The Development of a Parent Volunteer Program at Beckemeyer School

Earl Meier

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THE DEVELOPMENT OF A

PARENT VOLUNTEER PROGRAM AT BECKEMEYER SCHOOL

(TITLE)

BY

EARL MEIER

B.S. in Ed., Greenville College, 1966
M.S. in Ed., Southern Illinois University, 1973

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1978

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

July 24, 1978
DATE

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DATE
THE DEVELOPMENT OF
A PARENT VOLUNTEER PROGRAM
AT BECKEMEYER SCHOOL

BY

EARL MEIER
B.S. in Ed., Greenville College, 1966
M.S. in Ed., Southern Illinois University, 1973

ABSTRACT OF A FIELD STUDY
Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1978
This field study provides an experience log with a summary of all activities. In addition, various documents and communications to parents are included. Four handbooks are presented that were developed through this year long study. Additional suggestions are presented that are helpful in developing a parent volunteer program.

The experience and knowledge gained through this study was immeasurable. The handbooks created will serve: (1) as a guide to the classroom teacher and the volunteer; (2) to establish procedures in establishing a volunteer program; (3) to provide information about the overall score of a volunteer program; (4) and finally, to provide a source of public relations.

A volunteer program is a valuable asset to any school, not only through the services provided, but through the favorable public relations it generates. Lay participation will provide effective schools.
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ACKNOWLEDGEMENT

I wish to take this opportunity to express my gratitude to those individuals who were responsible for the successful completion of this field study.

Appreciation for cooperation and assistance is extended to Mr. Michael J. Mugge and Mr. Wayne C. Ford, Unit Administrators, Hillsboro Community Unit District No. 3, for their kind help and suggestions; to members of the Beckemeyer School Parent-Teacher Club Executive Board, namely: Mrs. Fern Burke, Mrs. Mary Reynolds, Mrs. Rita Russell, Mrs. Donna Luck, Mrs. Verna Powell, and Dr. Lon Rademacher for their participation and interest in the volunteer program; to Mrs. Aldeane Wills and other members of the Beckemeyer School Faculty for assistance and suggestions, to my school secretary, Mrs. Ruby Winkler for her loyalty and assistance; to my wife, Carolyn, for her encouragement and cooperation; and to all others who have helped me achieve this goal by way of suggestions and advice.

I would further like to express my sincere appreciation to my friend and advisor, Dr. Donald Smitley, to Dr. Robert Schuff, and Dr. Gerhard Matzner for their advice, guidance and confidence throughout the Specialist Program.
CHAPTER I

INTRODUCTION

During the past twenty years, the idea of using volunteers in the public schools has come to be an accepted practice. Volunteer programs, quite successful in private schools, developed into large scale programs, then began to decline as educators questioned the value of such innovations in the public schools. Now, in the seventies, this practice has again grown into accepted use in our school system.

The increase in the use of unpaid helpers and volunteers began in the early fifties and sixties as a result of a hostile taxpayer public toward ever-increasing school budgets. This increase in costs was brought about mainly due to the post-war numbers of children entering the public schools for the first time. More new schools were being built and a move to the suburbs was quite evident, creating an immediate need for additional school services. Educators also wished to find more and more ways of enriching the educational programs in their communities.

In the later part of the sixties and the early part of the seventies discontent appeared to sweep the land. This discontent also involved the field of education. Not only was the War in Viet Nam fresh on the minds of people, but the attitudes of students in our schools did little to encourage a favorable climate for public response toward schools and their needs. Volunteer programs also began
to suffer during this time period. There was a feeling that local communities should pay for their children's educational services, whatever the services that were needed. It was felt that "Quality Education" required large professional staffs and that the use of volunteers was a very poor substitute. Many professionals felt that using volunteer groups would be a detriment to obtaining funds from communities to provide for the needed increase in educational services. Additional money received from state and federal agencies in the late sixties also contributed to the decline in the use of volunteers. Those of us on negotiation teams can readily remember the remark, "You get what you pay for", when the discussion turned to volunteers.

Women's advocates sometimes used volunteer programs as examples of economic inequalities. Proponents of the women's movement brought out the fact that volunteer programs were almost always staffed by women. It was further pointed out that if a woman was used in a program, it was almost always on a volunteer basis. If a man was used in the same type of program, he was a paid consultant. Thus, volunteer programs suffered as a result of a growing consciousness of the women's movement.

Economics created the need for a volunteer program in the early fifties and sixties. As a result of our present day financial problems in the public schools, the pendulum is again swinging back toward increased use of volunteers. In the late seventies, volunteer programs are on the upswing in many communities throughout the United States. Without any decrease in inflation, a recession recently developed in which millions were thrown out of work. Money became scarce. Educators are now faced with the question of how to
provide not only the enrichments that an economical budget cannot afford, but also the basic needs of an adequate educational program. State educational requirements are being mandated without adequate funding for the local school district. As a result, educators have again turned to the use of volunteers. This is the only way, in some districts, that minimal services can be provided for students. The general public seems once again to be quite receptive to the use of volunteers in our public schools.

The volunteer program in the Hillsboro Community Unit School District (Beckemeyer School is one of eight elementary centers) has not been developed in an orderly manner during the past several years. Up to the present time, the only District resource book available is a booklet published by the Vocational Education Department in 1973 for principals, teachers and volunteers (Appendix A).

The first attempts to set up a volunteer program at Beckemeyer School occurred in 1973, using high school students to participate in a supervised physical education program (Appendix B). Other attempts included the formation of a parent librarian program and the use of parents to help with room parties. All of these programs were conducted with the full knowledge of and permission from the Unit Superintendent and Board of Education. However, even though these early attempts were somewhat successful, no particular guidelines have been formulated. No rules and regulations have been designed for these activities. In addition, no planned preservice training has been designed for the various activities in progress.

Other attempts on the District level to activate a volunteer program faltered because of parental and community opposition to the
type of program attempted at the school where the program was to be implemented. The IGE (Individually Guided Education) Program was instituted at the Irving and Panama Schools in 1974 as a method of cost cutting at these two attendance centers. It was the intent to eliminate a staff member at each institution, combine certain classes, develop an individualized program in the entire building with the use of volunteers to assist the classroom teachers. Parents in those local communities reacted unfavorably toward the plan because they anticipated that their local schools would be phased out or would be staffed with unqualified individuals. They further indicated that their children would suffer educationally through the use of the IGE Program. As a result of their protests, the plan was revised to satisfy local pressure groups.

Further efforts to develop a volunteer program on a system wide basis reached the initial meeting stage in July of 1975, when a small number of parents were invited to a Unit workshop (Appendix C). Some twenty interested individuals, representing various attendance centers, were invited to this meeting to be held with Illinois Office of Education specialists. Of those invited, only seven individuals attended. Many plans were made, but to date very little has been derived as a result of this effort.

Since volunteers are used in almost as many ways as there are school systems, and since each strives to meet the particular needs for its students, it is the intent of this field study to develop a program that is appropriate for the Beckemeyer School community.
This field study will:

1) Determine the type of services to be provided within the volunteer program at Beckemeyer School.

2) Provide a plan to implement a successful program.

3) Provide documents and preservice meetings for volunteers along with a handbook for program use.

4) Provide handbooks for teachers who will use volunteers in their program.
CHAPTER II

CHRONOLOGICAL LOG OF ACTIVITIES IN DETAIL

AUGUST 18, 1977

The plan to develop a volunteer program along with handbooks for teachers and volunteers was discussed and approved by the Unit Superintendent.

The Executive Board of the Beckemeyer School Parent-Teacher Club discussed the use of parent volunteers at some length. Upon motion and vote, members of the Board decided to support a volunteer program at Beckemeyer School during the 1977-1978 school year. Upon motion and vote, the Executive Board decided to create an advisory committee to help set up and operate a volunteer program.

Members were given a copy of the booklet, BECAUSE THEY CARE: A RESOURCE MANUAL FOR VOLUNTEER PROGRAMS, issued by the Illinois Office of Education. This booklet details volunteer programs in operation throughout the State of Illinois. Members of the committee were to review this booklet and be prepared to discuss any item they wished at the next meeting of the Executive Board on September 15, 1977.

Mr. Meier was to survey staff members as to their desires and needs as far as volunteers are concerned. He was also directed to secure additional staff members to participate on the Advisory Board prior to the next meeting date.
AUGUST 30, 1977

Staff members at Beckemeyer School were surveyed as to their feelings toward a volunteer program (Appendix D). An explanation of projected programs was given to all members of the faculty present. During the oral discussion of the project, much discussion centered around the prospect of using volunteers in the classroom. The use of library volunteers was quite acceptable as was the use of physical education aides. The prospect of volunteers working within the classroom appeared to create concern for some members of the staff. Second grade staff members appeared most receptive toward the use of parent volunteers and a member of the second grade staff expressed a desire to be involved in the field study. Others on the staff expressed some reservations during this meeting. Mrs. Wills, second grade teacher, was added to the Advisory Board along with Mrs. Brenda Kutemeier, Early Prevention of School Failure Director. (EPSF is a Title III project with headquarters at Pecotone, Illinois. The kindergarten class at Beckemeyer participates in this project and requires a number of parent volunteers.)

Teachers were asked to complete questionnaires and make any comments they felt were pertinent to the project.

SEPTEMBER 15, 1977

Upon motion and vote, it was determined that the Parent-Teacher Club (PTC) Executive Board would act as the Advisory Committee during the 1977-1978 school term because of other advisory committees that had been set up during the early part of the school year. This would meet the needs of the study and also provide some coordination control and liason between groups working both on the local school
level and the district level. Members secured from the faculty were to become members of the Advisory Committee. Each member of the committee in charge of a particular sub-committee would be permitted to secure help from non-committee participants. The group voted to attempt to meet monthly following the regular PTC Executive Board Meeting.

The results of the August 30, 1977, faculty meeting were reviewed and discussed. It was determined that this committee would develop and support volunteer programs in these areas: (1) room mothers (Guidelines would be written during the school year to strengthen this ongoing program.); (2) library volunteers (This program would be expanded. A preservice program would be developed and a handbook prepared.); (3) assistance to staff members requesting such help in the area of (a) clerical volunteers; (b) preparation of materials; (c) instruction-related tasks; and (d) large group activities.

The group also determined to survey parents as to their interest in participating in the volunteer program. A questionnaire and cover letter was to be prepared by the school office and sent home to the parents of each of the 403 students enrolled. It was to be returned no later than September 23, as the next meeting of the council was set for September 26 (Appendix E).

**SEPTEMBER 26, 1977**

Results of the parent's survey were reviewed. One hundred eighteen (118) forms were returned. Of these, fifty-six (56) parents volunteered to serve as room mothers; thirty-one (31) volunteered to serve as library volunteers; and an additional sixty-two (62) indicated that they would be willing to help with specific holiday or room
parties. Survey forms returned indicating that the parent worked away from home were not included in the above totals. The greatest number of returns were from parents of kindergarten, first and second grade students. The smallest percentage of returns came from parents of fifth grade pupils.

A number of returns also indicated participation in the Peotone Project (Early Prevention of School Failure) and therefore these were not considered as prime candidates toward the PTC sponsored volunteer program.

Returns further indicated that the library program could be expanded to three days per week. The program would provide two volunteers (one in each building) as per a pre-determined schedule. The library preservice meeting was set for October 13, 1977.

Room mothers and their helpers were selected from the returns. Because of the large number of returns at lower grade levels, members of the committee increased the number of individuals involved in the program at the first grade level. Selected parents were called, and a preservice program scheduled for the following Thursday, September 29, 1977. A written letter was also sent from the school to inform parents of the meeting (Appendix F). Guidelines were developed by those in attendance at the committee meeting.

SEPTEMBER 29, 1977

The preservice meeting for room mothers for the 1977-1978 school year was held with 36 of the 43 selected parents in attendance. The room mother co-chairpersons were in charge of the meeting, and they outlined responsibilities of the parents who volunteered for this program (Appendix G).
Plans for room parties and activities for the entire year were discussed and approved. The budget for expenses was set. It was determined that members of this group would report directly to the committee co-chairpersons who were to serve as volunteer coordinators should further direction and assistance be needed.

Second grade room mothers met shortly following this meeting to set up the Old-Time Days activity that would be sponsored on the school playground during the afternoon of October 27. Several activities such as soap making, candle making, butter churning, and the like were planned. This group would work in cooperation with the second grade teachers to develop and schedule this event on the playground.

OCTOBER 6, 1977

Two members of the Advisory Committee met with the building principal to determine actual dates and times for library services. A preservice meeting outline was prepared and reviewed. Volunteers were contacted and informed by letter of the meeting to be held on October 13 (Appendix H). It was determined to set this meeting in two sessions—one in the morning and one in the afternoon for volunteers. Volunteers could attend the meeting of their choice. This writer was directed to prepare a job-description and handbook for library volunteers.

OCTOBER 13, 1977

The preservice meeting was held as scheduled with nearly all of the volunteers present. Each member was given a copy of the Library Volunteer Booklet along with current fire and civil defense building regulations (Appendix I).
Following the inservice meetings, volunteers were divided into two groups (one group for the main building library area and the other group for the primary building library area). Under the direction of the committee representatives, the library areas were dusted thoroughly, books reshelved, and other miscellaneous jobs performed. Volunteers then received a first hand experience when students from selected rooms were permitted to use the library areas on a limited basis.

**OCTOBER 27, 1977**

Old-Time Days was held on the campus with various volunteers from the school and community in charge. Room mother volunteers scheduled activities while other resource persons performed tasks necessary to make the afternoon a success. A large number of community citizens also attended the activity. Representatives from the Unit Administration, news media, and a faculty member from Southern Illinois University were in attendance. All students enrolled at the Beckemeyer attendance center participated in the event.

**NOVEMBER 17, 1977**

The regular monthly meeting of the Advisory Committee was cancelled because of open house activities.

**DECEMBER 15, 1977**

Members of the committee met to review parent booklets prepared during this study. Each committee member was requested to review these booklets in advance so that revisions could be made if necessary. Several suggestions were made by members in attendance to cut down on "word-i-ness". These suggestions created a more concise outline of requirements.
Because of the successful Old-Time Days project by second grade volunteers during October, it was felt that the opportune time had arrived to set up a volunteer program for second grade teachers. These teachers had previously indicated an interest in such a program and had again approached the school office for approval and assistance.

Second grade staff members listed possible areas where this assistance would be valuable. These areas were reviewed and a letter prepared to be sent home with students (Appendix J).

The school office would prepare a sample handbook to be designed for room volunteers. This would be reviewed at the January meeting.

**JANUARY 19, 1978**

Several members of the committee met to discuss the volunteer handbook that had been prepared and distributed to them. Several areas of discussion were held and notes made for revision in the final document to be presented.

Second grade teachers had completed their assessment of the returns from the questionnaire sent out during December. It was decided to begin implementing some form of volunteer work within the second grade classrooms. It was further determined that volunteers would be asked if they could set aside a morning or an afternoon once a month for the remainder of the year. Volunteers were contacted and scheduled.

**FEBRUARY 16, 1978**

The committee meeting was cancelled because of weather conditions.

**MARCH 16, 1978**

Members of the Advisory Committee and all staff members received copies of volunteer handbooks and manuals for their examination (Ap-
pendix K). These were to be reviewed and returned to the school office before the end of the school year. All members of the committee and teaching staff were requested to make any suggestions and/or corrections they felt necessary. These were to be written into the final handbooks if accepted and would be reviewed by the Advisory Committee at the final meeting in June.

APRIL 20, 1978

Committee members were requested to contact volunteers on a personal basis to see if they might have any comments or suggestions regarding the volunteer program at Beckemeyer School. It was felt that a better assessment would be received if this were done on a random, personal basis by a member of the committee rather than by a printed survey sent home to parents. It was felt that a printed survey form would limit the comments that would be received. Teachers involved in the program and teachers who seemed reluctant to participate would be included in this assessment. Individual committee members would report their findings during the June meeting.

The Annual Parent Appreciation Day Luncheon was planned during the meeting. Members of the committee selected the date while several faculty members were assigned the task of planning the dinner. Faculty members of Beckemeyer School would furnish all items for the menu. An invitation was prepared for the dinner (Appendix L).

MAY 9, 1978

The Parent Appreciation Day was attended by 53 volunteers and all members of the Beckemeyer staff. The Beckemeyer staff furnished all salads, ham and other refreshments as necessary. The dinner was held in a classroom on the Beckemeyer Campus. Additional supervision
was provided by the Unit Office staff.

JUNE 15, 1978

The final meeting of the year of the Advisory Committee was held on June 15, 1978. All handbooks prepared for use by teachers and volunteers were approved as presented. A timeline for use during the 1978-1979 school year was approved to set up room mother and librarian programs. It was decided to again assess the faculty during the August faculty meeting as to needs by individual classroom teachers. No timeline was developed for the classroom volunteer program.

Committee members informally discussed the evaluations they had received. Both negative and positive reactions were evident during the discussion. It was generally agreed that the volunteer program was both beneficial and necessary. Committee members unanimously recommended that the Parent Teacher Club continue to sponsor the volunteer program and to fund it where necessary.
CHAPTER III
SUMMARY

The handbooks that have been developed for use in the volunteer program have long been needed. While these handbooks are designed expressly for use at Beckemeyer School, they are readily adaptable at any school within this school system. In the past, our local school was able to operate a volunteer program without specific guidelines. However, with the expansion and interest shown during the past year, it is evident that these tools will become essential components of our program.

The future of this program is further encouraged by the June 20, 1978, District Board of Education Meeting where a commitment was made by the Board to replace existing facilities at this campus with additional buildings designed to accommodate over 700 students. This decision will create a further need for volunteers in order to meet minimal programs within our school.

The handbooks created will serve several primary purposes: (1) to serve as a guide to the teacher and the volunteer; (2) to establish, through definite information, a timeline or procedure for teachers to follow when they desire a particular volunteer program; (3) to provide the parents and the citizens of the school district information concerning the overall scope and value of the school volunteer program; (4) and finally, provide a source of public relations that will tell our school's story to the public.

The creation of our Advisory Committee, which consisted of our PTC
Executive Board members, along with several faculty members, greatly enhanced the outcome of the study. By securing their participation, it became quite apparent that local initiative was stimulated and our efforts highly supported by the school community. With several "Advisory Committees" presently serving the school district, it became most important to select and secure individuals who could and would be willing to give time toward a project of this scope. We recognize that for local initiative to function at a "grass roots" level, responsibility must be assumed by the school administration toward activating the interest of various potential participants in the educational process. Citizens in this community are interested in knowing more about their schools; therefore, it is necessary for the school to provide an adequate opportunity for the public to serve in the school—thus, the formation of a definite volunteer program.

This committee proved its worth as an effective public relations agent. A two-way flow of ideas between members and parents was quite evident. The selection of volunteers provided an avenue for public relations. Individuals who volunteered continued to request additional responsibilities. One individual who served as a classroom tutor has enrolled to finish her degree so that she will be eligible to teach.

The committee was made up of several housewives, a professional (medical doctor), two classroom instructors, school administrator, and a bank officer. The committee further included representatives from rural and city areas. Members of the committee had a good knowledge of the school community and its clientele. For the most part, committee members were supportive of school programs and could view the schools objectively. It was not without its critics, however,
as this writer had more than one occasion to intervene between parent and teacher in a school problem. There were members of the committee who had definite feelings toward teachers attitudes as to length of school year and salary as both of these issues received much comment during committee meetings.

The committees participation in planning a volunteer program was a definite means of improving lay understanding of the administrative problems of an elementary school. As these individuals became involved with the volunteer program, the total understanding of the school program seemed to increase. Committee members seemed to feel that facilities dictated the program that could take place within the walls of the school building. They also made an effort to attend the District Building Steering Committee meetings on building needs and several specific requests were made at public hearings. These requests carried a great deal of weight as they came directly from citizens who were in and around school buildings on a regular basis. I would anticipate that members of the committee and the volunteers who served will also become active participants in the upcoming school building referendum.

While the preceding paragraphs might indicate that all was accomplished without any obstacles confronting the committee, this is not the case. Some of the problems which were encountered were as follows:

1) The meetings were scheduled too often during the early part of the study. As a result, absences of certain committee members were frequent. Some members felt saturated by the end of October. As a result, it was decided to cancel the November meeting to give members a break.
2) The unusual year, as far as weather conditions, created numerous problems in that cancellations created some disruptions in volunteer services for the school. We found it necessary to secure substitutes frequently in the library program.

3) Lay members need much supervision with planning and the chairman needed to be briefed on supervisory techniques to use when leading a meeting. Too much "small talk" wasted valuable time and permitted substantive suggestions to be lost in the interim. The writer felt himself leading the committee discussion frequently.

4) The time limit that was set for meetings was often too short and more time could have been used.

5) The teacher attitude toward volunteers has yet to be solved at some grade levels. Fortunately, the success in grade two will have a great deal of carry-over at other grade levels. The attitude problem will have to be faced if the program is to continue with success.

6) The committee selection process should be revised as it was not as ideal as anticipated. Under the circumstances, it probably formed the best possible committee available. The results are satisfactory and will be implemented in its entirety during the 1978-1979 school term.

7) The ratio of women was definitely overloaded in favor of the women. While most volunteers are women, it would have been helpful to have had additional men serve on this committee. Unfortunately, men involved in elementary school activities and the number of male faculty at this level are extremely limited.

Even though this committee was not without its faults, it functioned as well as could have been anticipated. Lay participa-
tion at Beckemeyer School shall remain an effective means of arriving at a most desirable end—"quality education".

Effective schools are provided by an interested, dedicated community. The concerned parent or volunteer today may become a member of the Board of Education at a later date. What greater training ground for future membership on a school board than service in an elementary school as a volunteer to see first hand the needs, problems, and successes of our children.

A volunteer program is a valuable asset to any school, not only through the services provided, but through the favorable public relations it generates!
Hillsboro Community Unit District
No. 3
Hillsboro, Illinois

APPENDIX A

GUIDELINES
for
SCHOOL VOLUNTEERS

Vocational Education Department
As a school volunteer, you are an actively-involved member of our educational team who works under the guidance and supervision of the professional staff to

Aid children who need extra or individual help
Assist with classroom routines
Share your special aptitudes and talents with children
Assist in preparing teaching materials
Help with clerical procedures

WHAT QUALIFIES YOU TO WORK WITH CHILDREN?

A genuine concern for all children and a commitment to each child as an individual.

Reliability, consistency, and discretion.

The willingness and ability to accept and follow directions and suggestions from professional staff members.

WHAT ARE YOUR RESPONSIBILITIES AS A VOLUNTEER?

Report to the school promptly at your scheduled time. You are expected and needed!

Sign in and out on the attendance register each time you work.

Know and observe the school rules and regulations: school hours, fire alarms, dismissals, visiting the lunchroom and restrooms, school yard procedures, etc.

Become familiar with the school's facilities: IMC, Reading Skills Center, offices, cafeteria, first aid, NTA's and janitorial services. A good knowledge of the school helps to prepare you for any emergency.

Prepare plans and materials in advance when working with children.

Pick up your child at the designated location and proceed quickly to the room in which you are to work. Every moment of the child's time with you is valuable.

Notify the school if you are unable to report.

REMEMBER -- YOU ARE SETTING AN EXAMPLE FOR THE CHILDREN AT ALL TIMES!!
GOOD TIPS TO KNOW

1. Allow each child to work at his own pace.

2. Recognize and show enthusiasm for the accomplishments of children.

3. Encourage children to ask questions and make responses. "That's a good try" is a better motivator than, "You are wrong".

4. Be sensitive and responsive to the feelings of children. Telling a child to forget a problem will only upset him more. When a child is upset, say: "I see that you are hurt; tell me about it."

5. Don't be afraid to make mistakes. Learn from them, but ask the teacher to help you if you can't handle a problem.

6. Offer assistance to children who need help with school work and clothing.

7. Listen with interest to what children have to tell you. Learn from them. Get excited with them.

8. Be alert to any irregularities in a child's behavior; such as, poor attendance, problems with vision or getting along with other children. Discuss these with the teacher.

9. "Keep your cool!" When you are calm in an emergency, the children will follow your example.

10. Treat all children fairly and equally.
Letting the teacher discipline the children.

Discussing classroom problems with the teacher after the children are gone.

Telling parents you enjoy working with their children.

Letting the teacher discuss a pupil's problems with the parent.

Looking for ways to use your special talents and offering your assistance to the teacher.

Asking questions. You perform better if you know what is expected of you.

Being flexible if your child is absent and you are asked to help another child during your session.

Upholding your commitment to the children by reporting on time and staying in the program. Discuss your problems or concerns with the teacher, but don't drop out. THERE ARE SOLUTIONS TO PROBLEMS!
TO: Mr. Ernest Tuthill  
Superintendent

FROM: Mr. Earl Meier,  
Principal

SUBJECT: Use of High School Students  
Elementary Physical Education  
Program

The idea to be considered is the use of certain selected high school boys in the physical education program at Beckemeyer School.

At the present time, all students have physical education. The proposed plan would call for three boys to report to Beckemeyer at 2:45 p.m. each day and take the physical education for a full grade level. The teacher would still be in charge of her class with the student acting as a student leader or assistant. His job would be to actually lead the activity under the supervision of the classroom teacher. The lesson plans for these classes would be prepared for the high school students and they would then assist in developing these activities and the skills associated with them.

Since each grade level would have exposure to this plan for one of their two weekly physical education classes, each teacher would still be responsible for the other physical education class.

As for actual mechanics of the plan, the following procedure will be followed:

A. Participation in this program by high school students will be
both elective and selective.

B. Lesson plans will be prepared and explained by the building principal.

C. The high school students will be selected by Mr. Ball, Mr. Zimmerman and Mr. Meier.

D. These boys will be selected from those that are participating in interscholastic athletics and are therefore excused from 7th period physical education class.

E. These students will sign out of school at the end of the 6th period each day and will report immediately to Beckemeyer School.

F. The classroom teacher will take their classes to the playfield and remain with them as supervisors.

G. Immediately after school, the high school students will report directly to their coach for athletics.

H. In the event a student is unable to fulfill his duties, Mr. Mugge will be responsible for informing the building principal.

cc: Mr. Wayne Ford, Assistant Supt.
    Mr. Jack Zimmerman, Principal HHS
    Mr. Mike Mugge, Assistant Principal
VIPS WORKSHOP

An all day workshop for anyone who is interested in serving as a volunteer in the public schools of the unit district has been scheduled for Wednesday, July 30, 1975, from 9:30 a.m. to 3:00 p.m. at the Board of Education Building, 1311 Vandalia Road, Hillsboro. The workshop is to be conducted by Mr. Al Smith and Tauna Amberg from the Illinois Office of Education in Springfield.

A volunteer may assist with classroom clerical jobs, classroom housekeeping, help in the library, and assist the classroom teacher.

Anyone interested in this program is requested to call 532-5921 or complete the form below and return to:

Wayne C. Ford, Ass't Supt.
1311 Vandalia Road
Hillsboro, Illinois 62049

VIPS WORKSHOP (Volunteers in Public Schools)

I am interested in attending the VIPS Workshop to be held at the Board of Education Building on Wednesday, July 30, 1975.

(Please return by July 29th)

[Signature]
TO: ALL TEACHERS
FROM: MR. EARL MEIER, PRINCIPAL
RE: VOLUNTEER SURVEY

Please complete the survey below. If you do not wish to use volunteers, please indicate so and sign your name.

Type of assistance requested

1. ASSISTANCE WITH CLASSROOM ROUTINES
   e.g. room displays; distributing books and supplies; putting work on chalk board; obtaining, compiling, and/or cataloguing materials for class units

2. CLERICAL ASSISTANCE
   e.g. typing tests and other instructional materials; preparing materials (flash cards, charts, etc.) for use by the teacher; grading short answer tests, etc.

3. WORKING WITH INDIVIDUAL STUDENTS AND/OR SMALL GROUPS OF STUDENTS
   e.g. reading to students; conducting drills in math, spelling, etc.; listening to children read; providing special help to children below grade level in subject areas, etc.

4. OTHER
   (Please describe)

For each type of assistance desired, indicate days of week and hours preferred.

( ) I am not interested in participating in this program.

TEACHER_________________
TO: Beckemeyer Parents

FROM: Mr. Earl Meier, Principal

SUBJECT: School Volunteers

As we anticipate a new school year, we are anxious to begin our PTC activities. As in the past, two room mothers will be needed for each classroom. The room mother's responsibilities will again include: participation in field trips, other school activities that may arise, and the coordination of classroom parties.

This year, we would like to make it possible for more mothers to participate. Hopefully, even women working away from home will find it easier to become involved. If you would care to help with one of the classroom parties, please note your first preference on the attached sheet.

These will be given to the PTC Room Chairwomen for grouping into committees.

September 21, 1977
September 1977

Beckemeyer PTC

I would like to:

____ Volunteer as a room mother
____ Volunteer for the party below
     ____ Halloween
     ____ Christmas
     ____ End of school year party

____ I have volunteered to help with other children in the classroom.

____ I work away from the home.

Classroom________________________ Signed________________________

Phone________________________ Address________________________

We are in the process of setting up the library program again this year. If you are interested, please complete the following form and return it to your child's teacher by Friday, September 23.

Beckemeyer School PTC

I am interested in serving this year as a volunteer librarian at Beckemeyer School. I could help in the

Check one: Primary Building, a.m. ( ) Main Building, a.m. ( )

Primary Building, p.m. ( ) Main Building, p.m. ( )

Classroom________________________ Signed________________________

Phone________________________ Address________________________
Dear Parent,

Enclosed, you will find a listing of Room Mothers who have volunteered to serve this year. We appreciate the response to our request.

In order for us to plan adequately for the coming school year, we will schedule a meeting for Room Mothers to be held at Beckemeyer School on Thursday, September 29, 1977. This meeting will begin at 1:00 p.m. in the Main Building (basement) Art Room.

If you are unable to attend, please contact either Mrs. Donna Luck (532-5987) or Mrs. Verna Powell (532-5323). Further information can be sent to you after the meeting.

Sincerely,

BECKEMEYER SCHOOL PTC

(Mrs.) Donna Luck
(Mrs.) Verna Powell
APPENDIX G

GUIDELINES

FOR

ROOM MOTHERS

BECKEMEYER
SCHOOL
1978
PRESERVICE SESSION

1. Becoming Acquainted
   a. Introductions
   b. Tour of school buildings
      --Parking facilities
      --Fire drill information
      --Civil Defense information
      --Restroom locations

2. Responsibilities
   a. Absences
   b. Use of equipment
   c. Budget for room activities

3. Activities
   a. Room parties
   b. Field trips
   c. PTC projects
   d. Refreshment preparation
   e. Funding

4. Meetings

5. Other items of interest
R O O M  M O T H E R S

It is the purpose of the Room Mother Program to give assistance to the classroom teacher during special observances that are held during the school year. The room mother volunteer is expected to help plan and participate in activities scheduled for Halloween, Christmas, and Easter. She is also expected to participate in the end of the year picnic.

The room mother volunteer will work directly under the direction of the Parent-Teacher Club volunteer coordinator. Generally, the assignment will include the following:

1. Help secure funds for PTC and room activities.
2. Help prepare games and activities for room parties.
3. Chaperone and secure help for field trips.
4. Secure or assist in securing volunteers for various PTC projects during the school year.
5. Assist classroom teacher when needed or requested.
6. Collecting, checking, and recording monies when requested.
8. Prepare refreshments for room parties and field trips.

An orientation and preservice training session will be provided by the PTC. A newsletter will be published to include all activities of the room mothers.

We ask that the room mother volunteer have a cooperative attitude, be willing to help, and that she be interested in education.
Dear Parent,

Enclosed, you will find a schedule and listing of volunteer parents who have indicated a desire to be of assistance in our library program at Beckemeyer School this year. You may also find a sheet that will briefly describe the Dewey Decimal System used in our library.

In order that we can properly prepare the library for use, I would like to meet briefly with parents involved to explain the system. Following this brief meeting, we will hold a short work session to insure that books are properly shelved for use.

These meetings will be scheduled as follows:

Morning Librarians:    Thursday, October 13, 9:30 a.m.
Afternoon Librarians:  Thursday, October 13, 1:00 p.m.

These meetings will be held in the Main Building Art Room. If you are unable to attend, please contact the school office (532-5168), and I will work with you when you are first scheduled.

Sincerely,

BECKEMEYER SCHOOL

Earl Meier, Principal

cc:  Mr. Wayne Ford, Ass't Supt.
    Beckemeyer School PTC
APPENDIX I

GUIDELINES

FOR

LIBRARY

VOLUNTEERS

BECKEMEYER
SCHOOL
1978
LIBRARY ASSISTANT

It is our goal to help individualize instruction and to help students to use a card catalog to obtain materials. The assistance of a volunteer will also allow students to use the library as well as provide services that are not now being provided on a regular basis.

The Library volunteer is asked to work a minimum of two hours per month. She will work under the direction of the school principal. Generally, the assignment will include one or more of the following:

1. Assisting students in obtaining materials from the library.
2. Preparing date due cards.
3. Reshelving books and other library materials.
4. Checking order of books and other library materials on shelves.
5. Orientate students to the use of the card catalog.
6. Assisting small groups and individual students with special projects, research and other activities restricted to the media area.
7. Review materials to be added to the library.

An orientation and pre-service training session will be provided by the school office. Hours and dates will be provided monthly thru the Principal's office.

We ask that our volunteer have a cooperative attitude; be cheerful and willing to help; and be interested in students and their reading. Legible handwriting and the ability to type is helpful but not required. All we need is a willingness to work and to learn.
PRE-SERVICE ORIENTATION MEETING

1. Becoming Acquainted
   a. Introductions
   b. Tour of school community
   c. Tour of school plant
      —traffic patterns, entrances, exits
      —fire drill routes and locations
      —Civil Defense drills and procedures
      —lavatory locations (children and adults)
      —supply locations and work rooms
      —teachers' lounge
      —parking facilities

2. Personal Responsibilities
   a. Absences (procedures to follow)
   b. Checking in and out of building
   c. Proper dress
   d. Use of school equipment
   e. Reading posted bulletins related to volunteers

3. School Policies
   a. Regular class schedules (staff and children)
   b. Discipline
   c. Use of school phone and instructions
   d. Books sent home
   e. Emergency calls during school hours
   f. Use of custodial services
   g. Other items of interest

4. Meetings
THE DEWEY DECIMAL SYSTEM OF CLASSIFICATION

Ten major classes make up the Dewey Decimal System of Classification. They are listed below with some of the kinds of information to be found within each class.

100 Philosophy
   (Psychology, Ethics, Ancient and Modern Philosophy)

200 Religion
   (Bible, Church History, Christian Religion, Other Religions, Greek and Roman Mythology)

300 Social Science
   (Government, Community Life, Conservation, Transportation, Costumes, Manners, Law, United Nations, Holidays, Folk Tales and Legends)

400 Language
   (English Language, Study of Words, Dictionaries, Foreign Languages, Alphabets)

500 Pure Science
   (Mathematics, Astronomy, Physics, Chemistry, Geology, Prehistoric Life, Living Things—plants and animals)

600 Useful Arts (Technology) (Applied Science)
   (Hygiene and Health, Safety, Inventions, and Machines, Aeronautics and Space, Farming, Food, Clothing, Tools, Engineering, Manufacturing, Building)

700 Fine Arts
   (Architecture, Coins, Pottery, Drawing, Handicrafts, Painting, Photography, Music, Recreation, Hobbies, Games, Sports, Magic)

800 Literature
   (Poetry, Plays, Short Stories)

900 History
   (History, Geography, Travel, Atlases, Biography)

920 Collected Biography

92 Biography

F or Fic Fiction

REF Reference Books

Q over the number means it is an oversized book which is placed in a special place in the library.
Main Entry

799.2
F
Faust, Gil
96 p. illus. with photos.

1. Hunting. 2. Title

Subject Card

799.2
F
Faust, Gil
96 p. illus. with photos.

1. Hunting. 2. Title

Title Card

799.2
F
Faust, Gil
The Young Sportsman's Guide to Hunting.

1. Hunting. 2. Title
THE CARD CATALOG

Main Entry

(1) 799.2 F

(2) Faust, Gil


(6) 96 p. Illus with photos.

(7) 1. Hunting. 2. Title

1. CALL NUMBER This number tells you where to look for the book. The 799.2 is the Dewey Decimal number and the F is the first initial of the author's last name.

2. AUTHOR'S NAME Last name is given first of the person who wrote the book.

3. TITLE OF THE BOOK

4. PUBLISHER One who prints the book and offers it for sale.

5. COPYRIGHT DATE Tells when the book was written.

6. NUMBER OF PAGES and also tells if the book has pictures, charts, and index.

7. SUBJECTS under which book will be found in the card catalog.
For Parents of Second Graders Only

A number of you have asked if there is any way you can help at school. In fact, there are so many activities we hope to do this year to enrich the children's learning that the offer of assistance came at a very opportune time.

The rewards that result from involvement will be received by all concerned. It will give you an opportunity to help the children, get acquainted with other parents, school personnel, and classmates of your child and share your expertise in a particular area.

We are attaching a list of various ways our parents and even grandparents can provide services that will enable us to carry out some of our intended plans for the boys and girls. Look it over for a couple of days and then if you are able and willing to give some of your time or assist in other ways, please check the appropriate blank or blanks. If there is not sufficient response on the item you check, we may be unable to do that activity.

Please allow time for us to summarize the results and make plans for implementing. Some activities we need to start as soon as possible, others may not begin till much later in the school year. So please be patient with us.

We would like to have a meeting for the parents to get acquainted with one another and with the teachers as well as a discussion of responsibilities involved with this kind of program.

Sincerely,

Mrs. Luckett
Mrs. Whalen
Mrs. Wills
I. Resource Person - one visit to school:
   A. To demonstrate a skill or hobby such as:
      ___1. How quilts are pieced and made
      ___2. How to make pumpkin into the sauce for pies, etc.
      ___3. How to play "old time" games indoors or out
         (such as Bob for Apples, Sack Races, Maypole Dance, etc.)
      ___4. How to sketch or draw
      ___5. Different paper-folding skills
      ___6. Musical activities, especially instrumental
      ___7. Present slides made that relate to a particular geographic
         or historic area
   B. To help prepare and/or serve a special food:
      ___1. Making butter at school
      ___2. Making no-bake cookies at school
      ___3. Making ice cream in individual containers at school
      ___4. Preparing pumpkin bread, pumpkin cake or pumpkin cookies at
         home for the class.
      ___5. Making edible playdough for the class
      ___6. Plan and help with a breakfast at school for second graders
      ___7. Prepare readily available foods that some children may never
         have eaten (turnip slices, persimmons, etc.)
      ___8. Winter picnic
      ___9. Soup

II. Help on a regularly scheduled time basis: once a week for part of a
    day, once a month for part of a day.
   A. Supervise reading or math games with individuals or small groups
   B. Listening to children read
   C. Tell a story
   D. Read a story to small group
   E. Listening to child tell about a book read
   F. Helping children with sight words or vocabulary, and number facts
   G. Tape recording oral reading and playing back
   H. Helping child tape record his own story, typing that story for him
      to read
   I. Helping supervise lunchroom

III. Help till task is done:
   A. At home - making bulletin board letters
   B. Making puppet clothes
   C. Making bean bags
   D. Making toss game
   E. Crocheting puppets
   F. Making classroom games and learning activities
   G. Collecting materials for projects listed here
   H. Helping purchase some of the materials for activities (food activities
      especially)

At home or school -
   A. Covering with clear contact paper new instructional materials for
      children's use
   B. Coordinate volunteer work for second grades

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III. Help till task is done: (continued)

At school -
A. Help celebrate forgotten special days
B. Help with games for the observed holidays at school
C. Assisting teacher with clerical tasks such as typing or duplicating
D. Helping children organize materials in desks
E. Assist teacher when large group work is being done

Please add your own suggestions:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature
APPENDIX K

THE

SCHOOL

VOLUNTEER

BECKEMEYER
SCHOOL
1978
THE SCHOOL VOLUNTEER

Each person wishing to become a school volunteer will be interviewed by the Principal or his designated representative. Upon being assigned to a volunteer program, the individual will be expected to attend the orientation for the volunteer program in which that person will be involved.

A feeling of mutual understanding and confidence is essential to any volunteer program. Therefore, we respectfully request that volunteers consider as confidential whatever records they may be exposed to, or private conversations they may be privileged to hear while they are at school. They should feel free, however, to discuss matters concerning the volunteer program with the principal, teacher, or volunteer coordinator.

PERSONAL CHARACTERISTICS OF A VOLUNTEER

The ideal school volunteer should

. . . be a friendly reliable, flexible individual interested in children and their education

. . . have enthusiasm for working with young children and the ability to work in cooperation with school personnel

. . . have good health and good moral character

. . . feel a responsibility as a citizen to support the schools in their effort to provide an individual education for each child

. . . be willing to acquire additional skills needed to improve the volunteer program

. . . use talents to enrich the school program

. . . have the ability to communicate with children of all ages

. . . have the time and willingness to serve.
DUTIES AND RESPONSIBILITIES

The professional staff members carry the responsibility for the instructional methods and techniques used in the classroom. You, as a volunteer, will be serving in an auxiliary capacity under the direction of a teacher or volunteer coordinator.

Please keep in mind that a volunteer can never be left in charge of a class. If an emergency arises which will call the teacher from the room, she will immediately notify the school office so that legal supervision may be provided.

Please consider these helpful hints to remember to prevent problems:

1) The teacher is responsible for discipline. (If a problem should arise, it should be discussed privately with the teacher involved.)

2) Do not ask a child to perform an act that could be dangerous such as using a paper cutter or standing on a chair or other object.

3) Discuss problems or possible changes in your assignment with the principal or volunteer coordinator. These problems should not be discussed with other volunteers or teachers. We suggest that if a volunteer is not satisfied with placement that they request a substitute placement rather than drop out of the program entirely.

4) Allow time for conferences with the classroom teacher to discuss concerns you might have. It is possible that a busy teacher might not be aware of your needs.

5) Please keep in mind that regular attendance is important. Teachers depend on you and plan their daily schedule accordingly. Please notify the school as early as possible if you are unable to be present on time so that other arrangements may be made.

6) Interpret the volunteer program to the community to help promote public relations for the school.
GUIDELINES FOR VOLUNTEER AIDES

As a school volunteer, you face a most challenging and rewarding task. Please be faithful, be prompt, and be prepared! To help you in your role, we have prepared the following list along with suggestions on how to go about meeting them.

You will also be given help to carry out your work through pre-service and inservice meetings; conferences with the classroom teacher and principal; and opportunities to observe in the classroom.

Your teacher and principal are always ready to advise and instruct you. Most of the duties suggested apply to all grade levels. It is the task of the teacher to select and assign the volunteer to those duties she finds most helpful to her classroom requirements. She will, of course, consider the talents of the volunteer.

SUGGESTED ROLE OF VOLUNTEERS

Duties may be grouped as follows:

. instructional support

. assisting with classroom clerical jobs

. classroom housekeeping

. contributing of special talents.

INSTRUCTIONAL SUPPORT

The volunteer must remember that the role of instructor belongs to the teacher. It is after a lesson has been presented or study work has been assigned that the volunteer can assist the teacher by supervising pupil activities or study as suggested below.

1. Reading and/or Phonics

   a. reading aloud to a group (must be done with good
expression)

b. hearing reading, individually or in groups
c. helping groups or individuals by use of flash cards
d. helping children to develop good listening habits

2. Language Exercises and Drills
   a. correcting exercises with the pupil concerned
   b. conducting story hour
   c. conducting language drills
   d. sitting in on group discussions as a resource person for pupils
   e. listening to children's stories to encourage language development; and in primary grades, printing the stories for pupils
   f. doing some checking and discussing of sentences and paragraphs with individual pupils
   g. directing or supervising language games

3. Spelling
   a. correcting spelling and making error counts
   b. discussing spelling errors with pupils individually
   c. conducting spelling drills—i.e., spelling games, flash cards, etc.

4. Arithmetic
   a. arithmetic drills—flashcards and other aids
   b. simple drills with small groups at blackboard
   c. correction of individual work

5. General
   a. assisting and briefing pupils who have been absent
   b. constructing flash cards, charts, reading games, etc., to teacher's instructions
   c. getting ready materials for a coming lesson—e.g.,
art, science, etc.

d. helping in the library or other resource center—e.g., helping pupils find correct book or article for research, cataloging books and materials, shelving returned books, etc.

e. helping pupils with work on special projects and booklets

f. assisting with seat work—e.g., correcting written seat work (objective exercises) and making summary of type and frequency of errors for teacher, encouraging the slow pupil and the dawdler to increased effort.

ASSISTING WITH CLASSROOM CLERICAL JOBS

1. Helping with making out and checking of inventories (books and supplies, classroom equipment, supplementary readers)

2. Collecting, checking, and recording monies

3. Organizing and cataloging classroom books

4. Doing classroom filing

CLASSROOM HOUSEKEEPING

1. Helping in arranging interest centers

2. Taking down classroom displays

3. Participating in end of class clean-up—e.g., science materials, paint brushes, etc.

HELPFUL HINTS FOR VOLUNTEERS

Most of your time will probably be spent in giving instructional support to the classroom teacher. Below are listed several ways in which you might enhance your usefulness in the classroom.

Some General Principles:

1. Be sure you understand the teacher's instructions as to content and procedures for work to be done. If in doubt, ask for clarification.
2. A conference with the teacher, however short, at the beginning and end of each day's assignment, will increase the effectiveness of your efforts.

3. Establish a cheerful and friendly atmosphere for each lesson.

4. Refer promptly to the teacher any pupil who becomes a problem.

5. Develop good questioning techniques.
   a. The way questions are posed should vary.
   b. Questions should be purposeful and stimulating.
   c. Leading questions help the slow child.
   d. Question should be adjusted to age level and understanding of the child.

6. Learn good techniques of routine movements involving grouping and regrouping. The quiet and efficient movement of groups enhances the effectiveness of the lesson.

7. Having materials ready and special equipment set up ahead of time saves teaching time. Be ready to help in this whenever occasion arises. Unobtrusive efficiency in these things will emphasize your competence.

8. By observing the teacher's procedures and techniques, the volunteer can readily learn
   a. how directions should be given
   b. choice of vocabulary to suit children concerned
   c. how questions are asked
      —Do they provoke thought?
      —Do they motivate?
   d. how, with small children, activities alternate from active to quiet, quiet to active.
   e. proper use of materials
      —preparation
      —how distributed in quick and orderly fashion
      —helping the child who has difficulty following directions.
f. how provision is made for individuals or small groups while teacher is busy with one group

g. what rules and routines are in effect; how emergencies are handled

h. proper forms of printing or writing, format and layout for work on chalkboard and in notebooks.

Helping the individual child:

1. Get to know the whole personality of the child.

2. Try to grasp, from teacher's instructions and from child's reactions and answers, just what his difficulty is.

3. Be sure whenever you uncover some problem, aspect, or special aptitude of a child to acquaint the teacher as soon as possible (e.g., during brief close-of-class conference).

Reminders and Suggestions:

1. Don't hesitate to ask questions on problems. Your principal and teacher are always eager to help you. Your suggestions, too, are most welcome.

2. If you haven't already done so, check with the classroom teacher regarding all aspects of fire safety and fire drill routine as it may concern you. Remember that it is very important for the volunteer to be closely familiar with the day-to-day routine of her school and her classroom and the rules of the school.

3. Whenever the occasion presents itself, volunteer and exercise any pertinent talent or skill you have. Remember, the teacher is learning to use your services at the same time you are learning to help her. Knowing your resources will help her to use your talents more effectively.

4. Your competence will be respected as the staff learn that they can count on you to
   a. maintain a pattern of consistent and regular attendance
   b. carry out instructions with dispatch.

5. Be your own critic as to how effective your help is in freeing the teacher to plan and carry on her classroom teaching.
Remember, the child you are trying to help

. may come from a very crowded home where he has no access to books

. may have had previously almost no profitable learning experience

. may never (apart from school) have had an adult read to him or listen to him read

. may never have had anyone who even wanted to know what he has to say about anything or anybody

. may have a vocabulary so limited that you talk a totally different language than he does.
APPENDIX K

THE TEACHER

AND THE

SCHOOL VOLUNTEER

MANUAL

BECKEMEYER SCHOOL

1978

-53-
THE TEACHER AND THE SCHOOL VOLUNTEER

The goal of the school volunteer program is to bring volunteers into the classroom to participate in the everyday educational experiences that occur and to work in cooperation with teachers and other school personnel.

Each classroom teacher is responsible for the students assigned to her classroom. Teachers may request the volunteer to assist in a manner that will improve the ongoing educational program. It is possible that the volunteers available may offer specific services while others may offer general assistance. As a result, the teacher must be fully informed of the volunteers' qualifications and experience in order to use them to the fullest.

School volunteers who work directly with children will always be under the direct supervision and guidance of the classroom teacher. A volunteer will never be left in charge of a class! If an emergency should arise which calls the teacher from the room, she should immediately call the office in order that legal supervision may be provided.

The teacher is always responsible for discipline. The relationship between the school volunteer and the teacher should be a professional one of mutual trust and respect. Volunteers can be of assistance to the teacher in many ways. The following suggestions will make the volunteers' assistance more effective and meaningful:

—Try to arrange an early session with the volunteer to discuss your program. She will need to know how you would like for
her to help. Select first of all those services that will
be of help to you and your students. Don't forget that a
little variety in assignments will be appreciated by your
volunteer.

--Plan what you want before the volunteer comes to your room.
Be certain your directions are specific.

--Please advise the Principal's office if you are not going to
need your volunteer at her regular time or if you are going
to be away from school. This will prevent unnecessary trips
to school for the volunteer.

--Be certain to brief your volunteer in dismissal procedures,
civil defense drills and fire drills.

--Introduce your volunteer to the students in your class and
to the teachers next door.

Remember that it is most important to give careful, specific
instructions when you assign any task to the volunteer. Teachers
must assume the responsibility for training the volunteer in the
various skills and methods needed to improve the instructional program.

For example, she will need to know how to handle individual differences
in children. They will need to know how to handle problems that
will arise between children during the school experiences. She will
have to know how to use games and instructional materials as well as
follow classroom procedures and schedules. The teacher must also
arrange for regular conference periods with her volunteer to discuss
areas of concern that will arise from day to day.

BENEFITS FOR THE TEACHER

The presence of the volunteer gives the teacher time

...to direct energy and thought to the teaching day

...to provide for increased individual attention for children

...to plan for special activities

...to be relieved of routine chores
...to provide enrichment experience for children in the class
...to reinforce learning skills.

GUIDELINES FOR TEACHERS USING VOLUNTEER AIDES

1. Before requesting a volunteer, be certain you have in mind why you wish a volunteer and how you could use one effectively.

2. Be certain you fully understand what your day-to-day relationship to your volunteer will be.

3. Remember to have a definite plan for work ready, either through conference time or with written instructions for each day your volunteer serves so that she will carry out her duties effectively.

4. Be prepared to give ongoing inservice instructions to your volunteer.

5. Keep in mind that your volunteer is a direct link with your community and that the good impression you will make will create good public relations for the school.

6. Welcome your volunteer each day to make her feel that she is an important part of the curriculum. Make her feel effective and needed.

7. The volunteer should be given specific instructions and the necessary materials needed for each job she is requested to perform.

8. Be certain that the volunteer is thoroughly orientated to classroom and school routines. Be certain that she is familiar with directions in the event of a fire drill or a tornado warning.

9. Notify your volunteer of any advance changes in your daily schedule.

10. Keep in mind that a volunteer must always work under the direct supervision of the certified teacher. Her instructions, therefore, are the direct responsibility of that teacher.
To Parent Volunteers:

You are cordially invited to attend the fourth annual Parents' Appreciation Day Luncheon. This activity has been planned for Tuesday, May 9, 1978, and will begin promptly at 11:30 a.m. The luncheon will consist of hot ham sandwiches, our teachers' favorite salads, coffee and tea.

In order for us to be able to plan for you, we ask that you sign and return the attached slip no later than Friday, May 5. We also ask that you park on Big Four Avenue or Seymour Avenue, west of the primary building.

Sincerely,

BECKEMEYER SCHOOL

Earl Meier, Principal

Beckemeyer School
Hillsboro, Illinois

_____ Yes, I will be able to attend the Annual Parents' Appreciation Luncheon, May 9, at 11:30 a.m.

_____ I am sorry I cannot attend.

Parent's Signature
BIBLIOGRAPHY


