day (Monday)</td>
</tr>
<tr>
<td>November 11 - Veterans' Day (Friday)</td>
</tr>
</tbody>
</table>

**Thanksgiving Recess:**

School closes November 23 (Wednesday) noon
School reopens November 28 (Monday)

**Christmas Vacation:**

School closes December 22 (Thursday) noon
School reopens January 3 (Tuesday)

<table>
<thead>
<tr>
<th>1956</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Term</strong></td>
</tr>
<tr>
<td>January 3 (Tuesday)-February 17 (Friday) inclusive</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
</tr>
<tr>
<td>February 27 (Monday)-April 13 (Friday) inclusive</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td><strong>Holiday:</strong></td>
</tr>
<tr>
<td>March 30 (Good Friday)</td>
</tr>
<tr>
<td><strong>Fourth Term</strong></td>
</tr>
<tr>
<td>April 23 (Monday)-June 22 (Friday) inclusive</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td><strong>Holiday:</strong></td>
</tr>
<tr>
<td>May 30 (Wednesday)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>182</td>
</tr>
</tbody>
</table>
CODE OF ETHICS FOR TEACHERS

Realizing that other professions—medicine, law, and nursing—adhere to their established code of ethics, and believing that true democracy can best be achieved by a process of free public education made available to all of the children of all the people; that the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth; that such responsibility requires the services of men and women of high ideals, broad education, and profound human understanding; and in order that the aims of democratic education may be realized more fully, that the welfare of the teaching profession may be promoted, and that teachers may observe proper standards of conduct in their professional relations, we, the teachers of Newton, subscribe to the following code of ethics:

1. It is the duty of the teacher to be just, courteous, and professional in all his relationships.

2. He should not disclose any information obtained from his pupils, unless it is for the best interest of the child and the public.

3. He should do or say nothing that would undermine the confidence and respect of his pupils for their parents.

4. He should refrain from tutoring pupils of his classes for pay except those cleared through the School Department office.

5. He should refrain from using his classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

6. He should be loyal to the school system, the state, and the nation, but should exercise his right to give constructive criticisms.

7. He should not indulge in personal exploitation nor use teaching as a stepping stone to some other vocation.

1/Newton Teacher Federation
8. He should avoid the promotion of rivalry and competition which would weaken the cause of education.

9. He should not apply for positions for the sole purpose of forcing an increase in salary in his present position.

10. He should not apply for a specific position currently held by another teacher but should file his application in the Superintendent's office.

11. He should not seek to influence school officials to secure a position or obtain other favors except through his professional qualifications.

12. He should observe the professional courtesy of transacting official business with the properly designated authority.

13. He should avoid unfavorable criticisms of other teachers except that formally presented to a school official for the welfare of the school.

14. Except when called upon for counsel or other assistance, he should not interfere in any matter between another teacher and a pupil.

15. He should not act as an agent or accept a commission, royalty, or other compensation for endorsing books or other school materials in the selection or purchase of which he can exert influence.

16. He should support the organizations which secure and maintain benefits which he enjoys.

17. Teachers should adhere to a contract unless it is dissolved by the consent of both parties to the contract.

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

19. The teacher should strive to improve educational practices.
AT YOUR SERVICE

The Division of Instruction, the Division of Counseling Services and the Teachers' Professional Library are located in West Newton, 380 Austin Street, Telephone Lasell 7-9300. Many invaluable services, materials and aids helpful to classroom success at any grade level may be found here. There are friendly people, waiting to help you, in the areas of Art, Music, Physical Health and Safety, Guidance and Counseling, Elementary Education and Adult Civic Education.

Visitors are always welcomed and it is the superior teacher whose programs are more vital who make larger demands on the available special services.

The following pages outline the various departments indicating the type of services and materials you, as a teacher, may obtain. A personal visit will be most advantageous.
A SUPERVISOR'S FRIENDLY WORD

The purpose of supervision is two-fold:

1. To improve instruction
2. To give leadership, service and support to teachers.

In order to be effective, supervision must be constructive and help the teacher to improve her skills of teaching. This is brought about through teamwork, cooperative planning and a friendly understanding on the part of those who work together.

Recently, the term "supervisor" has been changed to "consultant" with the hope of removing teacher apprehension for what supervision might infer, and instead, encouraging teachers to seek assistance. Teachers in Newton are fortunate in having so many sources of help on which to call. Contrary to general opinion, it is not considered a weakness to ask for help. Those teachers are most successful who constantly seek stimulation, advice or resource material from those who offer service and support to teachers. Help is given in many different ways. Always, the needs of the teacher and her children are of prime importance. Conferences, classroom visits, demonstrations, discussions of techniques or supply of materials are some of the ways in which help is given. It is hoped, through friendly guidance, that teachers may develop their own ways of working in the classroom, become confident of their individual abili-
ties, as well as self directive. Supervision is a cooperative
deevor.

Dorothy H. Stewart
MUSIC DEPARTMENT

Location: First floor of the Division of Instruction building.

Personnel:
- three Elementary consultants - vocal
- two Elementary consultants - instrumental
- one Junior High School consultant - vocal
- two Junior High School consultants - instrumental
- one Senior High School consultant - vocal
- two Senior High School consultants - instrumental

Services and materials:
Lending library of:
- recordings
- supplementary song books
- reference books
- film strips
- rhythmical instruments
- instrument charts
- sound films (obtained at Audio-visual Aids Department)
- instruments on loan available to all students in Newton Public Schools
- individual and group conferences
- speaker for P.T.A. and faculty meetings
- workshops
- demonstrations
- assistance in assemblies and school programs
ART DEPARTMENT

Location: First floor of the Division of Instruction building

Personnel: three Elementary School consultants
six full time Junior High School Art teachers
two full time Senior High School Art teachers

Services and materials:
Lending library of:
prints - large and small
supplementary art books for technique
current periodicals on subject in art field
textiles
films
curriculum guide (water coloring and modeling)
three dimensional materials
exhibits
demonstration classes
workshops
conferences - individual and group
speaker for P.T.A. and faculty meetings
assistance in assemblies, exhibits and school programs
Tuesday and Thursday art classes for Grades 4, 5, and 6.
DEPARTMENT OF PHYSICAL EDUCATION

Location: Second Floor of Division of Instruction Building

Personnel:
- three Elementary School special teachers (women)
- one assistant supervisor
- two Elementary School special teachers (men)
- two consultants in Outdoor Education
- Junior High School
  - seven men (full time)
  - seven women (full time)
- Senior High School
  - four men (full time)
  - four women (full time)

Services and Materials:
- Professional library
- Recordings of dances and rhythms of foreign countries
- Physical Education guide
- Drums
- First Aid Equipment
- Physical Education equipment
- Safety Patrol equipment
- Films on Safety, Health and Sports
- Speakers at P.T.A. and faculty meetings
- Assist and guide in school assemblies and programs
- Teacher Workshops
- Conferences - individual and group (faculty)
- Demonstration classes
- Organizes and carries out after school program - skating, intramural and varsity sports.
DEPARTMENT OF ELEMENTARY EDUCATION

Location: Second floor of Division of Instruction building

Personnel: three consultant teachers
one supervisor

Aim of Department: Service, leadership and support of new teacher

Services: Will offer help in:
- General education
- Technique of teaching
- Understanding children
- Disciplinary problems
- Obtaining classroom materials
- Hold grade level meetings
- Visiting day
- Speakers at P.T.A. and faculty meetings

Every new teacher should have:
- Curriculum Handbook
- Arithmetic Handbook
- Spelling Handbook
- Language Arts Handbook
- Social Studies Handbook
- Fire Protection Guide
- Physical Education Guide
DEPARTMENT OF AUDIO-VISUAL AIDS

Location: Newton Technical-Vocational High School (Basement floor)

Personnel: Consultant in Audio-Visual Education
One film-librarian consultant

Services Offered:
- Delivery service and pick-up
- Equipment maintenance
- Instruction on machines and maintenance
- Conferences on materials and techniques
- Maintenance service on materials and equipment
- Free sponsored films available through the Audio-Visual Aids Department
- Rental service available
- Speaker for P.T.A. and faculty groups
- Live Radio Programs*

Materials Available:
- Films#
- Film Strips*
- Equipment supplies
- Source list for teaching materials
- 2 x 2 slides of Newton
- 3½ x 4 slides in certain areas*

*Suggested Procedure for obtaining A. V. services and material:
Your audio-visual aids building representative has
a list of films and film strips available. Order
film either through mail giving alternate dates,
or by personal visit to A. V. Department. (Tele-
phone only for urgent reason. Be brief.)
DIVISION OF COUNSELING SERVICES

The following series of bulletins are concerned with the relationships and procedures between the schools and this Division. They have been compiled under one cover for easier reference and greater convenience. Please do not hesitate to ask any questions about matters which remain in question.

Edward Landy
Director
DIVISION OF COUNSELING SERVICES

Visiting Psychiatrist
  Director

Adjustment Services
  Special Education
    Peabody Home
    Training Classes
    Helping Classes
    Home-bound Children
    Census of Physically Handicapped
    Tutoring Register
    Immigrant Children

  Attendance

Psychological
  Clinical Testing
  Psychotherapy

Guidance
  Elementary Schools
    Principals
    Teachers

  Secondary Schools
    Principals
    Counselors
    Teachers

Remedial
  Reading

Hearing
  Speech
REFERRAL OF INDIVIDUAL CHILDREN

1. All requests for special help with individual children (individual mental testing, aptitude and interest measurement, clinical reading help for extreme cases, behavior problem help, clinical speech cases) should be made directly to the Director of Counseling Services, except as noted below. Please make out and send in a new card, even though we worked with a pupil last year, if you wish the case to be continued.

2. Please see the section on Hearing Program for referring individual children for hearing tests.

3. Attendance problems will continue to be referred directly to the attendance supervisor. In case of doubt as to whether a given child is an attendance problem or belongs in some other category, please refer the case to the Director of Counseling Services on the B-15 card.

4. Please refer Home Instruction cases, requests for help with immigrant children, and tutoring requests directly to Miss Maynard.

5. It would help if whenever a case is referred to the Counseling Center to have a notation made on the cumulative personnel record to indicate this. It is suggested that the letter "C" followed by the date be used. This would inform teachers and others that the Counseling Center has further information about the case.
PARENTAL KNOWLEDGE AND CONSENT FOR INDIVIDUAL TESTING AND STUDY OF INDIVIDUAL PUPILS

1. When the school itself does an individual examination (as a Binet), notification of parents is a matter for the individual school to decide for itself.

2. When the school refers a pupil to the Division of Counseling Services for an individual psychological examination and the child has to come to the Counseling Center for the examination, parents should be notified by the school. If the counselor can test the child at the school, notification of the parent rests with the individual school.

3. No child should be referred to the center for study and treatment beyond the individual examination without the full knowledge and consent of the parent.
ADMINISTERING OF BINET BY BUILDING EXAMINERS

With the increased number of cases which have been referred to the Division of Counseling Services, it has become increasingly difficult to do all the testing which has been and is being requested. To avoid delay in obtaining Binet results and for other advantages which will accrue to a school having a teacher always available who is trained in Binet techniques, the following is suggested.

1. All schools are encouraged to select one teacher who will be responsible for administering Binet examinations in that school.
   a. Teachers who have received their training and have been certified in the new form (1937) may begin immediately. (It is suggested that a few practice examinations be given before getting scores which are to be recorded.)
   b. If the selected teacher has had no Binet training, a regular University course will be necessary.

2. Two copies of the report for each examination will be made, one to be kept by the school and one sent to the Division of Counseling Services.

3. If so desired, Binet examinations will be administered by the Division of Counseling Services upon request through the usual referral channel.

4. Requests for intensive study of individuals because of learning or behavior difficulties will still operate in the established way through the usual referral channel. Binet examinations administered by the Division of Counseling Services may or may not be a part of the study procedure. This will depend on the individual case.
SPEECH PROGRAM

Speech Correction Program

1. The training of teachers in the recognition of speech defects in the classroom and the skillful use of methods of correction. This work will be done primarily through (1) discussions with school faculties and (2) working with individual teachers on problems of individual children. Principals and teachers may request discussion meetings throughout the year.

2. The continuation of the speech clinic at the Counseling Center for the immediate treatment of the more serious cases. All serious speech cases needing immediate attention should be referred on B-15 Rev. cards. All former cases are considered closed unless new referral cards are sent to the Counseling Center.

3. A program of treatment of pre-school children which will combine group therapy at the clinic and training of parents in proper speech instruction methods. It is hoped that early cognizance of incipient speech handicaps and careful treatment will in time eliminate many of our serious problems.

Our school nurses have been very helpful in screening out speech cases in the pre-school clinic. Principals may also detect speech cases with children who are registering for kindergarten. Such cases may be referred by the principal on B-15 Rev. cards if so desired.

4. Card referral by teachers will be used in place of the former city-wide Speech Survey. It is suggested that each classroom teacher observe early in the year for children whose speech is noticeably different. Referrals may be made throughout the year for diagnosis or extra speech help using the regular referral card of the Counseling Center (B-15).

Counselors will still be available for talks to the school faculties to discuss ways of locating, identifying and helping the child with speech difficulty.
The Hearing Conservation Program includes the following steps:

1. Group Audiometer tests will be conducted by the appointed Audiometer Technicians in the junior high schools. The elementary school children will be tested by one Audiometer Technician working out of this office. The same test procedure which uses a pure tone signal for pupil response will be used.

2. The equipment for the testing will be brought to each school by the Hearing Counselor. At the start of testing Audiometer Technicians may expect aid in conducting tests.

3. Following the Group Testing each Audiometer Technician will test individually all children who were suspected of failing the Group Test. A record of this individual test will be kept and forwarded to the Division of Counseling Services.

4. On the basis of the reports of individual tests by Audiometer Technicians the two hearing counselors will retest at a later date. This individual retest may result in:
   a. A report back to the school that the hearing is acceptable.
   b. Contact with parents recommending a further examination by an ear specialist.
   c. Some type of therapy (following physician's advice) such as: Auditory training, preparation for a hearing aid, lip reading, or speech training.

5. The results of the hearing tests will be recorded at the school on the Physical Record Cards and the Class Room Record Health Cards. The Hearing Counselor will give directions for this record keeping.

Directions for Audiometer Tests

Directions for conducting the Audiometer Group and Individual Tests will accompany the equipment and together with report sheets will be brought to each school by the hearing counselor.

Of first concern is the room in which the Group and Individual Audiometer Tests are conducted. Much of the time spent in retesting may be saved if the room for testing is as far as possible from disturbing noises.
Hearing Tests on Request and Signs of Hearing Impairment:

Some of the most effective follow-up work in which hearing defects have been corrected has come about as a result of requests for special hearing tests by kindergarten or first and second grade teachers. Though many of such cases tested are found to have normal hearing, we hope this will not discourage any teacher from referring other cases. We are very willing to test the nine pupils who are found to have normal hearing for the sake of finding the tenth who needs help. To this end we list again some of the signs of hearing impairment.

Listlessness and inattention, especially during period for reading or telling stories.

Failure to carry out directions.

Watching others before attempting to follow directions.

Tendency to work or play alone rather than with the group.

Trying to cover up by "clowning" mistakes made because of failure to hear.

Turning one ear toward speaker.

Defects in speech.

Unusual voice quality.

Running ears.

Frequent colds that affect the hearing temporarily.

Failure to respond if speaker's face cannot be seen.

These individual tests are given at the Counseling Center by appointment. Call Lasell 7-9500.

Hearing Aids

In the majority of cases parents see that their child's hearing aid is in good condition and furnish an ample supply of batteries. A few are lax in this respect. It is important that the child who has a hearing aid should wear it constantly. If it happens that the instrument is out of order, or the child fails to wear it for any length of time, if you will call the Counseling Center, giving any information you can gather, we will follow up the case.
Lip Reading

Arrangement for lessons in lip reading will be made as usual through the schools, with a preliminary conference with teacher and parents. Further conferences with the hearing counselor during the school year may be arranged if need arises.

Seating Lists

Seating lists sent out in the fall indicate the location in the group where the hard of hearing child will hear best. It is important that he be given this advantage in seating. If any pupil whose name is on your list has left or leaves your school, it will be very helpful if you will notify the Counseling Center in order that seating information may be sent to the new school.
Life must seem frustrating indeed to a child of normal or better than normal intelligence, who realizes that others, no more capable than he, are finding success in recalling words in reading and spelling while he daily meets with nothing but failure.

It is to this child, the bright child with a "specific language disability", a term used at the Adolescent Unit of Children's Hospital that we are directing special help in the field of word pronunciation and spelling. For this child who, because of his disability, is unable to recognize and commit to memory the whole word but can be taught to recognize and know the phonetic elements making up the word units of our language, special techniques have been devised. These involve not only drill in strengthening visual memory, but work in strengthening every other channel which leads to suitable memorization — ear, hand, and tongue. Perhaps the idea of "drill for quick recall" and mastery of a specific, bring a sense of security leading to success with words. Under the supervision of Dr. Landy at the Division of Counseling Services and in conjunction with the Adolescent Unit of the Children's Hospital, this program has been carried on in the Newton Public Schools for the past two years.

Special techniques have been devised by Gillingham. Used in conjunction with other materials, they have greatly facilitated the necessary day by day drill. Gillingham's phonics cards, syllable and graded word lists help carry the child through a learning of the appearance and sounds of letters in isolation and in combination with other letters. As these sounds become part of the child's memory, the blending of letters and syllables is undertaken. Following this special phonetic word work, books of high interest but easy vocabulary provide opportunity to use these new word skills successfully.

Of greatest importance to the success of this, or any other remedial program, is the wholehearted cooperation and understanding shown by the individual teachers and principals in our schools. For this we are truly grateful; for without it we cannot operate at optimum efficiency.
REMEDIAL READING

Pupils, who are failing to read in terms of their ability, after corrective measures have been tried by the classroom teacher, are referred to the Division of Counseling Services on the B-15 card.

The usual procedure is a principal-teacher conference to appraise the physical, social, emotional, mental and academic status of the pupil. Many of our schools make a very thorough survey of these areas, in preparation for the initial conference with the consultant. During this conference, plans are made for further testing; treatment and materials to be used in the classroom are recommended, and dates set for parent conference. Often pupils receive special help at the Division of Counseling Services working with the consultant, using equipment available at the Center; for example, the Keystone Telebinocular Survey, the Rate Accelerator and the Keystone Tachistoscope.

At times, the pupils are referred to the psychological counselors and a roundtable discussion may follow with the psychiatrist, in order to discover and remove serious blocks to learning. In some cases it has been necessary to discontinue the remedial reading work, while counseling help is given. During the entire study the classroom teacher plays a very important role, as she meets the pupil each day in the classroom.
THE SPECIAL EDUCATION PROGRAM

Pupils in need of a special program because of physical or mental handicaps may be provided for by one or more of the following: Home instruction, a hospital class, a convalescent program - consisting of part home instruction and part school, helping class, regular class plus helping class, regular class with special material and tutorial provisions - as provided for two blind children and our immigrant program, special seating for hearing or vision cases, special transportation for those for whom attendance at school is prescribed but who cannot travel by normal methods, and segregated training classes for the severely mentally handicapped. The special education counselor is directly responsible for these programs as well as for keeping the register for private tutoring and the census for all physically handicapped children. Keeping track of the physically handicapped children and making sure the schools are informed and aware of their needs is still another task of the special education counselor.

Auditory training and lip-reading instruction, speech therapy, diagnosis and counseling for remedial learning, and psychotherapy are provided for these children also through coordinating the services of other staff members.

Helping Classes.

This year we have maintained Helping Classes in three elementary schools, three Junior High Schools and one in the High School. The increase in school population has brought about the need for a fourth elementary class.

Peabody Home for Crippled Children.

In February a detailed Report of Recommendations for the New England Peabody Home School was presented to the board of trustees. The hospital was engaged in a reorganization study and this report was presented as part of this plan. This report was distributed to the medical, nursing, and associated workers within the hospital. Shortly after the report was presented a meeting was held with Dr. Faxon, chairman of the board of trustees, Dr. Landy, and the special education counselor. It was agreed to accept all of the proposed recommendations which are summarized as follows:

1. That an integration of all professional personnel, both medical and educational, be considered - possibly through the establishing of monthly conferences for purposes of a better understanding by all workers.
concerned with the full development of the child. Case Conference method would be an approach.

2. That parent-teacher-hospital staff groups be formed for purposes of meeting regularly with parents to acquaint them with a better understanding of our aims and the philosophies of handicapped children as they pertain to their mutual problems.

3. That a more definite follow-up and placement of the child in his community be made.

Handicapped Children

Some of the special demands upon the schools and teachers are as follows:

1. We may be called upon to encourage the child to participate in all group recreational and athletic programs permitted by the physician.

2. The school is called upon to understand the emotional implications of a chronic illness and help the child adjust to the group through a continued guidance program.

3. As we become more closely affiliated with the physicians and clinics we are called upon to meet the needs of individuals by watching closely for signs of fatigue, signs of need of program schedule, etc.
Regulations Concerning Pupil School Attendance

Upon your request, we will gladly take part at any meeting on school attendance.

Good attendance usually indicates a child who is happy in his entire school relationship with his classmates, his teachers, and his school community. Good attendance is also a sign of good physical and mental health.

Poor attendance is a symptom which teachers use as a guide in planning for helping a child. It may often be the result of health reasons or the environmental situation which conditions a child's whole behavior.

1. School Attendance Laws specify:
   a. No legal limit to number of days absence for illness.
   b. Continuous absence of two months or more entitles a child to a home teacher under Newton's policy pursuant to State Department Regulations.
   c. After the fifth truancy, case should be taken into Unofficial Court.
   d. After seven days of unexcused absence or truancy a complaint should be filed with the court by the Supervisor of Attendance.
   e. No warrant ever sworn out until Unofficial Court has first had case.

2. Definitions
   a. Unexcused absence, (absenteeism) - (1) absence of a child who unlawfully stays out of school with parent's knowledge. (2) Absence of a pupil over 16 who unlawfully stays out of school without parent's knowledge.
   b. Truancy - Absence of a child who is between the ages of 7 to 16 and who unlawfully stays out of school without parent's knowledge or consent (General Law, Chapter 77, Section 3.)
   c. School offenders - pupils who because of behavior characteristics seem unable to learn and profit from a public school program. Both truancy and school offenses are symptoms. The purpose is not
to treat the symptoms but to get at the basic maladjustment. There are evidences that something needs attention.

d. Suspension of Pupils - A quotation from Superintendent's Bulletin - February 1948 reads "Occasionally suspension from school may be necessary. We all recognize, however, when we find it necessary to resort to suspension that it implies failure in solving the problems of the individual who is being suspended. This is no criticism of our efforts for we are still far from knowing with scientific accuracy all we need to about human behavior and techniques of treatment. We should, however, use all the resources at our command before taking the final step of suspension. Therefore, when a pupil seems to be headed for suspension and before he is suspended, his case should be referred to the Division of Counseling Services for study and treatment. The final decision for suspension remains the responsibility of the school principal, but no pupil should be suspended before the Division of Counseling Services has had time to consider the case. This procedure will not guarantee the elimination of suspension as a final measure in the solution of a given case but it does employ an agency which has as its major function the proper adjustment of pupils in the school environment."

3. Parents' responsibility

a. Parents are responsible for sending their children to school regularly. Any parent failing to send his child to school for seven days in a six months' period may be subject to a fine of twenty dollars. Anyone other than a parent causing a child to be absent is subject to a fine of not more than fifty dollars.

4. Punctuality

a. Promptness is a habit it is desirable to establish. Children from poorer homes assume much more responsibility and need more help. Persistent lateness must be handled by the schools. Court can do nothing unless the tardiness is of such a long time that it seriously interferes with the completion of the child's work each day. Punctuality should not become a fetish. It is not always a
question of punishment. The home situation may need correcting. Watch tardiness for peddling papers in the morning. It should be discouraged. Use the Counseling Service when the need arises.

5. Dismissal

a. Pupils should not be dismissed during the school day except upon written request of parent or verbal permission from parent or other responsible person in case of illness.

b. The names of all students under 16 dismissed early in the school day on a permanent schedule to go to work (including caddying) should be reported by telephone to the Supervisor of Attendance before pupils are excused. Be sure to have parents' written consent to any working program so planned.

6. Working Certificates

a. Newsboys in Newton are not licensed and when such work interferes with school attendance cases should be referred to the Supervisor of Attendance for study.

b. Check that students between 14-16 have working certificates and understand necessity of renewal of this and physical examination if job changes.

c. Principals should set up time and place for teaching the use of the employment and educational certificates. (Probably best incorporated in the 8th and 9th grade guidance units.)

d. The following are the laws in simple terms governing the employment of minors.

1. All children between 7 and 16 years of age shall be in school during the hours school is in session. (General Laws Chapter 76 section 1, 1941, 463.)

2. Only by written permission from the superintendent of schools may a pupil between 14 and 16 years of age be allowed to work during the time school is in session. (General Laws Chapter 149, section 86, 1921, 35.)

3. All minors between 14 and 21 years of age must have a certificate to work. Minors between
16 and 21 years of age must have a certificate for most types of employment. If a minor changes his work, he must apply at the School Department for a new certificate. (General Laws, Chapter 149, section 95, 1921, 341.)

4. No minor between the ages of 14 and 16 may be employed in a factory.

5. Minors between 14 and 16 years of age must present a promise of employment card and proof of age (birth certificate if possible) when applying for a certificate to work. The promise of employment card may be secured from Miss Calder's office at the School Department.
THE GUIDANCE PROGRAM

The adjustment services carried on by the central staff are usually for the more severely handicapped or disturbed children. These children are referred by the schools for special help - whether it be individual help by a central staff member or placement in a special education program. The adjustment services aspect of our program is, therefore, fairly clear cut and easily recognized.

The guidance program, on the other hand, may be thought of as operating within the schools, carried on by teachers, school counselors, and principals. It may be thought of also as more preventive in nature as contrasted to the more corrective program of the adjustment services. (Both of course overlap.) The central core consists essentially of the development of a sensitivity on the part of school personnel to the special needs of individual children and recognizing certain kinds of behavior and attitudes as symptomatic of unmet needs. Built around this central core are various activities which can be undertaken by school personnel to meet these unmet needs. When school personnel have exhausted their own resources or are experienced enough to recognize extremely difficult situations and their own limitations, they may refer to our central staff or to outside agencies for that matter. We cannot expect our classroom teachers and school counselors to be omnipotent combinations of teacher, parent substitute, psychiatrist, clinical psychologist, social worker, etc.
TUTORING IN NEWTON SCHOOLS

So that all schools may be uniform in their application of the established conditions for a provision of tutoring, the following policy is the guiding policy of the Newton School Department:

I. Under what conditions should school recommend tutoring -

1. New pupils with specific subject difficulties.
2. Cases of illness of such length, causing prolonged absence during school year, that there is no possibility of making up work under the regular teacher's direction.
3. Cases of absence for other reasons than illness for which parent assumes responsibility.
4. Pupils who wish to meet educational objectives which are beyond the regular and established objective of the class.
5. Special and rare cases for which the regular program cannot adequately provide.

II. Procedure for Recommending Tutoring -

1. Conference of teacher with counselor and/or principal.
2. Approval by principal or someone delegated by him.
3. Conference of parent with teacher and counselor or teacher and principal at which time tutoring will be recommended.

III. Procedure for Selecting Tutor -

1. Each secondary school will provide tutoring services through its own guidance department. Each elementary school will recommend tutors when requested by parents except for those cases which have been referred to the Division of Counseling Services. Tutoring for those children should be arranged for by the psychological counselors.
2. All schools will report to the Division of Counseling Services the name of the pupil, the tutor, and the pay-rate for each tutoring case.
3. As an informational service to the schools, the Division of Counseling Services will maintain a resource list of tutors.
4. Under no circumstances should the tutor selected be the present teacher of the pupil. This applies to all schools.

IV. General policies -

1. On elementary level, 30 minute periods are recommended.

2. On secondary level, one hour periods are recommended, unless physical condition of pupil will not warrant an hour period.

3. All financial arrangements will be apart from the school but parents should be informed by the school of minimum and average rates per hour. It is recommended that the minimum be established at $3.00 per hour, subject to change with changing conditions. The Division of Counseling Services will try to get enough figures together to provide the schools with the going average rate from year to year.

4. It is imperative that the selected tutor should confer frequently with the teacher of the pupil.

5. If it is evident after a few lessons that pupil cannot make up work satisfactorily, the parent should be informed of the status and probable outcome of prolonged tutoring. No tutor should continue with private instruction if there is no, or very slight, prospect of success.

6. Wherever reasonable and possible, tutoring should not be done in the school building.
OUR PROFESSIONAL LIBRARY

1. What is the Professional Library?

   The Professional Library is operated by the Newton Public Schools to make available to the staff professional books, pamphlets, periodicals, and publishers' sample books, including both textbooks and individual titles. There are nine hundred volumes that may be borrowed for a week. Here are found many of the latest books on educational philosophy and teaching techniques.

2. Where is the Professional Library located and when is it open?

   The Professional Library is located on the second floor of the Division of Instruction Building, 88 Chestnut Street. Library hours are from 8:30 to 5:00 p.m., Mondays through Fridays.

3. How long may books and materials from the Professional Library be kept?

   Books may be borrowed for a week or for a longer period of time by special arrangement.

4. What other materials are available for use at the Professional Library?

   a. Curriculum guides and courses of study from other school systems which may be borrowed for a limited length of time.

   b. Reserve collections to accompany some of the In-service Training classes.

   c. A "master catalog" of books on educational subjects which are to be found in the High School Library or in one of the four junior high school libraries.

   d. A reference collection of educational tools. This is the only library in Newton which has the Education Index. Here also are to be found several catalogs listing by subject index all free and inexpensive pamphlet material as soon as it is published. Also available are the Children's Catalog and supplements listing the best book on the elementary school level.
e. A SAMPLE TEXT BOOK LIBRARY is located in the same Professional Library. There is a non-circulating collection of about two thousand new textbooks and workbooks covering material in grades one through nine.

f. AN ANNUAL SPRING BOOK EXHIBIT at which you may examine over five hundred recently published books for possible purchase with school library funds.

DID YOU KNOW THAT THE NEWTON FREE LIBRARY ALSO OFFERS YOU MANY FREE SERVICES?

If you are interested in borrowing a classroom collection of children's books or if you need a storyteller, telephone Anne Golding, THE BOYS AND GIRLS LIBRARY, Lasell 7-1213.
NEWTON TEACHERS FEDERATION

Location: Second floor of the Technical-Vocational High School Building, (Building #2), Room 222, 40 Elm Road, Telephone: Bigelow 4-9562

Personnel and Officers:

Full time executive secretary
Office hours: 8:30 to 4:30 (out for an hour at noon)

President
Vice President
Secretary
Treasurer

All elected in odd numbered years
Serve for period of two years

Purpose:

"The purposes of the organization shall be to promote the professional growth, and to protect the economic welfare of teachers and school personnel by undertaking and supporting local, state and national movements for the improvement of the educational profession in order that suitable and effective educational opportunity may be available to all who seek to learn."*

Membership:

"Any person employed by the Newton Public Schools for educational purposes in an instructional, supervisory, or administrative capacity shall be eligible for membership in this organization and, upon payment of dues, shall become a member, but such membership shall lapse if dues have not been paid within thirty days after payment is due. A member who is in good standing at the time of his retirement because of age or disability shall become an honorary member for life without further payment of dues. Honorary members shall be entitled to the services and facilities provided for members, except that they shall not hold any elective office, vote, or propose any motion or resolution. No person who is eligible for membership but is not a member shall be entitled to the services and facilities of the Federation other than those available to the general public."*

Dues: The membership dues for the following year shall be determined by vote of the Federation at each annual business meeting. The dues are due October first.

* taken from the Constitution of the Federation
Services:

Promotes professional growth.
Sends delegates to national and state meetings.
Sponsors social affairs.
Professional materials are available in Federation office.
Provides professional speakers.

Protects the economic welfare of the teacher.
Conducts continuing studies designed to bring the Newton salary schedule into keeping with the best professional thinking and practice.

Has file reference for housing facilities.
1. Call first to see if what you desire is available.
2. Follow this up with a personal call at office.
WHAT? NEWTON TEACHERS CREDIT UNION

WHERE? Newton Teachers Federation Office

WHO? All Newton Public School teachers and personnel

MEMBERSHIP? Gained by purchasing a share at $5 and paying an entrance fee of 25%

PURPOSES?
1. Depository for excess funds!
2. Granting of loans to members up to $800. Interest rate is 4%

DIVIDEND? For the past few years a 3% dividend has been paid on shares.

For further information contact Federation Office,
Newton High School, Bldg. II, Room 222, Tel. BI 4-9562
TRENDS IN NEWTON

You may have wondered what your course of action should be with the items listed below.

These are the trends that are followed generally throughout the city.

1. Tuesday and Thursday afternoons.—It is suggested that activities of a professional nature take preference at this time. Some of the professional activities might be helping individual children, attending faculty meetings or a workshop, or having parent conferences.

2. Workshops.—Since there is a limited staff in some of the departments there must be some way of meeting and helping the new teachers. The workshop was the answer. The course of study of the workshops is determined by the people attending. Why not attend and solve some of those problems that may be bothering you! By the way, you get an in-service credit for each workshop.

3. Curriculum guides.—New personnel should become aware of the guides as an aide rather than the exact prescription to follow. The arithmetic guide should be followed rather closely though. The guides are undergoing constant revision at the hands of experienced teachers.
4. **Creativity.**—In Newton, with emphasis placed on the individual school, the individual teacher can be as creative as his talents permit.

5. **Field trips.**—It is generally felt that in the kindergarten and the primary grades the trips should be within walking distance of the classroom. It is suggested that a record be kept of the field trips the class takes so there will be no duplication at a later date. A successful experience always has a pre-trip discussion and an evaluation period afterward. The High School field trip program can be discussed with your department head.

6. **Testing program.**—

Kuhlman Anderson: 3, 6 and 8th grades (Oct.-Nov.)

I.Q.

Otis: 8th grade (All I.Q.'s are scored and interpreted at the city level)

Achieve-Stanford: 3, 6 and 8th grades (March)

(These are scored at the school level but interpreted at the city wide level)

Senior High School testing program - teachers should check for information with department heads.

7. **First week of school.**—A new teacher should plan to be available a week before the opening of school.

8. **Administration organization.**—There is a chart on it within this handbook. Become acquainted with your school system so you may speak with some knowledge of the facts.
9. **Discipline.**—There is in the schools of today a planned effort to understand a child's behavior and to help him discipline himself. He is allowed much freedom, but always within definite limits of a code which he, himself, helps to formulate. He is allowed to suffer the punishment of denial of privilege, temporary ostracism by his peers, or whatever consequence comes from the class due to his misconduct. He has the responsibility of earning the respect of his associates and the right of increasing freedom. Thus he learns self-control. He learns to do what is right as he comes to see the values and rewards of being a reliable and active member of his group. Discipline comes about in the assumption of responsibility on the part of the children to maintain an atmosphere in which all can work. The **disciplined classroom** is one in which every child is working, knows what he is working on, and why he is doing it. Children cannot, of course, keep up this ideal state indefinitely, and it is the teacher's responsibility to make sure that she steps in when the purposefulness of the group is lost.

Teachers who understand behavior well are able to show the child that he is approved of, that he is capable of growth and achievement. He learns that some of his present behavior may be outlawed, but that he is liked as a person. Together with his atmosphere of approval,
consistent discipline gives the child a base from which to operate, gives him an orderly world, gives him acceptable and fruitful ways to meet personal needs.

10. The school day.-- Elementary school teachers are expected to be in their respective buildings twenty minutes before the beginning of each session. Secondary school teachers are expected thirty minutes before each session. All teachers are expected to remain in the building a reasonable time at the close of school, to be available for conferences with pupils, parents and the principal and to take care of the details connected with the closing of school. No teacher leaves the building while school is in session without the permission of his principal or his representative if the principal is absent.

11. Personnel promotion.-- Merit is the sole basis for promotion. All promotions are made by the School Committee, on the recommendation of the Superintendent. The minimum professional training required for promotion to administrative and supervisory positions is a Master's Degree. A minimum of thirty semester hours of such training must be in specific professional training in the field of education, twelve hours of
which must be directly related to the specific functions of the position.

12. **Special teacher in physical education.**—Teacher is required to be there because the special instructor is putting on a demonstration for the teacher.

13. **In-service courses** are offered depending upon the desire, interest and need of the teachers concerned. At times, University extension courses are held within the system and offer college credit.
POLICY FOR DETERMINING
THE BEGINNING SALARY OF NEW TEACHERS

Teachers appointed to the Newton Public Schools may be
given one year of credit on the salary schedule for each year
of regular teaching experience and for each year of military
service except as follows:

1. No teacher shall be given credit for military service
   if his career in the profession has been interrupted
   by non-educational employment.

2. In no case, shall the total creditable teaching ex-
   perience and military service exceed ten years, nor
   shall the increase in salary between the initial
   Newton salary and what would have been received had
   the teacher not moved to Newton exceed $600.
INFORMATION ABOUT YOUR SALARY CHECK AND ITS COMPUTATION

TIME OF PAYMENT
Your salary is paid on the last working day of each month during the entire year (September through August) in twelve equal payments, unless deductions are made for absence. Checks are mailed by the Treasurer direct to your home or other address which you will designate.

ALLOWANCES FOR ABSENCES
Any regular teacher, absent on account of personal illnesses, shall be entitled to full pay for one week, full pay for one day for each year of past service, and half pay for twice the period of full pay. Absences for the year are counted beginning in September.

In addition, the teacher will be allowed full pay for a maximum of five days if absent on account of:

1. personal illness of not longer than one day in any one week
2. serious illness of a relative
3. death of a relative

The total for all three cannot exceed five days in any one school year.

DEDUCTIONS FROM GROSS MONTHLY SALARY

1. WITHHOLDING TAX
Withholding tax is based upon the gross monthly salary. Tax exemption certificates have been set to your school for you. Please fill them out immediately in duplicate, and return to your building secretary. The blanks should be signed as you wish your name to appear upon the pay roll.

2. DEDUCTIONS FOR ABSENCES
The yearly salary covers 38 weeks' work, or 190 days. A day's pay is 1/190 of the annual rate of salary. Half-pay is one-half of a day's pay.

For purposes of deductions for absences, the pay roll period (except for December and June) closes on or before the middle of the month. Deductions for absences occurring after the pay roll period has closed are made in the following month. Your school office can give you the closing dates of pay roll periods.
3. BLUE CROSS AND BLUE SHIELD
If you are a former member of Blue Cross or Blue Shield either by direct payment or as a member of some group, you may transfer your membership to our group. New Personnel may join Blue Cross or Blue Shield in the fall, membership being effective December 1. Details on this will be given in another bulletin.

4. RETIREMENT
The assessment is 5% of the gross monthly salary. If your appointment is not formally made until the September School Committee meeting there will be no deduction on the September check. Double assessment will be made in October.

HOLIDAYS
When a teacher is absent the day before a holiday and the day after, he is given the benefit of the holiday, if still on full pay. If on half-pay or receiving no pay, the holiday is counted as absence. (To allow pay would be the equivalent of restoring the teacher to full salary, which can only be done by the return of the teacher to the classroom.) Christmas, February and April vacations are excluded, since these weeks are not counted in the thirty-eight weeks of the school year.

"NO SCHOOL" POLICY
A "no school" day counts as a day of absence for a teacher who is absent the day before a "no school" day and the day after a "no school" day. If a teacher is on half-pay and is absent the day before a "no school" day, but present the day after the "no school" day, the "no school" day does not count against the teacher. Half-pay then ends the day before the "no school" day. If "no school" is called for an elementary afternoon session, the teacher who is absent has a whole day counted against him. This policy is in effect both for the elementary "no school" day and the all-school "no school" day.
<table>
<thead>
<tr>
<th>TRAINING LEVEL</th>
<th>WOMEN</th>
<th>MEN</th>
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<tr>
<td></td>
<td>Minimum Salaries</td>
<td>Maximum Salaries</td>
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<tr>
<td>Less than 3 years' training and 20 years' experience</td>
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<td>(a)</td>
</tr>
<tr>
<td>3 years' training or 20 years' experience</td>
<td>(a) $4950</td>
<td>(a)</td>
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<tr>
<td>Bachelor's Degree or 4 years' training</td>
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<td>$3400 $5750</td>
</tr>
<tr>
<td>Bachelor's Degree plus 1 year of Graduate Study and Equivalents</td>
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<td>$3400 $5950</td>
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<tr>
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<td>Master's Degree plus 1 year of Graduate Study and Equivalents</td>
<td>$3400 $5850</td>
<td>$3600 $6250</td>
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</table>

(a) Teachers with less than a Bachelor's Degree are not taken into the regular schools of Newton.

Increments for Successful Services:

- Step 1 - 5: $150 annually
- Step 6: $300
- Step 7 and above: $200 annually
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<thead>
<tr>
<th>Yearly Salary Rate</th>
<th>Monthly Gross</th>
<th>With. Tax 1 Exemption</th>
<th>Retirement 5%</th>
<th>Monthly Net 1 Exemption</th>
<th>With. Tax 2 Exemptions</th>
<th>With. Tax 3 Exemptions</th>
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<tr>
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<td>19.16</td>
<td>305.77</td>
<td>48.40</td>
<td>38.40</td>
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</table>
LEAVE OF ABSENCE

Leave of Absence

A. Leave without pay

1. Leaves of absence without pay may be granted for the following reasons:
   a. Approved study.
   b. Approved travel.
   c. Teaching abroad.
   d. Health.
   e. Maternity. (See B)
   f. For military or naval service. (See C)

2. A teacher on leave of absence for any of the above reasons, except maternity, is, upon return to service, granted an annual salary increment as though he had been in regular teaching service in the Newton Public Schools.

B. Maternity leave

1. A married woman teacher on tenure expecting to become a mother and desiring to continue service must request a leave of absence, to become effective at least four months prior to the birth of the child and to terminate on the opening day of school in September following the date on which the child's first birthday falls. The salary status of teachers on maternity leave remains unchanged during the period of the leave.

2. Only teachers on tenure will be granted leaves of absence for pregnancy. The resignation of non-tenure teachers shall become effective not later than mid-pregnancy.

C. Armed Forces leave

Any employee of the Newton Public School System who enlists or is drafted into the military or naval services of the United States, or into auxiliary corps connected therewith, is granted leave of absence without pay. In accordance with the General Laws of Massachusetts, Chapter 708 of the Acts of 1941, Chapter 419 of the Acts of 1943, Chapter 367 of the Acts of 1947, such leave extends two years beyond the termination of the armed services. Upon written request to the Superintendent of Schools within two years after the termination of such service, the employee shall be reinstated or re-employed in the

1/Taken from N.T.F. committee handbook, Conditions and Privileges in the Newton Public Schools.
same or similar office or position held by him at the time of
enlistment or conscription, provided that, if so required by the
Superintendent of Schools, he files the certificate of a reg-
istered physician that he is not disabled or incapacitated for
performing the duties of the office or position. Upon his re-
turn to the Newton School system, his salary shall be the same
as he would have received had the period of his military or
naval service been spent in the Newton School System.

D. Sabbatical leave

1. Any teacher who has served continuously in the Newton
Public Schools for a period of at least seven years may, on the
recommendation of the Superintendent of Schools, be granted
sabbatical leave of absence not exceeding one year for the
following purposes:

   a. Approved study.
   b. Approved travel.

2. A teacher on sabbatical leave receives a salary equal
to one-half the annual salary to which he would have been en-
titled had he remained in the school system that year.

3. Requests for leave of absence are made before Novem-
ber 1 of the school year previous to the year for which leave of
absence is requested.

4. Before beginning the sabbatical leave, the teacher
enters into a contract to return to active service in the Newton
Public Schools for a period of at least three years after the
expiration of the leave of absence. Failing to live up to this
agreement, the teacher repays to the City of Newton a sum bear-
ing the same ratio to the amount of salary received while on
leave of absence that the unfulfilled portion of the three sub-
sequent years' service bears to the full three years; provided,
however, that the teacher is released from such payment if his
failure to serve the three years, as stipulated, is due to his
illness, disability or death, or if he is discharged from his
position by the Committee.
EXTRA SERVICES

1. Teachers assuming extra responsibilities

   a. Teachers who successfully carry extra responsibili-
      ties may be advanced extra steps on the salary schedule or
      beyond the stated maximum salary by the School Committee, upon
      recommendation of the Superintendent of Schools.

2. Coaching staff

   a. Teachers who, in addition to regular classroom and
      extra-curricular work, coach athletic teams for interscholastic
      competition may be paid by the School Committee, upon the
      recommendation of the Superintendent of Schools, a stipend for
      such services over and above their regular salary.

   b. Women physical education teachers in the junior and
      senior high schools shall be paid at the rate of $150 a year
      for coaching girls' sports. Women academic teachers may re-
      ceive $50 to $75 per season, as conditions warrant.

   c. Men physical education teachers may be paid for two
      seasons, and will work the extra one without extra pay. Ex-
      cept in emergency, academic teachers will not coach more than
      two seasons per year.

   d. Full-time coaching shall be defined as four to five
      afternoons per week per season. In the event that a full-time
      schedule is not possible, there shall be a proportionate ad-
      justment of pay.

   e. As the program is instituted, the Superintendent
      shall present the schedule of assignments and his recommenda-
      tions for action by the School Committee.
1. Men's Educational Association has made available to its members a plan of Group Life Insurance underwritten by the Equitable Life Insurance Society of the United States. Premiums are collected quarterly by the chairman of the Insurance Group of the Men's Educational Association.

2. Blue Cross and Blue Shield benefits are available to all members of the Newton Public Schools. Pay roll deductions are made quarterly for the teachers.

3. A group Health & Accident Insurance underwritten by the Commercial Casualty Insurance Company is available to all Newton teachers. The Federation office has information. Premiums are paid directly, semi-annually or annually.

4. The Massachusetts Casualty Insurance Company has underwritten the Dirosier Plan of Special Blanket Accident Insurance for School Children and School Personnel. This policy is renewed yearly for $1.25. For further information write to R. A. Dirosier Agency, 80 Federal Street, Boston 10, Massachusetts.
Scholarship Opportunities.

The Newton Public Schools, through its teacher-internship arrangements with Boston University, Boston College, Harvard, Wheelock, and other colleges, procures scholarships good for a three-point course.

Teachers serving as supervisor of an intern have first claims, providing the teacher makes application directly to the Superintendent of Schools within six months of the termination of the practice teaching. If no application is made within this period, the scholarship reverts to a general pool to be used at the discretion of the Superintendent of Schools.

Exchange Teaching.

The Newton Public Schools are very much interested in promoting exchanges. Some opportunities are brought to the attention of the Superintendent of Schools, and are circulated throughout the schools. Other opportunities are opened through the initiative of the teacher concerned with a certain exchange experience. Exchange ratification is obtained by petitioning the Newton School Committee, through the Superintendent of Schools. The teacher receives his Newton salary for the year involved.

Salary increments and retirement status of Newton exchange teachers are unaffected by the exchange arrangement.

Non-tenure teachers are not eligible for exchange appointments.

Visiting Days.

Section 51, page 18: "The Superintendent may, at his discretion, grant permission to a teacher to be absent one day in each half year to visit schools for improvement in professional work."

The Superintendent of Schools delegates this authority to the principals as follows:

The principal shall confer with the Superintendent or the Assistant Superintendent whenever a substitute is required or the expenditure of money is involved.

1/ Rules of the School Committee
Whenever the visit requires a day's absence, a paid substitute may be employed.

**Suggestion:** Attendance at conferences or conventions may take the place of a visiting day.
Resignation and Retirement

A. Resignation

A teacher intending to resign should notify the Superintendent of Schools in writing at least four weeks before such resignation is to take effect.

B. Retirement

1. Membership in the Teachers' Retirement System

   a. All teachers who enter the service for the first time must become members. (Definition of teacher: For the purpose of the Retirement Law, a "teacher" is any person employed in a public day school on a basis of not less than half-time service as a teacher, principal, supervisor, or superintendent in any public school, or as a supervisor or teacher of adult civic education.)

   b. All teachers who reenter the service, irrespective of former membership, must become members, with the exception of:

      (1) Teachers age 60 or over on date of employment who have never been members of a Massachusetts contributory retirement system.

      (2) Former members of a Massachusetts retirement system who reenter the service at 60 or over, but under age 68, who do not return in one sum the amount withdrawn with interest, or provide for payment in installments.

      (3) Former members who reenter the service at age 68 or over.

      (Teachers in "(1)", "(2)", or "(3)" above must terminate service at end of month in which age 70 is attained.)

   c. Exchange teachers who are members of the Teachers' Retirement System continue to have deductions when serving in an exchange capacity.

   d. Evidence of age

      (1) Members entering the service must furnish a birth
certificate when enrolled in the Retirement System.

(2) For all persons enrolled before January 1, 1946, who have not furnished proof of age, it is desirable that a birth certificate be submitted to the Retirement Board as soon as possible.

e. Reinstatement to membership

(1) As a condition of reemployment, a former member who has withdrawn the amount to his credit must return in one sum the amount withdrawn, with accumulated interest to the date of payment if reemployed in Massachusetts within two years from the date of the last separation therefrom, provided he is subject to membership in the Teachers' Retirement System.

(2) A former member, reemployed in the public Schools of Massachusetts after two years from the date of his last separation therefrom, has the status of a new employee, not entitled to credit for previous service unless, within five years from the date of his reemployment, and before retirement, he repays the amount withdrawn plus accumulated interest.

f. Credit for service outside Massachusetts

(1) Credit will be given for the most recent service in public day schools of other states, also for service in a state normal school, teachers college, or like institution, or a college under state supervision of any other state.

(2) Total credit for service outside the state cannot exceed ten years. In order to receive credit for the full ten years, it must be matched with ten year's service in Massachusetts.

(3) Claim for such credit and the payment of the required deductions with accumulated interest must be made within five years after becoming a member or being reinstated as such.

g. Credit on Salary in excess of $2600 between July 1, 1937, and December 31, 1945.

(1) Payment of deductions based on the salary received in excess of $2600, plus accumulated interest, may be made at any time while in service or on leave of absence.
(2) Payment is desirable as early as possible during the last six months of service preceding retirement, to determine the effect upon the retiring allowance.

(3) For those teachers who will work until age 65, this payment will produce the best retirement allowance.

(4) In the event of your death before retirement, a member survivor might lose substantial benefits if this payment had not been made.

h. Assessments

(1) Deductions are five per cent of the regular base salary of each pay roll period.

i. Interest

Interest is to be credited on December 31 of each year on the amount to the credit of members on the preceding December 31, at a rate to be determined.

j. Refunds

(1) If a person leaves the service before age 55 or dies before retirement, the total deductions with interest will be refunded.

A member resigning before age 55 with 20 or more years of service will be permitted to apply for retirement to take effect at once or to leave his total deductions with interest on deposit and retire at any time thereafter, but not later than age 70.

(2) A member entitled to a refund who does not withdraw his funds within two years from termination of service will only receive when he withdraws his account his deposits with interest for two years from the end of the month immediately preceding termination of service.

k. Disability

(1) Retirement for disability for persons other than veterans is permitted before age 55, with not less than 15 years of creditable service required. A person who wishes to be retired for disability must not resign his position.

(2) There are provisions for accidental disability retirement and accidental death benefits, which will only apply to teachers in exceptional cases.
1. Transfers

(1) A former member of any other contributory retirement system established under the laws of the Commonwealth who becomes a member of the Teachers' Retirement System shall be subject to all the requirements and entitled to all the service credits which would have applied if his former membership had been in the Teachers' Retirement System. Any funds will be transferred.

(2) A teacher may likewise transfer to some other retirement system on the same basis.

m. Veterans

(1) The period during which any member who is a veteran was on leave of absence and in armed service in time of war is counted as creditable service in the same manner as regular service for state retirement purposes. This credit is allowed for service in World War II only if the teacher is reemployed within two years from the date of termination of military service, and has not resigned since June 14, 1943.

(2) A veteran who becomes permanently disabled may be retired, irrespective of age, if he has ten or more years of service for which credit can be allowed. Veterans who were employed in the city, or the Commonwealth, before June 30, 1939, may retire under the city plan. (See "(4)" below.)

(3) Status of Veterans under State Retirement System

For a teacher who is a U. S. war veteran, the retirement allowance as computed for a regular teacher will be increased by 20 per cent on the first $1500 of retirement allowance (not more than $300.00); the retirement allowance, however, not to exceed the maximum (80 per cent of the average of the two years of highest salary).

The period during which any member who is a veteran was on leave of absence and in military service in time of war is counted in the same manner as regular service for retirement purposes. This credit, however, cannot be allowed to a member who was on leave for military service in World War II unless he is reemployed as a teacher within two years from the date of termination of military service. Note: The period which counts as creditable service is the
actual period of military service. The period of time elapsing between the termination of military service and the date the teacher returns to the position is not counted as creditable service. However, the city pays the retirement assessment to the state, covering the entire period.

A veteran who becomes permanently disabled before attaining age 70 and who is entitled to credit for not less than ten years of service may be retired for permanent disability, with a retirement allowance consisting of the annuity derived from the amount to his credit in the Retirement Fund and a pension paid from state appropriations. The annual amount of the pension will be one-half of the average annual rate of his regular compensation for the twelve-month period immediately preceding the date of his retirement for which he last received salary; provided that if he is age 55 or over, the amount of the normal yearly retirement allowance shall, in no event, be less than the amount of the normal yearly retirement to which he would have been entitled for regular retirement; and, further, provided that the retirement allowance (annuity plus pension) shall not exceed 80 per cent of the average annual rate of his regular compensation during the five-year period of creditable service subsequent to June 30, 1932, for which such rate was the highest.

A veteran retired for disability will only have the choice of the retirement allowance payable under Option A - maximum retirement allowance, the annuity portion of which is to be a regular life annuity, all retirement allowance payments (annuity and pension) to cease at death; or Option B - a lesser retirement allowance, the pension portion of which is paid from state appropriations to be the same amount as under Option A and the annuity to be for a reduced amount payable for life, with the provision that in the event of the death of the member before receiving total annuity payments equal to the amount to credit at retirement, the balance is to be paid in one sum to his beneficiary or estate. (Note: Under Option B, the pension portion of the retirement allowance ceases at death.)

(4) City Plan

Veterans who work in cities and town which have accepted the Veterans' Retirement Law (non-contributory pensions) may retire under Chapter 32, Sections
56 to 60 of the General Laws, with the following provisions:

(a) Veterans of any war who were employed in the Commonwealth or some division thereof, before June 30, 1939.

(b) In a city, the mayor is the retiring authority. The Board of Aldermen act upon his recommendation.

(c) Incapacitation for active service. Retirement may be granted after ten years' service. Medical panel required.

(x) Pension 50 per cent of highest annual rate of compensation, including any temporary increase for first ten years, and one per cent additional for each full year in excess of ten.

(y) Other income cannot exceed one thousand dollars, exclusive of any amount received from the Federal government.

(d) Upon completion of thirty years' service in the aggregate.

(x) Pension 65 per cent of highest annual rate of compensation, including any temporary increase.

(e) All pensions cease at death, with no benefits to dependents.

(f) Contributions to the state teachers' retirement fund and accumulated interest are returned to veterans retiring under this act.

2. Retirement procedure

a. Members may voluntarily retire upon attaining age 65. Retirement is compulsory at the end of the month in which age 70 is reached.

b. A preliminary Information Blank must be filled out and returned to the Retirement Board before formal application for retirement can be made. Estimates of retirement allowances will then be furnished by the Retirement Board.
c. The Formal Application must be filed prior to the date retirement is to take effect, but not earlier than four months. Sixty days prior is desirable.

3. Retirement allowances

a. Allowances for retiring members are to be paid monthly; and the yearly amount of the annuity, pension, or retirement allowance will be computed according to one of two basic formulas, details of which are available to teachers.

b. The annuity derived from total regular deductions with interest is a part of the retirement allowance, and the balance of the retirement allowance is pension paid from state appropriations. Retirement allowances are payable under one of three options.

c. Members are permitted to pay for the purchase of an additional annuity while in service or at the time of retirement.

d. The Central Office will furnish teachers with all figures and information from the official records which are needed in connection with retirement.

4. Questions on Retirement

Inquiries concerning retiring allowances may be addressed to the Teachers' Retirement Board, 88 Broad Street, Boston, Massachusetts, or to the Assistant Superintendent of Schools, or the Advisor on Teacher Retirement of the Newton Teachers' Federation.
YOUR SCHOOL
In Newton, the individual school, like the individual child, has a large measure of autonomy. The principal is the local "superintendent of schools". This gives Newton the advantages of smaller school systems; therefore, policies and procedures often vary from school to school.

The following pages contain many suggestions that may help the new personnel become more rapidly adjusted to the new environment. Space has been purposely provided with each heading so that a note or two may be jotted down that would tend to make the item pertinent to that particular school community.
I. ADMINISTRATIVE

A. Date of reporting for fall opening

B. School hours

C. Personal absence
   1. Notification at onset and conclusion
   2. Plans and instructions for substitute
   3. Notification of Retirement Board in case of accident
D. Excuses for pupil dismissals and absences.
E. Methods of ordering:

1. Supplies

2. Texts

3. Repairs to furniture or building

4. Audio-visual aids

5. Books from loan libraries
ADMINISTRATIVE - Methods of ordering (continued)

6. Binet and other clinical examinations

7. "On call" supervision

F. Housekeeping, care of:
   1. Room

   2. Supplies

   3. Books
4. Furniture

5. Money

6. Physical education equipment

7. Audio-visual equipment
ADMINISTRATIVE

G. Planning
   1. Daily

2. Weekly

3. Unit

4. Special plans for substitutes

5. Seating Chart
II. Pupil relations

A. Types of control (discipline)

B. Extra help after school (Elementary)

C. Work make-up and remedial help (Junior and Senior High)

D. The pupil's folder (contents) records.
III. Parental (and Public) Relations
   A. Report cards

   B. Parent conference

   C. Relationship to P.T.A.

   D. No gifts from parents or children
IV. Relations with others

A. Consultants (Supervisors)

B. Counselling Staff

C. Doctor

D. Nurse
Relations with others (continued)

E. Principal

F. Custodian

V. Health and Safety

A. Health and Safety handbook

B. How to handle and report:

1. Minor accidents and illnesses
Health and Safety (continued)

2. Major accidents and illnesses

3. Report (triplicate) of accidents

C. "Doctor's Call"

1. Approximate time of call and signal

2. Doctor's (pink) card

3. Exclusion policy

4. Notifying the home
D. Medical record cards

1. Height and weight

2. Physical examination

3. Reporting communicable diseases, broken bones or operations
Health and Safety (continued)

E. Responsibility

1. Proper lighting and ventilation

2. Adjusting furniture to proper size

3. Fire and air raid procedures
VI. Records and Reports

A. Registers
Records and Reports (continued)

B. Admission Cards
Records and Reports (continued)

C. Transfer Cards

D. Office record cards
VII. Homeroom Procedures

VIII. A. High School field trips

B. High School Exchange Student Program
IX. Use of Tuesday and Thursday afternoon and "no school" days

X. Senior High School Kenyon Plan
XI. What do the different bell signals mean?

XII. What provisions do I make if I must leave the room?
BIBLIOGRAPHY


