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A Study of Oral and Written Reports to Parents at the Elementary and Junior High School Levels

Christopher Frederick Darling
Central Washington University

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A STUDY
OF ORAL AND WRITTEN REPORTS TO PARENTS
AT THE ELEMENTARY AND JUNIOR HIGH SCHOOL LEVELS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Christopher Frederick Darling
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APPROVED FOR THE GRADUATE FACULTY

Robert E. Anderson, COMMITTEE CHAIRMAN

Darwin J. Goodey

John A. Schwenker

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CHAPTER I

THE PROBLEM, THE PURPOSE, AND THE LIMITATIONS OF THE PROBLEM

INTRODUCTION OF THE PROBLEM

Rapport is the relation characterized by harmony, conformity, or accord. It also refers to having a close understanding or mutual dependence between two individuals toward a specific goal.

This study is to determine the degree of rapport that is evident in the Renton elementary school and also the Renton junior high school. It is also to determine if any changes in rapport are needed on the Renton junior high level.

The basic means of communication of the Renton primary grades is by the parent-teacher conference method. This method is used because of the lack of oral communication of the child to express himself adequately and properly to the teacher and other school personnel.

As the child enters the Renton intermediate level the parent-teacher conference is still the mainstay of communication. However, the report card or other vicarious medias of written communication come into focus.

As the child enters the Renton junior high school the

written form of communication predominates. Only under se-
date circumstances is a parent-teacher conference held to
solve problems of the child. In other words there is basical-
ly no verbal contact between the parent and the teacher unless
an emergency arises.

The rapport that is often developed from this nebulous
contact is not desirous to the best growth development of the
individual child. Parent-teacher contact in the early part
on the year of the Renton junior high school as is performed
in the Renton elementary school would develop better rapport
for the junior high.

There are however many variable factors that may af-
fect or determine the change of methods of communication from
the Renton elementary grades to that of the Renton junior high
grades. Five of the variables are discussed in the following
paragraphs. The fallacy is that some of these variables become
stereotyped. There is no modification to bring them up to date
to fit in with the modern curriculum. Teachers, as individ-
uals, develop set patterns and often do not care to deviate
from the pattern or methods used. This is do to the fact that
we feel assured of the outcome of methods that we have used
previously.

A second variable of the Renton junior high that may en-
ter into the situation is the time element. The Renton junior

high teacher often has many more students under his supervision than does the Renton elementary teacher. Thus the written form of communication is quicker and more convenient than the oral conference in the Renton junior high school.

A third variable is the greater amount of independence of the individual child. The Renton junior high child is not concerned that his parents know all that is evolving in his every day life. The child of this level also has basically moved away from parental or adult guidance. He now seeks guidance or counsel from peers of his own social and academic level.

A fourth variable is the fact that many junior high teachers who have not had an elementary teaching background do not understand the growth patterns of the lower grade child. Since the Renton junior high teacher has had a secondary background, it is difficult for him to adequately understand the child with only an elementary background. Thus it is difficult for the student upon entering the Renton junior high level to make the emotional and social adjustment.

A fifth variable is the fact that the child must now adjust to a number of various teachers with varying personalities, whereas in the Renton elementary school he adapted himself to as few as one or two teachers. This provides an opportunity for the child to compare the teaching methods of various

teachers. He must also adjust to their methods, as well as their capabilities. The child is "changed" from one method and one teacher's "whims" to another by a period bell, and perhaps a five minute time lapse.

In other words the more adjustments a child has to make to variable situations the longer it will take him to familiarize himself with them.

Statement of the problem. It was the purpose of this study to (1) study the types of oral and written communication on the elementary level; (2) study the types of oral and written communication on the junior high level; (3) examine which of these two types have developed the better means of rapport through communication; and (4) develop better means of rapport on the junior high school level of Renton, Washington.

Importance of the study. The importance of the study is to develop a better understanding and concern for the guidance and counsel of the student. The development of closer parent-teacher relationship on the junior high level should assist the guidance of the student academically, emotionally, and harmoniously to a greater degree.

It is believed that a closer working relationship on the junior high level can be developed. Through a closer working relationship the parent can gain a better understanding of the aims, goals, and objectives of the junior high school level.

Limitations of the study. This study was undertaken for the development of better rapport between the parents and teachers of the junior high school of Renton, Washington. It is desirable to obtain information concerning the importance of oral and written communication in the establishment of rapport in the junior high school.

DEFINITIONS OF TERMS

The following terms and definitions are used throughout this study.

Animosity. Animosity is enmity or resentment.

Causation. Causation refers to the act or agency by which an effect is produced.

Conference. A conference is a voluntary association; an interchange of views; a discussion or meeting to arrive at a better understanding.

Literature. The body of writings having to do with a given subject; any kind of printed matter pertaining to a given topic or subject.

Nebulous. Nebulous refers to a vague or unclear understanding; loosely associated.

Rapport. Rapport is the relation characterized by harmony, conformity, or accord; having a close understanding or mutual dependence, continuity of understanding.

Sterotyped. Sterotyped is to repeat without variation; a set pattern without change or deviation.

Transference. It refers to conveyance, passage, or transfer.

Vicarious. Vicarious refers to substitutional; delegated; experiences learned indirectly.

CHAPTER II

REVIEW OF THE LITERATURE
OF ORAL AND WRITTEN CONFERENCING

There has always been greater concern expressed for the academic development of the child on the elementary level than that of the junior high level. This is due partly to the greater independence of the child as he matures physically and intellectually. However, the change from elementary school into the junior high school is a very difficult transformation for many students.

Junior high teachers often do not understand the growth process of the child. Elementary teachers who have never taught on the junior high level often do not identify the developmental goals of the child.

The guidance of children ideally begins with programs designed to educate parents (56:167-170). Thus the junior high teacher often overlooks vital criteria of information that will lead to a greater understanding of the child. This may be partly due to the time factor element.

Youth, in their process of maturing, desperately attempt to make a more pronounced break from the confines of their homes about the time they enter the secondary school. Up to that time

it mattered very little from their standpoint how the contacts between teachers and parents were made, except that as previously stated, knowing that their teachers and parents were 'agreeing in general' gave them a feeling of security (31:23).

This study of the elementary school and the junior high school methods or techniques of developing rapport should reveal the attributes and deficiencies of both levels. It is an effort to alleviate the enormous emotional transference between them.

There is no counseling staff personnel within the individual grade schools of Renton, thus it is up to the individual teacher to be basically responsible for the counseling of the child. However in the junior high schools of Renton there is one counselor for approximately every five hundred children. This ratio prevents an adequate counseling situation. Therefore it still reverts to the homeroom teacher to perform the basic guidance or counseling of each child.

The teacher-counselor is like the hub of a wheel from which radiates relationships with the school counselor, specialists, principal, and other teachers of the child (58:93-98). It is mandatory that the junior high teacher continue the direct parent-teacher conferences to continue the cumulative growth pattern of the child which began in the elementary school. This technique too often culminates at the sixth grade.

Teacher-parent conferences to supplement or replace report cards are gaining favor. Report cards can not give the convincing qualities of first hand conferences. The conference method helps achieve the goal of good understanding (13:56-57).

The grade schools of Renton schedule individual parent conferences with each of their parents by the end of the first semester. The junior high teacher participates in a parent-teacher conference only when it is requested by either the parent or the teacher. Many problems may arise or implications of problems may be seen within the junior high school level, but no formal contact may be attempted unless it is a necessity.

The conference method on the junior high school level, when well planned and conducted, aids administrators as it helps cement good public relations between school and community. It provides the opportunity for the teacher to go into considerable detail about a child's personal progress, and interpret the school program, as well as to know the parent (13:58-60). This knowledge can better aid the teacher in the continued guidance of the child.

The junior high school level as well as the elementary school level must establish that each individual is a unified person, an integral whole. The child's physical, intellectual,

emotional, and social needs must be satisfied in his own particular situation (32:22-38). Evaluation of the child may be a cooperative product of several teachers, pupils, parents, or in fact, any person who has had sufficient opportunity to observe the pupil. Evaluation is not just a testing program. Increasing emphasis on the personal and social adjustment of the child, as well as in his academic achievement, has called for the corresponding development of techniques for appraising all phases of child growth (66:18).

The individual teacher who may only have the child for one period of the day on the junior high level may not identify the needs of the child as quickly as the teacher who may have that same child for a longer period of time. Thus it will take longer for the teacher to observe and determine which of these needs each child needs to have strengthened or developed. Therefore the junior high teacher will be apt to seek the aid or assistance of others.

As an individual's efforts to satisfy his needs are blocked he struggles to achieve them. The junior high teacher with less parental contact and less contact with the child will find it difficult to guide the child to any great extent at the beginning of the year.

According to Frasure, teachers may help the parent to do a more effective job of child development through observation of the following six criteria: (21:406-9).

1. Preparing better parent-teacher conferences with a background of personality adjustment, normative growth and behavior expectations, and mental hygiene.
2. Making adequate plans for the following through satisfactorily on home visitations.
3. More frequent contacts with parents.
4. Developing new approaches to parent-teacher relations through exchange of ideas and planning.
5. Showing genuine interest in the total development of boys and girls in such areas as mastery of content, building of personality, and structuring of character as well as pupil health and adjustment.
6. Helping parents to understand ways in which they may aid the teacher to serve more effectively.

The specific actions taken by teachers and parents working cooperatively will vary with the child and his needs. It will take longer for the junior high teacher to see or understand these needs, but all cooperative ventures are better handled with sincerity, frankness, and concern. All too often on the junior high level a formal conference becomes mandatory due to the lack of understanding between the parent and the teacher.

Through the guidance program parents are offered opportunities to learn how the school serves its youth, to understand their responsibilities in regard to their child's vocational choice and to work with the counselor in conjunction with their child's maturation process (42:269-270). The incorporation of the parents in a guidance program is too frequently overlooked.

The child in grade school does not reveal the cultural differences as much as the junior high child. A greater need between the parent and the teacher is essential for the proper guidance and counseling of the junior high school child.

Important for intercultural education is the finding that parents give relatively little evidence of having assumed responsibility for teaching their children about cultural differences or for teaching values and attitudes of good human relations. To a great extent their teaching of intergroup attitudes to their children is not direct and planned.

According to Trager and Yarrow, parent's attitudes toward groups enter into the control of their children's social relationships at home, in the neighborhood, and at school. By telling how they have placed restrictions upon friendships or have encouraged friendships among children of different groups the parents reveal how they have created experiences which may be expected to have influenced their child's attitudes (60:185-9).

The attitudes, feelings or moods, of parents as well as pupils is largely up to the teacher. Successful teacher-parent-pupil relationship is a result not a cause (6:12-13).

There are many contributing factors that may be the causation of lesser direct parental contact on the junior high level than the elementary level. Some of the attributive factors that may be pertaining to this lesser parental-teacher

concern are increasing independence with his age development, stressing of self-guidance, and the child seeking guidance or counsel from his own social age group rather than from adults. Other factors that may be detrimental are lack of teacher concern for the child, lack of parental concern, both parents working at occupational jobs away from home, the failure to understand proper rapport techniques, the use of stagnant communication methods that haven't changed, the human nature of procrastination, time consuming methods, 'the one way' method of reporting, and that grades are used as the media or criteria by parents as the only method of evaluation.

There is, however, a problem that causes the parent greater concern on the Renton junior high level than on the Renton elementary level. That is the unevenness of the homework assignments. This is do to the fact that a junior high teacher does not know when his fellow junior high teacher is giving a homework assignment. Therefore a child may receive homework with great irregularity. Through a parent-teacher conference this problem could be explained to the parent. This is why many Renton junior high teachers assign 'long range' assignments so that the child can prorate his study schedule. It is best for the teacher and parent to achieve some understanding between them before a child's problems become so acute that a formal conference is necessary (1:433-4).

D'Evelyn states that if the school accepts its responsibility for the personality growth of the child as well as for his intellectual growth, and it is recognized that this means working closely with the parents, it is obvious that the parent-teacher conferences are not an adjunct to the school program or curriculum but an integral part of it (18:92).

Parents have developed deep-rooted attitudes about 'reporting', caused by their own traumatic school experiences when a report card meant the dreaded day of judgment had arrived.

Wanting their child to succeed is a very universal drive with parents (27:27).

Grindle and Douglas list four thoughts to think about before a conference (23:25).

1. During the conference questions about the child's work study habits; courtesy and consideration; dependability; cooperation; initiative; self-reliance; leadership; self-control; obedience and promptness; and his physical development should be discussed.
2. After the conference a summation should be given.
3. A list of items in various subject areas are given to contemplate over in relationship to their child.
4. Suggestions or arrangements for the next conference should be ascertained, that is if one is needed.

When report cards or other written correspondence was the school's main contact with the home regarding the individual child's progress, reports were traditionally regarded as the chief responsibility of the teacher to the parents.

However, when parents are participants in an active counseling program there are many means by which they may be informed and judge the growth of their child, both intellectually and socially. The parent who visits school and observes his child in action has a much clearer picture of his activities and can better appreciate a written communication of any kind sent home to him by the school (33:120). One of the better ways or avenues of communication is through the parent-teacher conference which should be incorporated in the guidance and counseling of the school system.

During the first weeks of school if each teacher in his class meets the entire group of parents of the children in his class, routine school policies, philosophy, and other important non-personal details maybe discussed, thus lessening the necessity of retalking the material at the individual parent-teacher conference (29:9).

Before any conferences are held the teacher or school should establish specific criteria for governing them. There should be specific goals or regulations established so that the end result is a better understanding for the growth and development of the child. This of course is the aim of any conference or communication between the parent and the teacher. D'Evelyn has established nineteen basic goals or guides for a successful conference (18:95-97). These goals or guides aim to promote an excellent rapport throughout the conference.

For the parents, the conference serves to bring the teacher, school and classroom setting into clearer focus. The teacher must adapt her vocabulary to the parent with whom she is dealing, in all phases of the parent-teacher program, but particularly in discussing the individual child (33:147).

Successful counseling depends on the relationship between the parent and the teacher. It also depends upon the rapport that has been established between the two for the betterment of the guidance of the child. An important concept to remember by both the parent and the teacher is that the basic purposes of the parent-teacher conference is to obtain and exchange information that will aid in the further growth development of the child.

Parents like the conference that is a detailed and specific report on the child's home and school program, not amateur psychotherapy (35:43). It is also suggested by Martyn and Bienvenu that the parent-teacher conference follow a basic criteria.

1. Make sure the teachers and parents understand the purpose and limitations of the conference.
2. Fix the responsibility of teachers and parents for their respective parts in the conference.
3. Give the parents specific achievement data on the child's progress.
4. Report the achievement data in relation to the individual child's ability.
5. Evaluate, and have parents evaluate, each conference as a regular part of the conference program.

Throughout the parent-teacher conference the specific actions taken by the teacher and the parents working cooperatively will vary with the child and his needs. But all cooperative ventures are better handled with sincerity, frankness and concern (1:433-444).

The parents must be informed that their child is an independent individual, and that basically there should not be comparisons between their child and other children within the room. Some of the basic goals or assumptions of the class can be discussed in general, but the relationship of their child to any other child of that class as far as work habits, effort, initiative, or growth should not be made. The conference should be for their child and their child alone.

A National Education Association survey revealed that eight-five per cent of parents questioned who were accustomed to the parent-teacher conference wanted it continued as it greatly revealed their child's development (13:59-60). Some other authorities feel that the real value of parent-teacher conferences is the fact that they bring the home and school closer together and teachers and parents get to know one another as individuals. The foundation of parent-teacher cooperation lies in the mutual sharing of information, in thinking through the behavior desired for a child and in working

out methods that may be used at home and at school to obtain desired results. Both have information necessary to the better understanding of the child and are thus on an equal basis (8:8).

CHAPTER III
REPORT FORMS
OF THE RENTON JUNIOR HIGH SCHOOL

Within the Renton Junior High School System there are many forms of communication between the parent and the teacher or the parent and the school. These forms are written or printed. For an overview of the forms see Appendices A, B, or C. These forms may be used for specific purposes between the parent and the teacher, counselor, nurse, vice-principal, of the principal.

Many of these forms are for a specific purpose and ask for basic information in specific areas of the child's curriculum. These forms are used mainly as a means of convenience and as time saving devices. They are not used basically as a means of developing rapport, but some of these forms partially aid in the development of rapport.

The rapport that has been developed, if any, is not adequate for the junior high level in Renton. This is of course is evident by the continuous number of phone calls or notes that are received through the main office. All of these forms indicate the tremendous amount of communication between the parent and the school, but all of them are lacking an important single item. That is the first hand, personal rapport which is

developed by the parent-teacher conference.

All of these forms combined will not give the teacher or the school a complete understanding for the proper development of the child. The more thorough understanding of the child one possesses the better the development and growth of the individual child can be accomplished. It is evident that the parent-teacher conference is a greatly needed factor in the development of the understanding of each child on the Renton junior high school level.

There are many environmental, social, emotional, and family type questions that may be too personal to be included on any written form. Many of these factors can not be adequately worded on forms which require one statement or paragraph.

To take time to go to all of the different departments of the school to peruse the forms that have been received by them would be difficult for the teacher. Every form is not within a specific central file system. The nurse and the counselor each have their own cumulative file system..

Some of these forms within the appendices have space available for the parent to write comments. These forms then are returned directly to the central office. If the teacher is not directly notified of the return of the form it is apt to be filed. The teacher then may miss an item in the better understanding of the child.

These written forms are only a segment of the knowledge needed for the growth and development of the child. These forms serve as a related media of obtaining information, but are not a means to an end in the guidance or counseling of the child.

The forms in appendices A, B, and C are only a part of the written communication between the parent and the school. One should also be aware of the Parent-Teacher-Association Newsletter, the various levy bulletins, the federal survey that is required each fall, emergency weather condition bulletins, the announcements of city recreational events, the brochures of the Seattle Symphony's annual concert, and many others.

Parents receive so many forms of written communication from the school that they do not always take sufficient time to read and comprehend the information adequately. This is evident by the replies on some of the returned forms of communication.

The establishment of a regular parent-teacher group conference at the beginning of each year may develop a better rapport between the school and the parents by explaining the basic purpose and use of forms in general.

EVALUATION OF ORAL AND WRITTEN COMMUNICATION
OF THE RENTON JUNIOR HIGH SCHOOL

From the compilation of reference material on oral and written communication there is evidence to believe that first hand information is not only more factual and accurate, but many related questions and problems can be brought up for discussion. Since the parent-teacher conference is a first hand experience it is suggested that it is the recommended method of conferencing.

The written communications can be used in supplementation to the parent-teacher conference. Written communications can basically be used for the obtaining of specific questions or facts that have no direct development on the individual child. It is difficult through written communications to thoroughly inform the parents of the child's complete progress.

The report card for example only informs the parents of a possible level of achievement of the child. It does not explain how the child can improve or overcome certain problems. It also does not inform the parent as to how the child can be guided or counseled into more growth and development.

The other forms of printed materials in the appendices cannot fully explain or delineate the child's possible growth and development. Although certain characteristics can be noted

on the written forms, it is difficult to explain how the development or improvement of them can be ascertained. That is without a parent-teacher conference.

The registration forms are another example that could lead to misunderstanding. Parents in general may have their child follow a certain pattern of courses, but without consulting the counselor and checking into various tests that have been given to the child, may be following the wrong path.

The word counseling refers to the mutual advising or deliberating together of two or more individuals. This can only be accomplished adequately when as many facts and related information to the situation can be obtained. Possibly the most practical and efficient method of doing this is by the parent-teacher conference method.

Although there are variable factors that may impede the proper functioning of a parent-teacher conference on the junior high level in Renton, it is still the one method where mutual understanding, cooperation, frankness, sincerity, and togetherness can be discussed easily.

CHAPTER IV

SUMMARY

Although both the written and oral communication have their distinct purposes and goals, they can not adequately fulfill the responsibility of guiding or counseling the child by themselves. They are only a tool in the development and growth of the child.

The parent and the teacher can only accomplish so much in the development of the child, by working together however a greater accomplishment can be fulfilled. The parent-teacher conference brings together not only the environmental, home and educational aspects in the growth and development of the child, but also the social, emotional and potential development of the child in the Renton junior high.

Although the junior high school child has stressed a greater amount of independence and has stressed himself to a greater extent as an independent individual, there is still the need of both the parent and the teacher to counsel and guide this child to a greater degree. Growth is a continuous process and does not stop whenever the individual child believes that he has reached his independence. We as parents and teachers believe that a child matures to a point or degree

where he can decide for himself, but we as parents and teachers must be cognizant of this growth and development at all times. Even though the child may believe he is sufficiently able to make his own decisions he still needs the continued guidance and counseling of adults.

Both types of communication, oral and written, were studied in this research paper. It is evident that the elementary school has developed the better oral type of communication. This is accomplished through the parent-teacher conferences. It is also evident that the Renton junior high school can improve the rapport between the parent and the teacher by participation in more parent-teacher conferences. This should be accomplished by homerooms or through groups. In these homerooms or groups can be discussed the general or overall aspects of education on the Renton junior high level.

The various authors throughout this research have indicated that the basic means of parent-teacher communication is by conference, and only through the conference can adequate rapport be developed for the most advantageous guidance and counseling of the individual child. As Ruth Strang has pointed out and is applicable to the summation of the writings of many of the authors of the bibliography of this research paper, "The modern report to parents is for the purpose of guiding the child rather than judging him. It is humane, personal, diag-

nostic, and concerned with the future rather than with the past" (55:4). Ruth Strang has stated that the best rapport is developed by the 'Parent-Teacher Conference'.

There were five variables that were listed at the onset of this research paper. From the material obtained in this paper conclusions can be drawn to most of these variables.

In regards to the first variable that was listed on page two, teachers as educators must develop an attitude of continual learning. This will allow one to use methods that one is assured of working and also provide an opportunity of attempting new and vicarious methods.

Although the junior high teacher of Renton has more students under his supervision he has the prerogative of seeking counsel from the other teachers of the individual child. This is an advantage he has over the elementary teacher.

The third variable indicates the greater amount of independence of the child. This is an opportunity to develop guidance through the child's peers. It is also an opportunity for the child to be counseled and guided through his own actions. It is an opportunity to direct him slowly toward self-guidance.

The fourth variable of the teacher possessing an insufficient background can be somewhat overcome by the proper use of consultants and supervisors within specific areas. Counseling workshops can be oriented to assist the teacher in

a more thorough understanding of the elementary child's background.

The fifth variable can be handled by means of the parent-teacher conference. The fact that the child may have many teachers in the Renton junior high school instead of just one or two as in the grade school can be discussed at the conference. The parent can be informed of the adjustment the child needs to make. The parent must understand that part of the education of the child is the adapting to varying environmental situations.

RECOMMENDATIONS

After this study on oral and written types of communication, the junior high level of the Renton School District should make an attempt to have homeroom parent-teacher group conferences within the first month of the school year. There should be several factors to consider in this first conference. These considerations are listed in the following paragraphs.

The basic rules of the school and the district and the yearly goals and accomplishments of each homeroom can be presented. The purpose and function of the parent-teacher conference can be explained.

A prime concern of the first parent-teacher conference should be the interest and harmonious accord that both the parent and teacher working together can give.

Secondly, to recommend that another parent-teacher conference be scheduled during mid-year on the Renton junior high level. This would be for the discussion of the growth patterns and developmental goals of the child that have been accomplished. It would also bring about further guidelines of the child for the rest of the year.

One conference does not solve the problems of the individual child for the whole year. A continuous pattern of observation is needed. Further conferences should be scheduled depending upon the growth patterns and goals of each child.

Some of the children may need more conferencing than others.

Each teacher should be given a day or two half-day periods for the individual conferences. This should be excluded from the regular teaching day. It should not however be used in place of the present day at the end of the semester that is set aside for written reports, grade evaluations, and report cards of the Renton School District.

A third conference in the spring of the year should be scheduled for the few parent-teacher conferences that would be needed to assist specific individuals in their growth.

The student should be a participant in these conferences. The conference is for the development of the student's growth and development, therefore the student should have a part in the discussion of the needs for his own improvement.

The written forms of communication that are compiled into specific areas of the appendices are to be understood as only tools by which better guidance and counseling of the individual child can be performed. These areas of written communication are:

1. preparation forms for the entrance into junior high school,
2. form notices of the student's work habits, and
3. disciplinary, conduct, report card and other evaluation forms.

These forms indicated a need in a specific area, but are by no means an end unto themselves. They must be used only in adjunct relationship with the oral conference.

These forms should be re-evaluated for their purpose and function in the development of rapport in the Renton junior high schools. It is possible through this re-evaluation that some of these written forms can be incorporated into the initial parent-teacher conference at the beginning of the year.

Each teacher should be requested to participate in this parent-teacher conference method, but not required to do it. This may vary with the teacher's personality, workshops and committee time schedules, amount of paper correcting, related professional participation, and other vicarious professional activities. In other words the group conference should be sold on its own merits or its advantages. When the teachers are shown the values, purpose and benefits of the group parent-teacher program they should be willing to accept it as part of the counseling program of the junior high school.

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APPENDICES

APPENDIX A

PREPARATION FORMS FOR THE ENTRANCE INTO JUNIOR HIGH SCHOOL OF RENTON

1. General orientation forms.
 - a. pre-registration course handbook for grades seven, eight, and nine.
 - b. parent-youth code handbook covering the responsibility of the child.
 - c. map of the campus
2. Registration forms.
 - a. family data questionnaire for secondary schools
 - b. grade seven and eight pre-registration
 - c. grade nine pre-high school course outlay
 - d. Renton High School pre-registration information and course offerings handbook for ninth grade students.
 - e. Renton High School pre-registration-program of studies form.
3. Honors program committee form for the areas of mathematics, science, foreign language.
4. Summer School Program for special language disability, music, remedial adjustment, and other elementary and secondary courses, and secondary enrichment.
5. Renton Secondary Schools change of program form.

Appendix A-1-a

RENTON SCHOOL DISTRICT
JUNIOR HIGH SCHOOL
REGISTRATION INFORMATION

COURSE OFFERINGS

1963 - 1964

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RENTON JUNIOR HIGH SCHOOLS
PRE-REGISTRATION INFORMATION

INTRODUCTION

This pre-registration information has been prepared as a ready reference to assist pupils in planning their junior high school program of studies. Herein one will find a listing of subjects offered at the junior high school level. Course offerings for the coming year are listed and described.

PUPIL RESPONSIBILITY

It is of utmost importance that pupils give this bulletin careful study and consult frequently with counselors, teachers, and parents regarding interpretations and clarifications. The pupil should consider his own strengths and weaknesses, as indicated by previous scholastic achievement and standardized test results, and then formulate either a specific or a general goal.

This registration is considered to be the final choice of subjects for next year; changes may be made only for exceptional circumstances. Staff members are employed and classes are scheduled on the basis of pre-registration requests. For this reason, it is very important that you give careful consideration to your choices.

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COURSE OFFERINGS

SUBJECT FIELD	GRADE SEVEN	GRADE EIGHT	GRADE NINE
LANGUAGE ARTS (required)	2 periods 1 - 2	2 periods 3 - 4	1 period 5-6
COMMUNITY ARTS (required)	1 period 1 - 2	1 period 3 - 4	1 period 5 - 6
ARITHMETIC (required)	Slow Learner 1-2 Remedial 1-2 Standard 1-2 Honors 1-2	Slow Learner 3-4 Remedial 3-4 Standard 3-4 Algebra 1-2 (H)	Slow Learner 5-6 Arithmetic 5-6 Algebra 1-2 Geometry 1-2 (H)
SCIENCE	Science 1-2 Honors 1-2	Science 1-2 Science 3-4 Honors 3-4	Science 3-4 Earth, Space, Sci 1-2 Biology 1-2 (H)
P.E. (required)	1 - 2	3 - 4	5 - 6
ALLIED ARTS	Craft 1-2	Craft 1-2 Craft 3-4	Craft 1-2 Craft 3-4 Craft 5-6 Intr. Draw. 1-2
	Art 1-2	Art 1-2 Art 3-4	Art 1-2 Art 3-4 Creat. Art 1-2
HOME ECONOMICS	Homemaking 1-2	Homemaking 1-2	Voc. Homemak. 1-2 Voc. Homemak. 3-4
FOREIGN LANGUAGE	O & A Span. 1-2 O & A French 1-2	O & A Span. 3-4 O & A French 3-4	German 1-2 * Spanish 1-2 French 1-2 Latin 1-2 Spanish 3-4 French 3-4
MUSIC	Boys' Glee Beg. G. Glee Orchestra Band I Band II Band III	Boys' Glee Beg. G. Glee Int. G. Glee Orchestra Band I Band II Band III	Boys' Glee Beg. G. Glee Int. G. Glee Adv. G. Glee Choir Orchestra Band I Band II Band III
OTHER	Developmental Reading 1-2	Developmental Reading 3-4	Developmental Reading 5-6 Newswriting 1-2

* Where offered

GRADUATION REQUIREMENTS

To receive a diploma of graduation from Renton High School, pupils shall:

1. Have attended high school for a minimum of 6 semesters after the completion of the ninth grade. At least one of these semesters must be as a student of good standing in Renton High School.
2. Earn a minimum of twenty-nine (29) credits in tenth, eleventh, and twelfth grade courses
3. Successfully complete the following state and local required courses:

<u>SUBJECT FIELD</u>	<u>GRADUATION REQUIREMENTS*</u>	<u>OFFERED IN JUNIOR HIGH</u>	<u>TO BE TAKEN IN SENIOR HIGH</u>
English	3 years	1 year	2 years
Social Studies	2½ years	½ year	2 years
Mathematics	1 year	1 year	
Science	1 year	1 year	
Home Economics	1 year	1 year	
Physical Education	3 years	1 year	2 years
Allied Arts	1 year	1 year	

* See next page for course names

COLLEGE ENTRANCE REQUIREMENTS

Entrance requirements are based on the successful completion of course offerings in Grades 9 through 12 and will vary with: 1) various colleges or universities; 2) the college course to be followed. Confer with your counselor regarding a specific college or course; but in general, the following will meet most college entrance requirements:

4 years of English	3 years of math (alg. 1-2; 3-4; Geom 1-2)
1 year of U. S. History	1 year of laboratory science (biology, zoology, chemistry, physics)
2 years of foreign lang.	

Students planning to enter college are advised to elect from the following college preparation courses according to their abilities and interests:

Composition 4	Algebra 3-4	Trigonometry	Zoology
Literature 4	Geometry	Chemistry	Biology
3 years Foreign Lang.	Math Analysis	Physics	

Most state institutions of higher learning now require freshman applicants to take a series of grade prediction tests administered by the college. Your counselor will advise you of these. In addition, an achievement of an overall high school grade point average (GPA) of at least 2.5 is required of entering freshmen at colleges and universities. Determined students with a GPA from 2.0 to 2.5 may be accepted in smaller colleges and by persistent and continuous application find success. Pupils with less than 2.0 rarely are capable of lasting the first year at any college.

RENTON HIGH SCHOOL
COURSE OFFERINGS

Pupils other than Honors Students must take courses at the grade level offered, EXCEPT that pupils may elect subjects from a previous grade level. Required courses are underlined

SUBJECT FIELD	JR. HIGH COURSES MEETING STATE REQUIREMENTS	GRADE TEN	GRADE ELEVEN	GRADE TWELVE
LANGUAGE ARTS	<u>Composition 1</u> <u>Literature 1</u>	* <u>Comp. 2</u> ; * <u>Lit. 2</u> Speech Arts 1-2 *Rem Read 1-2 Dir. Studies	* <u>Comp. 3</u> ; * <u>Lit. 3</u> <u>Journalism 1-2</u> Debate 1-2 Yearbook 1-2 Lib. Tech. 1-2	* <u>Comp. 4</u> ; * <u>Lit. 4</u> Journalism 3-4 Debate 3-4 Yearbook 3-4
FOREIGN LANGUAGE	Spanish 2 yrs. All others 1	Latin 1-2-3-4 French 1-2-3-4 Span. 1-2-3-4-5-6 German 1-2-3-4 Russian 1-2-3-4	Latin 1-2-3-4-5-6 Fr. 1-2-3-4-5-6 Span. 1-2-3-4-5-6 Ger. 1-2-3-4-5-6 Russ. 1-2-3-4-5-6	Latin 1-2-3-4-5-6 Fr. 1-2-3-4-5-6 Sp. 1-2-3-4-5-6 Ger. 1-2-3-4-5-6 Russ. 1-2-3-4-5-6
SOCIAL STUDIES	<u>Wash. St. Hist.</u>	* <u>Wld Geog. 1-2</u> * <u>Wash. St. Hist.</u>	<u>U.S. Hist&Gov. 1-2</u> * <u>Sociology 1</u>	* <u>Wld Aff. 1-2</u> * <u>Am. Russ Rel. 1</u> * <u>Psychology 1</u>
MATHEMATICS	<u>Algebra 1-2</u> or <u>Gen. Math 1-2</u> or <u>Remedial Math 1-2</u>	Geometry 1-2	Algebra 3-4= Trigonometry 1 (H) Math Analysis 1 (H)	* <u>Trig. 1</u> * <u>Math. Anal. 1</u>
SCIENCE (1 yr. req.)	Earth-Space 1-2	Earth-Space 1-2 or Biology 1-2	Chemistry 1-2 Zoology 1-2	Physics 1-2
BUSINESS EDUCATION		* <u>Gen. Bus 1</u> * <u>Typing 1</u>	Typing 2-3 Bookkeeping 1-2 * <u>Bus. Eng 1</u> * <u>Bus. Law 1</u> Shorthand 1-2	Office Assist. 1-2 Office Sten. 1-2 Office Prac. 1-2 Ret. Selling 1-2 Shorthand 3-4
HOME ECONOMICS	<u>Vocational Home-making 1-2</u> or <u>Vocational Home-making 3-4</u>	Vocational Home-making 1-2 Home Ec. 1-2	Home Ec 3,4,5 or 6 * <u>Family Living 1</u> * <u>Per & Fam. Fin. 1</u>	
HEALTH - PHYSICAL EDUCATION	Phys. Ed. 5-6	* <u>Phys. Fitness 1</u> * <u>S. D & F. A. 1</u> Physical Fitness 2	Sports 1-2 Gymnastics 1-2 Combt. 1-2 (B) Drill Team 1-2 (G) Rhythms 1-2 (B-G) Driver Training	Sports 3-4 Combt. 3-4 (B) Drill Team 3-4 (G) Rec. Ldrship B-G Rhythms 3-4
MUSIC		Performing vocal and instrumental classes in Band, Choir, Chorus, and Orchestra offered. Placement based on ability.		
ALLIED & CREATIVE ARTS	<u>Int. Drawing 1-2</u>	Wood Shop 1-2 Metal Shop 1-2 Art Fund. 1-2 Adv. Art 1-2 Comm. Art 1-2	Tech. Drwg. 3-4 Gen. Shop 1-2	Auto Mech 1-2

*Either Semester

DESCRIPTION OF COURSES OFFERED TO SEVENTH, EIGHTH, AND NINTH GRADES

LANGUAGE AND COMMUNITY ARTSLANGUAGE and COMMUNITY ARTS 1-2 Grade Seven

This is a required course. It is a three-period class where the student is under the direction of the same teacher for that time. The language arts include literature, reading, English, spelling, and penmanship. The community arts (or social studies) include the geography and history of Europe, Asia, and Africa. These various subjects are correlated and the language arts skills are used by the student in his history and geography work.

Prerequisites: None. Required of all students. Seventh graders are enrolled in this course automatically.

LANGUAGE and COMMUNITY ARTS 3-4 Grade Eight

This is a three-period class with the student under the direction of the same teacher for that time. As in the seventh grade, the language arts include literature, reading, English grammar, spelling and penmanship. The social studies portion of this block of time is concerned with the study of the history and geography of the United States of America. Two hours credit are given in language arts and one hour credit in community arts (social studies).

Prerequisites: Passing grade in seventh grade Language and Community Arts.

LANGUAGE and COMMUNITY ARTS 5-6 Grade Nine

This is a two-period class where the student is under the direction of the same teacher. The language arts portion is devoted to Literature 1 and Composition 1. The community arts portion includes civics and government and extensive vocational exploration the first semester. Washington State History and Government are covered the second semester. Passing grades in Composition 1, Literature 1, and Washington State History and Government must be earned to fulfill high school graduation requirements.

Prerequisites: Passing grade in eighth grade Language and Community Arts.

ARITHMETICARITHMETIC 1-2 Grade seven

This is a one-period course. The arithmetic will include work with measurements, fractions, decimals, percentages, geometric figures, and extensive review of all fundamentals in arithmetic. Upon the recommendation from the elementary school and the Department of Instruction, students will be assigned to a slow learner, remedial, standard, or honors class. Seventh grade honors classes will cover both seventh and eighth grade arithmetic.

Prerequisites: Promotion to grade seven.

ARITHMETIC 3-4 Grade Eight

This is a one-period course. The arithmetic will include work with percentage, ratio, proportion, area and volume of geometric figures, square root, and an introduction to algebra. Students are assigned to slow learner, remedial, standard or honors classes based upon recommendations of the Department of Instruction, the classroom teachers and counselors. Eighth grade honors students will be assigned Algebra 1-2.

Prerequisites: Passing grades in grade seven arithmetic.

ARITHMETIC Grade Nine

ALGEBRA 1 and 2 is a study of the meaning of signed numbers and their use in the fundamental operations; formulas; linear equations; simultaneous equations; factoring; fractions; ratio and proportion; square root and radicals; quadratic equations. This includes the solution of problems using all of the skills.

Prerequisites: Required for college admission. Score on the algebra aptitude test and previous mathematics grades must suggest success.

ARITHMETIC 5-6 is intended for students with low aptitude in algebra as indicated by the results of the algebra aptitude test score. Since this may be a terminal course in mathematics for some students, maximum attention is given to the arithmetical processes; previews of algebra and geometry will prepare pupils to pursue subsequent courses in mathematics.

Prerequisites: Ninth grade standing. Assigned by test results and teacher recommendation.

SLOW LEARNER ARITHMETIC 5-6 is intended for students who for various reasons are below grade level in mathematical skills. Much individual work is given in the four basic arithmetical processes of addition, subtraction, multiplication and division of whole numbers, fractions and decimals.

Prerequisites: Ninth grade standing. Placement made by teacher recommendation and test results.

ARITHMETICARITHMETIC Grade Nine (continued)

GEOMETRY 1 and 2 is a one year course on the fundamental concepts, facts and terms of Plane Geometry; deductive reasoning; locus, ratio and proportion; coordinate geometry; some review of algebra; properties of plane figures; geometric construction.

Prerequisites: Ninth grade standing. Open only to those Honor Students who have successfully completed Algebra 1-2 (H).

PHYSICAL EDUCATION

Physical Education is a one period daily class of instruction and participation in a series of activities designed to develop the student's physical efficiency and good health. Emphasis is placed on the development of strength, endurance, coordination, and rhythmic movement. The specific activities offered will depend on the grade level of the class and will include both indoor and outdoor work. Skill tests, written tests, and standardized physical fitness tests are given to all students.

* Refer to page 15 for policies and procedures.

ELECTIVE SUBJECTS

Students may select two elective subjects. These selections should be made very carefully as the student will be expected to remain in these classes for the entire school year.

MUSIC

MUSIC - Grade Seven, Eight, and Nine

Your child's election and assignment to band, orchestra, or vocal music and your approval of this choice should be made with the full understanding that membership in any of these groups requires that the student participate in all performances of this group - - those of an in-school and those of an out-of-school nature.

VOCAL MUSIC

Any student interested in singing is eligible for the glee clubs. The class work is planned to develop the pupil's skills in music reading and interpretation and to increase enjoyment and appreciation of various types of music. The boys will be assigned to the boys' glee and the girls to one of the sections of the girls' glee.

Prerequisite: Boys - none

Girls - Normally must have enrolled in course just preceding that presently elected.

BAND

All students are required to furnish their own instruments, except in cases where arrangements are made to use a school-owned instrument. This would include the large, unusual, and extremely expensive instruments. The students who plan to take band will be assigned by the music instructor to beginners, intermediate or advanced band, according to their previous musical experience. Anyone interested in band should discuss it with the instrumental music teachers.

Prerequisite: Assignment by director.

ORCHESTRA

The school owns violas, cellos, and bass viols which student may use, but violins must be furnished by the individual. The music supervisor will assign the students to groups according to their previous musical experience. Students who are interested should contact the instrumental music teachers for information.

Prerequisite: Assignment by director.

ALLIED ARTSART 1-2

Prerequisite: None. The work of this class allows the student to make wide exploration in the area of elementary design and composition of all types. He will use as many different media as possible and cover such fields as abstract design, lettering, paper mache, constructions, block printing, perspective drawing, cartooning, modeling, poster layout, and some limited experiences with mobiles, statics and ceramics. This course is designed to be a part of the general education curriculum and not as a beginning for specialized art training. It is expected that each student will purchase a shop credit card for a minimum of \$1.00. This may increase if, during the course, the student chooses work which requires extra materials.

ART 3-4

Prerequisite Art 1-2. Art 3-4 students will be held to a higher standard of skill and workmanship than that required in Art 1-2. The three dimensional and more complicated media of ceramics, enameling, graphic arts, sculpturing and modeling will be emphasized in small group assignments. The painting, drawing and design areas will also be further developed and expanded. It is expected that each student will purchase a shop credit card for a minimum of \$2.00. This may be increased if, during the course, the student chooses work which requires extra materials.

Prerequisites: Art 1-2

CREATIVE ART 1-2 Grade nine

Students registering for Creative Art 1-2 must have had Art 1-2 and 3-4. All students should have mastered the fundamental skills in art and be able to do more individualized creative work than would normally be evidenced in Art 1-2 and Art 3-4. It is expected that each student will purchase a shop credit card for a minimum of \$3.00. This may be increased if, during the course, the student chooses work which requires extra materials.

Prerequisites: Art 1-2 and Art 3-4

CRAFT 1-2

The work of this class is planned to allow for creative expression in various techniques and media with emphasis on exploration and individual interest after learning basic necessary skills. Since this is usually the student's first experience with formal shop work the safe use of tools and machines is constantly stressed. Related information and the importance of thorough planning is emphasized in all project work. Projects may include work in wood, leather, metal and plastics. It is expected that the student will purchase a shop credit card for a minimum of \$2.00. This may be increased if, during the course, the student chooses work which requires extra materials.

Prerequisites: None

ALLIED ARTS (cont'd)CRAFT 3-4

Craft 3-4 students will be held to a higher standard of skill and workmanship than that required in Craft 1-2. Because of greater student maturity, more machine work will be introduced. Student projects will reflect a higher standard of workmanship resulting from more skill in the use of tools as well as a wider selection and individual choice. It is expected that the student will purchase a shop credit card for a minimum of \$3.00. This may be increased if, during the course, the student chooses work which requires extra materials.

Prerequisites: Craft 1-2

CRAFT 5-6

Craft 5-6 students should be able to demonstrate a higher degree of tool skill as a result of two years previous experience in Craft 1-2 and 3-4. Ninth graders will be allowed greater use of all tools and machines under the close supervision of the instructor. A wider choice will be allowed students to specialize in specific areas, especially wood and metal. Text books will be used as a source of related information and know-how. It is expected that each student will purchase a shop credit card for a minimum of \$4.00. This may be increased if, during the course, the student chooses work which requires extra materials.

Prerequisites: Craft 1-2 and Craft 3-4

INTRODUCTORY DRAWING 1-2 Required of all ninth grade boys

The ability to make a sketch and an accurate drawing of an object is important to every boy regardless of his vocation in life. It is especially important for those who plan to enter the trade field, or such professions as engineering, architecture or design. This is a basic exploratory course covering units in machine drawing, cabinet drawing, architectural drawing, and sheet metal layout. A \$1.00 materials cost charge is made to each student at the beginning of the term. Any unused amount will be refunded near the close of the school year.

Prerequisites: None

11.

Electives (cont'd)

SCIENCE

SCIENCE 1-2

In this science area, the student will be given a background in the physical sciences. The areas of study will cover an introduction to the basic fundamentals of science. One unit will be devoted to healthful living. It is felt that the subject matter making up this course will give the student an insight into the scientific field he might like to pursue in subsequent years. Some youngsters will be assigned to an Honors group upon recommendation of their sixth grade teacher with approval of the Honors Committee.

Prerequisite: None

SCIENCE 3-4

The science area for the second year covers four basic fields; physics, chemistry, biology and astronomy. The students at this level are given a good fundamental background in the four areas to serve as the foundation for further scientific study. If a student completes 1-2 in the seventh grade and 3-4 in the eighth grade this fulfills his high school science requirement. Ninth graders beginning their science experience will take Science 3-4 which fulfills their high school graduation requirement.

Prerequisites: Science 1-2

EARTH-SPACE SCIENCE 1-2 Grade nine

Application of some physical science principles to our planet and new developments in space around it. Enough astronomy is included to understand the space travel problems, and the atmosphere, the hydrosphere, and the lithosphere of our earth. Satisfied graduation requirement. Does not meet the requirement for college entrance.

Prerequisites: Science 1-2 and Science 3-4

BIOLOGY 1-2 (H) Grade nine

An introductory study of plants and animals and their relation to their environment. Included are such topics as fundamental units (cells), their structure and essential chemistry; adaptations of plants and animals to environment; heredity; classification; and applications of these principles to the human animal.

Prerequisites: Honors Science 1-2 and 3-4 or teacher recommendation.

Electives (cont'd)

FOREIGN LANGUAGES

O & A FRENCH 1-2; O & A SPANISH 1-2 Grade Seven

French or Spanish will be offered to the seventh grade students of very high ability as determined by previous grades and school district testing data. The courses will be dedicated principally to the speaking and hearing of the language with formal grammar instruction to be initiated at a later date.

Prerequisites: B average in Language Arts, or by Grade six teacher's recommendation with Building Honors Committee approval.

O & A FRENCH 3-4; O & A SPANISH 3-4 Grade Eight

This is an extension of the Spanish and French program for those students who have completed O & A Spanish and O & A French 1-2. Major emphasis is still on the speaking and hearing of the language.

Prerequisites: O & A Spanish 1-2 and O & A French 1-2

FRENCH 3-4 and SPANISH 3-4 Grade Nine

This course is available for those youngsters who have completed O & A Spanish or O & A French in the seventh and eighth grades.

Students completing these courses will have met the college requirements of four semester credits in a foreign language. Major emphasis is on writing and grammar of the Spanish or French language.

Prerequisite: O & A Spanish 1-2 and 3-4 or O & A French 1-2 and 3-4

GERMAN 1-2 FRENCH 1-2 SPANISH 1-2 LATIN 1-2 Grade Nine

The courses are available on an elective basis for those ninth grade students wishing to start a foreign language for college entrance. Acceptance in the first year of a foreign language will be dependent upon proficiency in English based on results of standardized tests and past achievement by the student in English. First year language students learn the skills of conversation, grammar, reading and writing.

Prerequisites: B average in 8th grade Language Arts or passing score on Language Prognosis Test.

HOME ECONOMICS

Home Economics has the distinction of being the one subject in school all girls will use, whether or not they make it their only career. Because homemaking and family life involve more abilities than cooking and sewing, the courses in a vocational homemaking program include other areas of study.

One year of vocational homemaking at the ninth grade level is required for graduation. A home project is required each semester in a vocational homemaking program, and it is necessary for girls to provide themselves with the required supplies in clothing courses.

All odd-numbered courses are semesters which include some food preparation and even-number courses include some clothing construction.

HOMEMAKING 1

Emphasis in the food semester is on principles needed for efficiency in the kitchen and attractive meal service in the preparation of snacks, breakfasts, and simple lunches or suppers. Other units include understanding self, family and friends, and caring for babies and children.

Prerequisites: None

HOMEMAKING 2

Emphasis in the clothing semester is on learning sewing techniques and use of equipment, with one or two projects being made without the use of commercial patterns. Other units include making homes attractive, managing money, clothing care and repair, and improving personal appearance through grooming and clothing.

Prerequisites: None

VOCATIONAL HOMEMAKING 1

This is a general course in homemaking for girls who have not had eighth grade homemaking. Although the content is similar to the eighth grade course, subject matter is presented in a more comprehensive way and units and projects are planned to meet the needs of the ninth grade girl. Projects for these girls are more difficult than for the eighth grade. This semester contains units in work simplification, time and energy management, understanding daily food needs, principles of buymanship as related to foods, and food preparation.

Prerequisites: None. Required of all ninth grade girls who have not had Homemaking 1 and 2 in the seventh or eighth grade.

VOCATIONAL HOMEMAKING 2

Units of work in this semester include personality development and the making of friends, the girl's own room, basic cotton textile information, principles of buymanship as related to clothing, and clothing construction. The clothing construction projects will include one article made without a pattern to learn basic sewing techniques and one article with the use of a commercial pattern.

Prerequisites: None Required of all ninth grade girls who have not had Homemaking 1 and 2 in the seventh or eighth grade.

VOCATIONAL HOMEMAKING 3

The work in foods at this level is based upon the day's nutritional requirements as they are applied to the three meals of the day. Other units include hospitality at home and eating away from home, family health, and the learning of good management principles in relation to housework and buying.

Prerequisites: Homemaking 1 and 2. Required of all ninth grade girls who have had homemaking in the seventh or eighth grade.

VOCATIONAL HOMEMAKING 4

This semester includes units in money management and making the most of the clothing dollar, selection of clothes which improve appearance, care of clothing, which includes laundering, and clothing construction projects based on the use of commercial patterns.

Prerequisites: Homemaking 1 and 2. Required of all ninth grade girls who have had homemaking in the seventh or eighth grade.

* * * *

NEWSWRITING 1-2

News writing 1 and 2 is an introduction to the fundamentals of newspaper writing. Emphasis is placed on using correct grammar, spelling, and composition while learning how to write and edit news, feature, editorial, and sports stories for the school paper. Students become familiar with newspaper organization, paper make-up, journalistic terms, headline writing, and copy reading.

Prerequisite: Teacher recommendation - ninth grade standing.
"B" average in eighth grade Language Arts.

* * * *

DEVELOPMENTAL READING 1-2, 3-4, 5-6

This course is available to seventh, eighth and ninth grade students. It is designed to give the individual student, who is behind grade level in reading, a balanced developmental reading program to help him improve and maintain good reading habits. It is based on a diagnostic, systematic study of each individual ability. Students are placed by the counselors and reading specialist from test data and teacher recommendations.

PHYSICAL EDUCATION POLICIES AND PROCEDURES

1. CLOTHING AND EQUIPMENT - It is required that all students have the following equipment for Physical Education class:

BOYS

- a. "T" shirt
- b. Trunks (loose type)
- c. Sweat socks
- d. Athletic supporter
- e. Basketball shoes or ankle-length tennis shoes

GIRLS

- a. Shorts
- b. White short sleeve cotton blouse (button down front)
- c. White anklets
- d. Tennis shoes

New gym uniforms are not necessary. However, if parents feel that new equipment should be purchased, it is suggested that red shorts and a white T-shirt or white blouse be obtained.

The soles of the shoes must not be black or of any material that will mark the floor. No article of clothing such as the T-shirt or blouse, socks, or shoes which is worn as school clothing may be worn in Physical Education class.

2. CLOTHING MARKED - All clothing and equipment belonging to the individual student must be marked with his name. A ball point pen or an indelible pencil works very well for this purpose if no other means of more permanent marking is available.
3. TOWELS - Towels will be provided by the school for a fee of \$2.00 per semester. If his fee is paid, the student will receive a clean towel each day after he has finished showering. That towel must be turned in to the towel attendant before leaving for the next class. If any student prefers to bring his own towel, that towel must be inspected for cleanliness every day by the class teacher. This inspection must be made before the student changes clothes.
4. LOCKERS AND PADLOCKS - Every student will be issued one equipment locker and a combination padlock, the latter to be kept on his equipment locker when it is filled with his physical education clothes. When the student dresses for Physical Education class he will transfer his lock to a tall locker where he will hang his street clothes while in the gym or activity area. Articles of value as well as books and any other personal articles must be locked in the tall dressing locker. The school does not assume responsibility for lost or stolen property.
5. MEDICAL EXCUSES - If, at any time during the school year, a student needs to be excused from physical activity because of any illness or injury, the nature of which does not prevent him from attending school, he must follow one of these procedures: (a) If the need for an excuse does not exceed three days, the student should bring a note from a parent or guardian stating the nature of the disability (cold, sprain, etc.) and whether the student should be excused for one, two, or three days. (b) If the need for an excuse exceeds three days (such as with a broken bone or a semi-permanent or permanent physical condition), the student must get a medical excuse form from the school nurse and follow the procedure which will be explained at that time.
6. CLEANLINESS OF CLOTHES - All clothing used in physical education, except shoes, will be taken home by the student every Friday and laundered. Equipment will be checked for cleanliness every Monday by the physical education teacher.

COUNSELING SERVICES

Each student in Junior high will have a counselor to whom he may go for advice and guidance in all matters related to personal school life. The counselor should be considered a friend and confidant - one who will assist the student in solving problems such as personal adjustment, class adjustment, and planning for a future career.

The counselors are charged with the responsibility of enrolling all students and planning a program of studies for them. In addition, any changes of program or schedule changes must be arranged through the counselors since it is their responsibility to see that class loads are kept balanced as nearly as possible.

Parent-teacher-counselor conferences are encouraged by the school. However, to insure against the teacher having a previous appointment or schedule activity, it is suggested that the parents phone their child's respective counselor to make arrangements for an acceptable time and date.

TIME SCHEDULE

Renton Junior High Schools operate on a seven-period day. Classes begin at 8:30 and are dismissed at 3:15 P.M. The doors to the buildings are opened at 8:00 A.M. and closed at 4:00 P.M. All pupils are expected to be out of the building at 4:00 P.M. unless they are under the direct supervision of a faculty member.

Each period is fifty minutes in length. Five minutes are allowed between each period for passing to the next class. Students not in their seats ready to commence work when the second bell stops ringing are considered tardy. (See attendance regulations)

REGULAR DAILY SCHEDULE

1 st Period	8:30	-	9:20		
2 nd Period	9:25	-	10:15		
3 rd Period	10:20	-	11:10	*Lunch 1	11:10 - 11:40
*4 th Period	11:15	-	12:30	Lunch 2	11:40 - 12:05
5 th Period	12:35	-	1:25	Lunch 3	12:05 - 12:35
6 th Period	1:30	-	2:20		
7 th Period	2:25	-	3:15		

ATTENDANCE

A basic principle in the successful operation of any school requires regular and punctual attendance in order to insure satisfactory school progress. Absence and tardiness which detract from this principle are a concern of school personnel as well as the Board of Directors. Because of this concern, absences are classified into three categories:

1. Excused Absence: When a youngster is ill, has had to go to a doctor or the dentist, or there has been a death in the family, or an absence is school-caused: these absences shall be classified as excused. Students whose absences are classified as excused are entitled to make up their work without penalty. It is required that the youngster present a note signed by a parent or guardian indicating the days, the dates of and the reason for the absence.
2. AUTHORIZED ABSENCE: Under special conditions school authorities may authorize an absence not listed under item #1.
3. Unexcused Absence: If a youngster is out of school for reasons other than those listed above, chances are that the absence will be classified as unexcused. Pupils incurring an unexcused absence may be given failing grades by his or her teacher for the classes missed and may be denied the privilege of making up the work.
4. Truancy: Absence from the school without approved reason, and without advance knowledge and advance approval of the parent or guardian shall be classified as truancy. A student guilty of truancy is subject to temporary suspension from school. His re-instatement will depend on the arrangement and completion of a satisfactory conference between a parent and a delegated school representative. The grades for the classes missed due to truancy shall be posted as failing grades and the pupil may be denied the right to make up work for such absence.
5. Tardiness: Tardiness often creates a problem for both the pupil and the school. This school district believes that punctuality is an important part of school success. In this school, tardiness is defined as being out of one's assigned seat, or away from the place of his class work at the moment the tardy bell stops ringing. Repeated tardiness may result in the parents being informed at the earliest possible moment of this fact and its possible consequences.

PENALTIES FOR POOR ATTENDANCE

Excessive unexcused absences, tardiness, or repeated truanicies shall constitute valid reason for suspension from school. When such cases occur, the principal may institute any of the following actions: (1) temporary suspension, (2) suspension for the remainder of the semester, or (3) permanent expulsion from the school and the school district.

Attendance (cont'd)

ATTENDANCE PROCEDURE

Students who have been absent are requested to report to the central office immediately upon return to school and fill out an admit-to-class slip. Students absent in the forenoon only will also report to the central office when they return during the noon hour and fill out an admit-to-class slip before attending afternoon classes. These slips must be presented to the attendance counselor or secretary for final processing and approval before re-entry to class can be completed.

EARLY DISMISSAL

Medical and dental appointments should be arranged ahead of time with the attendance secretary who will prepare a temporary early dismissal form. It is vitally important to remember that when students find it necessary to leave the campus during the school day because of illness or injury, they must check through the central office. In case of illness, the clearance may be issued through the nurse's office. We have found this procedure absolutely essential if we are going to protect the welfare of our youngsters. Failure to obtain such clearance may result in this kind of absence being classified as truancy.

WITHDRAWAL

Students planning to withdraw from junior high school must present a written request from a parent or guardian before a withdrawal can be effected. Before a transfer slip can be issued, students withdrawing must take care of all obligations and fines. A transfer slip will certify that the student has been enrolled at the junior high school level at the time of his withdrawal.

It is to the student's advantage to check with his or her counselor, with his or her teacher, or with the assistant principal on matters which relate to attendance in any way whatsoever. The people and officers mentioned desire to provide service when such service is needed and solicited by the students.

RULES FOR BUILDING AND GROUNDS

CORRIDOR COURTESIES

1. Keep to the right and pass quickly and quietly without running.
2. Watch where you are going to avoid collisions.
3. Apologize if necessary.
4. Step to the side of the hall if you wish to talk to a friend. Do not shout at a distance.
5. Keep the halls clean by placing all waste papers or other foreign matter in the trash cans provided.
6. Refrain from discarding used gum in the drinking fountain.
7. Do not deface, write or otherwise mutilate school properties or buildings.
8. Keep your lockers locked, neat and clean.
9. Do not loiter in locker bays.
10. Boys, do not leave hats on in the building.

CAMPUS COURTESIES

1. Remain on the sidewalks and avoid cutting corners.
2. Save waste paper and food refuse until you reach a waste container.
3. Avoid running and playing on the grass and in the plant beds.
4. Strive to make your campus the most beautiful in the state.
5. Ask your erring friends to help achieve this goal.

TRAFFIC COURTESIES

1. Bicycle riders avoid riding on school walks, lawns, and playfields. Upon arrival go directly to the bicycle area and park your bicycles in an orderly manner.
2. Bicycle riders are to walk their bikes across the sidewalks to the parking area for bikes. There is to be no riding of bikes on the sidewalk.
3. Upon leaving school, bicycle riders should lead their bikes through congested areas and limit their riding to the streets.
4. Jay-walking is to be avoided at all times. Cross only at street intersections.
5. When coming to or leaving school along a road or highway without pedestrian sidewalks, be sure to walk on the side of the street so that you face oncoming traffic. Walk on the shoulder of the road, not on the paved surface.

Rules for Building (cont'd)

ASSEMBLY ETIQUETTE

1. Go directly to the assembly with your class. Take your seat quietly, disturbing as few people as possible.
2. After arrival, remain orderly. Conduct yourself as you would in your classroom.
3. Give your complete attention as soon as the chairman appears.
4. Do not, under any circumstances, eat, whisper, or in any way create a disturbance during the course of an assembly.
5. Show your appreciation by clapping hands, but remember to applaud only at the appropriate time. Stamping your feet, whistling, and applauding in rhythm are insulting to the performers and will not be tolerated.
6. Do not prolong the applause if any encore is not readily given.
7. Do not leave until the close of the assembly unless you are given permission.
8. Do not walk on the playing area of the gym floor. Move carefully along the aisles which have been provided for you.
9. Be careful not to track mud and dirt into the gym. Clean your feet, if it is necessary, before taking your seat for the assembly.
10. Leave the assembly as you entered, using the same aisles and exits.
11. Remember that our ushers are on duty to help you; cooperate with them.

CLASSROOM COURTESIES

Go at once to your seat when you enter the classroom.
 Be orderly even if the teacher is not in the classroom.
 Give courteous attention when a student chairman presides.
 If you enter the classroom after the recitation begins, do so quietly.
 Be prepared to begin the lesson at once without borrowing pencils, books, paper or other equipment.
 While reciting, stand or sit erect, according to classroom custom.
 When reciting, speak clearly and distinctly so that everyone in the room may hear.
 Do not interrupt a recitation by speaking aloud or waving your hands in the air.
 Refrain from chewing gum or eating food in the classroom.
 Never make fun of another's mistakes.
 Remember not to demand too much of the teacher's time or attention.
 Wait for your turn if the teacher is busy.
 Criticize the work of others fairly and tactfully.
 Accept criticism courteously and refrain from answering back when reproved.
 Do not litter the room carelessly with waste paper. Wait until the end of the period and drop it into the basket as you leave the room.
 Wait for the teacher's word of dismissal before you gather up your books.

FEES AND SUPPLIES

Students and parents often ask what equipment they will need and what expenses they will have in junior high school. This will vary according to the individual's schedule, but the list below will give an idea of the materials the student supplies for himself.

1. It is to the advantage of the student to subscribe to a classroom newspaper (Read Magazine or Junior Scholastic) for use in Language and Community Arts. However, no pupil is required to subscribe.
2. Each student provides:
 - (a) His or her uniform for physical education. (See page 15 for separate section on P.E. policies and procedures.)
 - (b) Musical instrument for band or orchestra.
 - (c) Shop card for materials used in craft and art classes. (See course description)
 - (d) Loose-leaf notebook (size $9\frac{1}{2} \times 12$). The paper must be wide-lined. Most students find that the zipper notebook helps them keep their papers from being lost while passing to and from classes. Any type of notebook (Pee-Chees included) is acceptable.
 - (e) Pencils - #2 pencils are preferred by most teachers.
 - (f) Ruler
 - (g) Eraser
 - (h) A usable fountain pen or ball point pen will be needed for use in penmanship classes. If it is necessary to buy a pen, be certain to try it out before purchasing it so that you know it will work well for you.
 - (i) Ink, either blue or black (if you use a fountain pen).
 - (j) Colored pencils of any type are a help in the Language and Community Arts classes where a great deal of map work and drawing is done.

SCHOLARSHIP REGULATIONS AND REPORTING PROCESSES

Students are urged to maintain a high standard of scholarship. It is the level of scholarship maintained in school that is used as the basis for granting scholarships, college entrance, and recommendations for employment after graduation from high school.

Notice of Work Progress forms are issued approximately at mid-quarter for those students who are not performing up to their ability level.

Report cards are issued four times a year. The grading system used is as follows:

A - Superior	S - Achievement below minimum but up to student ability
B - Above average	X - Unsatisfactory work, no credit
C - Average	I - Incomplete (work must be made up within five weeks)
D - Needs improving	

Behavior, attitude and work habits are graded as follows: (1) commendable performance; (2) satisfactory performance; (3) improvement needed.

It will be difficult to reconcile above-average grades for any students who have incurred from 10-20 days absence per quarter.

SCHOOL STORE

The school store is operated by the Student Body Association to provide students with emergency supplies needed in the classrooms.

The school store staff is composed of students who volunteer for the job. They must be able to miss some class time in their home rooms in order to work in the store. In compensation for their labors, they receive certain supplies each month.

LOST AND FOUND SERVICE

The school maintains a lost and found service for the benefit of the students. It is located in the school store. Articles which are lost are reported to the home room school store clerk. The clerk then checks at the "lost and found" for the lost article.

LOCKERS

A locker is issued to each student at the beginning of the year or upon entrance. Our large enrollment requires that two or three students share one locker. Key locks or other locks provided by the students are forbidden. Students are to use only the lockers assigned to them. Under no circumstances are students to use a locker assigned to someone else or to permit another to use his locker unless granted official permission to do so.

Each locker combination should be known only by the occupants of the locker. Lockers must be kept locked at all times for protection of property. Each student is responsible for his locker and his personal belongings inside it. It is emphasized that the school cannot be responsible for lost or stolen articles. Students are charged with the responsibility of keeping their lockers clean and neatly arranged. Home room teachers hold locker inspections at regular intervals to insure neatness. Such things as kicking, slamming, or tampering with the efficient operation of lockers are subject to disciplinary action or fine, or both.

In addition to the street locker, each student is also assigned a P. E. locker in the gymnasium. The P. E. locker is to be used for the storage of P. E. clothes only. Physical Education teachers will issue lockers and padlocks in the gym.

A fine of \$2.85 will be charged for a lost or severely damaged lock. All lock and locker problems should be reported to the counselors.

HEALTH SERVICE

The matter of the student's health is, of course, a very important part of the junior high school program. We expect the student to be more responsible in this matter than ever before. Such good health habits as sufficient sleep,

Health Service (cont'd)

dressing appropriately for a change in weather, and eating a well-balanced diet are included. Be sure to allow sufficient time to eat enough breakfast, lunch and dinner.

All accidents should be reported immediately to the teacher in charge. The clinic room is available for sick and injured students at all times. If possible these students should report there at once after informing their teachers. The nurse is in the clinic area part of the time. When she is not available someone else is always there to help the student with his problem.

STUDENT BODY ASSOCIATION

The Student Body Association is a very active organization. In order to meet the financial obligations of football, basketball, track, school newspaper, and club activities, S.B.A. tickets will be offered for sale. This ticket entitles the owner to participate in varsity sports, admission to S.B.A. assemblies, games and other activities sponsored by the Association. Cost of the S.B.A. ticket has been \$2.00. All students are encouraged to become active members.

CLUBS AND ACTIVITIES

Some of the clubs and activities offered in the junior high school have included the student council, bus patrol, street patrol, science club, photography club, chess club, cheer leaders, gymnastic club, ushers club, stage crew and pep club. Other clubs and activities may vary from school to school depending upon need and interest.

INTRAMURALS

In the past an extensive intramural program has been provided for the junior high school student. Sports have included flag football, basketball, track, bowling, softball, wrestling, gymnastics, volleyball, badminton, etc. It is advisable for students participating in this program to be covered by P.T.A. sponsored school insurance, or an equivalent. All participants must furnish their own equipment. All intramural activities will be held after school and each student should make arrangements for her or his transportation home.

ATHLETIC PROGRAM

The junior high schools offer a varsity athletic program in football, basketball, and track. These teams are composed mostly of ninth grade boys.

Athletic Program (cont'd)

The intramural program will continue to be considered as the program for grades seven and eight. It is the policy of the district to permit boys in grades seven and eight to participate in interschool athletics by having an opportunity to turn out and be a member of the ninth grade athletic squads by special approval. Permission to participate in this program will depend upon the following items: age, weight, physical and mental maturity, physical fitness, personal needs and scholarship. Selection of the seventh and eighth graders who will be allowed to participate will be based upon recommendations to the building principal by the intramural directors, coaches, athletic director, and counselors.

ATHLETIC INSURANCE

Students participating in interschool athletics in this state must be covered by athletic insurance or be protected by a coverage plan which meets the minimum requirements established by the Washington Interscholastic Activities Association.

CAFETERIA AND LUNCH ROOM ARRANGEMENTS

The school maintains a lunchroom where lunches may be purchased, and where eating space is provided for those pupils who bring their own lunches. Single lunches - 40¢, weekly lunch ticket - \$1.75. For those who bring their lunches milk may be purchased. In addition, milk shakes are available for 10¢. All food and beverages must be consumed in the cafetorium.

MAKE-UP WORK

Students absent from class on an excused basis are expected to make up work missed in their classes. Normally two make-up days are given for each day missed. Failure to make up this work may result in an "X" grade for the days missed.

"Incomplete" grades are generally given on report cards only in cases of extended absence from school at the end of the quarter. An "Incomplete" must be replaced with a grade five weeks after its issuance or it may automatically be an "X".

HOME STUDY

Most pupils will find that they cannot meet minimum subject standards or reach the level of preparation of which they are capable during the study time provided at school. They should plan a definite study period at home in which to make the best preparation of which they are capable. Almost all students find that they must have regularly planned study periods at home. Each year students will be handling more difficult subject matter, so it is important that good study habits are established early.

STUDENT DRESS

In the interest of decorum and orderliness it is imperative that students who appear at school with extremely improper garb, haircuts, or other distracting arrayment be excluded from the school environment. If, in the opinion of the principal or vice principal, a student presents an improper appearance, such student or students may be sent home immediately for the purpose of providing acceptable appearance and dress.

LIBRARY REGULATIONS AND PROCEDURES

The library is open each school day from 8:00 A.M. to 4:00 P.M. All students and teachers are urged to make use of the library facilities.

Each Language and Community Arts class is scheduled into the library one period each week. At other times individual students may come to the library from the classroom any time of the day by getting a room excuse from the classroom teacher. This slip should be given to the student librarian as soon as you arrive in the library. On leaving the library ask the librarian for your slip. Your time of departure will then be marked on the slip which is then returned to the classroom teacher.

Most of the books in the library may be checked out for two weeks and may not be renewed without the special permission of the librarian. When you check out a book, carefully write your name and home room number on the book card found in the back of the book. Hand this card and the book to the person behind the charging desk who will stamp the date due on the card and in the book. **REMEMBER** - the date marked in the book is the latest date on which the book may be returned on time. Books should be returned as soon as you are finished with them and may be returned any time before the due date. Don't wait until the last minute to get your books in. That's what causes overdue books. Books should be returned by placing them on the back sections of the charging desk.

Reserve books which are kept behind the charging desk may be used in the library or checked out after 7th period for overnight use. All reserve books must be returned before school starts in the morning.

Fines are charged for overdue books. It is your responsibility to return the books you borrow. Overdue books should be returned to the regular charging desk and fines paid immediately. Lost books will be charged for at the replacement cost. Library privileges may also be withdrawn from those students who constantly have overdue books.

If a student is absent when his book becomes due, he should return the book together with his admit slip in order to avoid paying a fine.

Because of the classes scheduled into the library all periods of the day, the library will not be open during the noon hour except for returning books.

At all times, and especially before and after school, the library is a place for reading and studying only. It is not to be used as a meeting place for social conversations.

The student librarians are receiving special training and are there to help you. Feel free to ask them for any help that you need. Also, as part of their duties, they are to represent the librarian in the enforcement of the regulations and courtesies of the library. You will be expected to cooperate with them at all times.

Reference books, encyclopedias, and current magazines may not be checked out of the library. Check with the librarian if there is a back issue of a magazine which you wish to check out. There is a list of available back issues on the shelf with the Reader's Guide.

If you take a book off the shelf and do not check it out, please do not try to replace it on the shelf. Leave the books on one of the reading tables. A book that is shelved in the wrong place is a lost book so let the librarians shelve the books.

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

These rules and regulations were prepared by the State Superintendent of Public Instruction by and with the advice of the Washington State Patrol and the Director of Highways for the State of Washington and apply to all school buses operating in the State of Washington.

RULES FOR STUDENTS RIDING SCHOOL BUSES

1. The Driver is in full charge of the bus and pupils. Pupils must obey the driver promptly and willingly.
2. Pupils must obey the orders of the School Safety Patrol Bus Monitors.
3. Each pupil may be assigned a seat in which he will be seated at all times unless permission to change is given by the School Principal and/or Driver.
4. Outside of ordinary conversation, classroom conduct must be observed.
5. Pupils are to assist in keeping bus clean by keeping their waste paper off the floor. Pupils must also refrain from throwing refuse out of the windows.
6. No pupil shall open a window on the school bus without first getting permission from the school bus driver.
7. No pupil shall at any time extend his or her head, hands, or arms out of the windows whether school bus is in motion or standing still.
8. Pupils are to remain seated while bus is in motion and are not to get on or off bus until the bus has come to a full stop.
9. Pupils must leave the bus in an orderly manner and must obey the orders of the School Safety Patrolmen on bus duty. They MUST NOT cross the highway until given consent by the school bus driver or the School Safety Patrolman.
10. Pupils must cross the highway ONLY in front of the school bus.
11. Pupils must not stand or play in the roadway while waiting for the bus.
12. Pupils who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic. This will also apply to pupils leaving the bus loading zone in the evening.
13. Pupils must not at any time ride on the outside of the bus.
14. Pupils must see that they have nothing in their possession that may cause injury to another, such as sticks, any type of firearms, straps or pins extending from their clothing.
15. Each pupil must see that his books and personal belongings are kept out of the aisles.
16. No pupil will be allowed to talk to the driver more than is necessary.
17. No pupil shall sit in the driver's seat, nor shall any pupil sit to the left nor to the right of the driver interfering with him in any manner.

INSTRUCTIONS FOR THE FIRST DAY OF SCHOOL

1. Bus students should arrive at their bus stops 30 to 45 minutes before school starting time of 8:30. The distance from school allows for the difference in time.
2. The students will receive by mail, during the month of August, their programs for the following year. The students must have these when they arrive at school the first day. Duplicate copies are not available.
3. Students will report directly to their first period classes as listed on their schedules.
4. Books and lockers will be assigned during the day.
5. There will be a full day of school starting at 8:30 and finishing at 3:15. Students should have notebooks, paper, pens and pencils and be prepared to begin work.
6. Students not registered will report to the library to be registered by the counselors.
7. If any questions arise about the schedules, the students should see their counselors as soon as possible.

LAST DAY OF SCHOOL

1. There will be a full day of school beginning at 8:30 and finishing at 3:15.
2. Students should be prepared to return all books checked out to them.
3. All materials in the lockers must be cleared.
4. The final grade report will be mailed to each student.

**PARENT-
YOUTH
CODE**

**Renton
Junior
High Schools**

JUNIOR HIGH PARENT-YOUTH CODE

This Code is established to promote better understanding between parents and youth. It is to be used as a guide to improve and maintain standards of good conduct. Cooperative effort will be required to develop self-discipline and self-control in conforming with this Code and with other existing laws pertaining to behavior.

GROOMING

Parent Responsibility

1. Provide acceptable clothing and allow young people some choice of selection.
2. Help keep clothing in good condition.
3. Set a good example by maintaining a clean and neat appearance.
4. Decide what is appropriate dress for the occasion.
5. Require cooperation on part of young people for care of belongings and choice of attire.
6. Compliment your boy or girl on good appearance.

Youth Responsibility

1. Conform to school guide for rules of good grooming.
2. Groom in private - not in public.
3. Wear appropriate attire for the occasion.
4. Keep clothing in good condition.
5. Select wardrobe within family budget.
6. Maintain a clean and neat appearance.

Avoid the following:

- Boys. . a. Extreme haircuts, either excessively long or short.
b. Extreme styles in clothing.

- Girls. a. Heels at school.
b. Wearing of clothing belonging to other students.
c. Make-up other than lipstick, worn becomingly.
d. Extreme hair styles or color other than natural.
e. Ornate jewelry.
f. Extreme styles in clothing.

CURFEW

Parent Responsibility

1. Set the time for children to arrive home.
2. Know what time activities begin and end to determine what time your youngsters shall be home, within appropriate time limits.
3. Arrange for reliable transportation to and from activity.
4. KNOW your CURFEW LAWS and ENFORCE THEM.

City Ordinance #1492 (in part), passed July 27, 1954.

Under 15 years of age:	<u>Must be home between</u>
a. School year	
Sunday thru	
Thursday	9 p. m. -5 a. m.
Fridays and	
Saturdays	10 p. m. -5 a. m.
b. Summer vacation	
Sunday thru	
Thursday	10 p. m. -5 a. m.
Fridays and	
Saturdays	10 p. m. -5 a. m.

5. Make sure your youngster has telephone money and instructions to follow in case of emergency.

Youth Responsibility

1. Abide by curfew laws. They are for your protection.
2. Go directly to and from supervised activity.
3. Don't abuse your privileges by changing plans without your parents' knowledge and consent.

RECREATION AND HOME ENTERTAINMENT

Parent Responsibility

1. Be at home and on call at all times when young people entertain, but provide a reasonable measure of privacy.
2. Be interested in your young peoples' friends and activities.
3. Encourage your home to be the center of their activities.

- a. Welcome their friends.
- b. Be sure that:
 - (1) Invitations to parties are issued in written form bearing the address, telephone number and signature of the young person giving the party.
 - (2) Invitations are explicit as to the type of party being given, the appropriate dress and the time the party will begin and end. The parents of each person who has been invited have responded to the invitation.
- c. All types of social functions shall be in accordance with the City of Renton Curfew Ordinance, as stated in Item #4 of the section on Curfew - Parent Responsibility. In order to extend any of the stated time limitations, transportation by a parent or responsible adult must be provided for all of those students involved.

Youth Responsibility

1. Respect your host, his authority, rights and property.
2. Obtain approval of parents on guest list, refreshments, activities and standards of parties.
3. DO NOT attend a party unless properly invited.
4. Maintain acceptable behavior.
5. Maintain adequate lighting at all times.
6. Give your parents an opportunity to meet your friends.
7. Be called for by an authorized adult.

TRANSPORTATION

Parent Responsibility

1. Do not allow students to ride to and from school in cars unless with an adult authorized by parents.
2. Arrange transportation not covered by school bus.
3. Be PROMPT when picking up your youngster.
4. Do not allow Junior High students to drive cars to and from school.

Youth Responsibility

1. Be familiar with and abide by school rules and regulations pertaining to bus transportation.
2. Do not accept rides with any one other than those approved by parents.
3. Notify parents when required transportation will be different than originally planned.

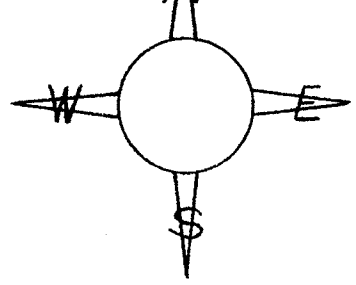
BEHAVIOR

Parent Responsibility

1. Set a good example for your young people to follow.
2. Do not grant special privileges until young people prove their ability to assume responsibility.
3. See that cigarettes or other forms of tobacco and alcoholic beverages are not available or given to young people.
4. Provide supervision and companionship to the young people.
5. Realize that your first responsibility is to family and home.

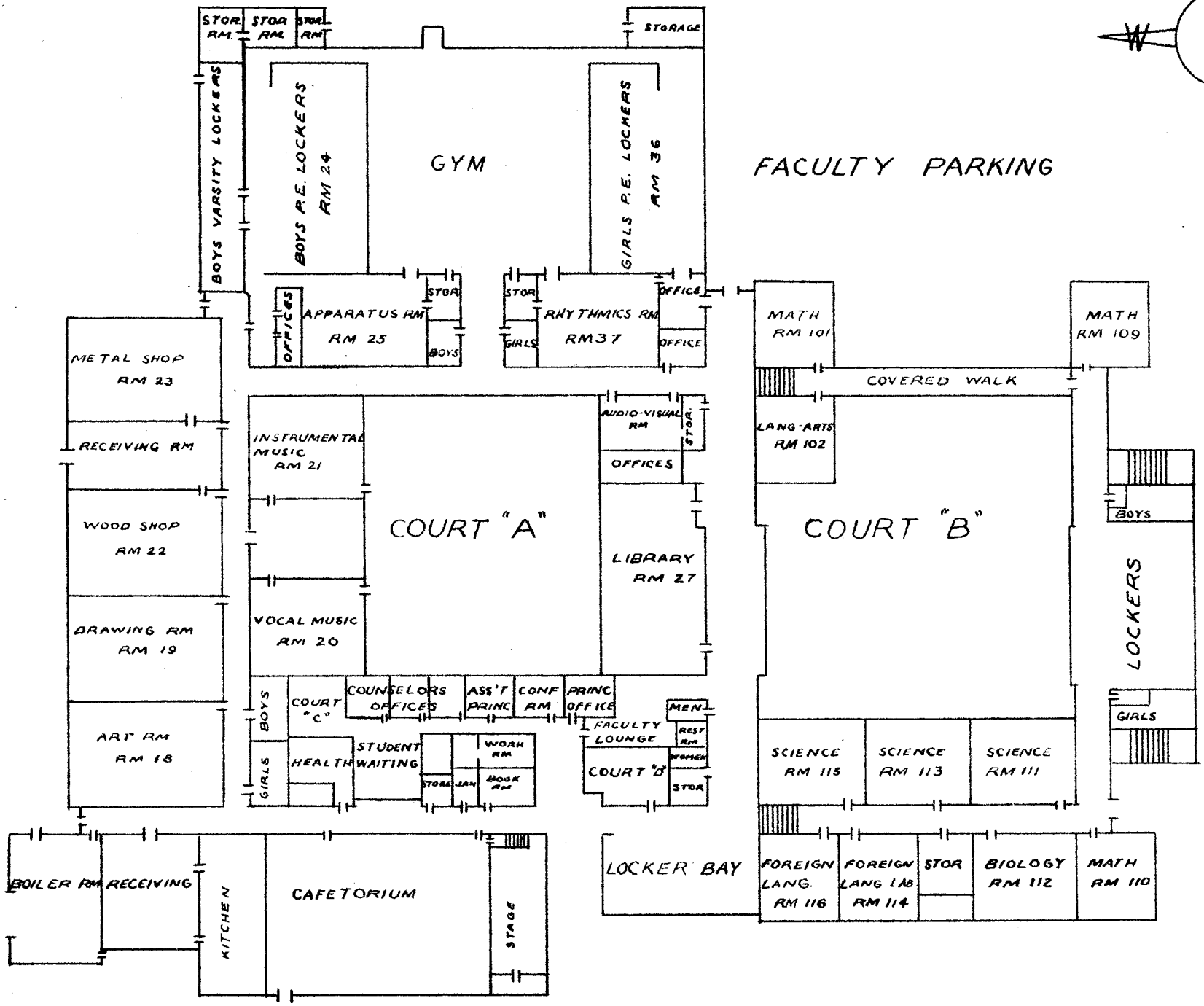
Youth Responsibility

1. Keep telephone calls to a reasonable length and number, as determined by your parents.
2. Conduct yourself on and off campus in such a way as to reflect honor to yourself, family, school and community.
3. Abide by State laws and school regulations, including those pertaining to smoking, drinking and gambling.
4. Attend school regularly and arrive on time in the classroom with the intention of doing your very best in every subject.
5. Be respectful of the authority of adults and considerate of the rights of others.

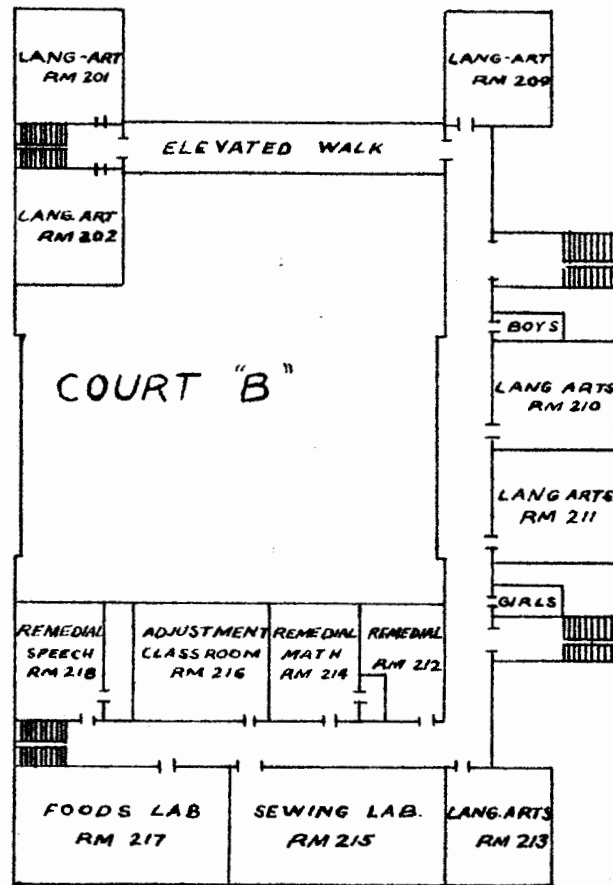
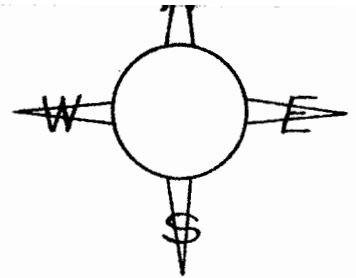


MAP OF NELSEN JUNIOR HIGH SCHOOL CAMPUS

A - 1 - 0



FIRST FLOOR



SECOND FLOOR

A - 2 - a
RENTON SCHOOL DISTRICT NO. 403

HOME - SCHOOL QUESTIONNAIRE
(Secondary Schools)

RHS _____
McKnight _____
Dimmitt _____
Nelsen _____

Route to:
_____ Registrar
_____ Head Counselor
_____ Cumulative Folder

FAMILY DATA

Name: _____
(Last) (First) (Middle)

Date today: _____

Grade: _____ Sex: _____

Address _____
(Street) (City) (Zone)

Home Phone: _____

Birthdate: _____ Birthplace: _____
(Mo. Day Year) (City) (State)

Age: _____

With whom do you live?

Father ()
Step-Father ()
Guardian ()

(Last) (First) (Middle)

(Occupation) (Place of Work) (Working Hours) (Business Phone)

Mother ()
Step-Mother ()
Guardian ()

(Last) (First) (Middle)

(Occupation) (Place of Work) (Working Hours) (Business Phone)

Ages of children in your family: _____

Number of Sisters: _____ Number of Brothers: _____

HEALTH DATA

Family Doctor: _____
(Name) (City) (Phone)

Check any special health problems that you have:

Rheumatic Fever _____ Asthma _____ Diabetes _____ Other: _____

Heart Condition _____ Allergy _____ Epilepsy _____

Check if you have a vision or hearing problem: Vision _____ Hearing _____

(Over)

SCHOOL DATA

Name of Schools attended - (Most recent first)

Grades
Attended

(Name of School) (City and State)

(Name of School) (City and State)

Have you attended a Renton school before? _____
(School) (Year) (Grades)

Subject liked best: _____ Subject liked least: _____

Most difficult subject: _____ Easiest subject: _____

Who assists you with your homework? _____

What are your plans after high school? _____

What would you like your life work to be? _____

SOCIAL DATA

List activities and clubs both in school and out in which you have participated or would like to participate:

School activities or clubs: _____

Out of school activities or clubs: _____

Out of school lessons: _____

How much time do you spend practicing daily on each out of school lesson? _____

What special talents or abilities do you have? _____

What are your hobbies? _____

Are you working now? _____ What kind of work? _____

How many hours per day? _____ Per week? _____

RENTON SCHOOL DISTRICT NO. 403
 JUNIOR HIGH SCHOOL PRE-REGISTRATION FORM

Knigh _____
 mmitt _____
 lsen _____

GRADE 7 8 9

Date _____

No. _____

me _____
 (Last) (First) (Middle)

Sex: M _____ F _____

dress _____
 (Street) (City) (Zone)

Home Phone _____

ite of Birth _____ Last School Attended _____
 (Name of School) (City) (State)

parent or Guardian's Name _____
 (Last) (First) (Middle)

ere parent employed _____ Business Phone _____

nch 1 2 3 Bus No. _____ Locker No. _____

me _____ Last School Attended _____
 (Last) (First) (Middle) Grade _____

REQUIRED SUBJECTS

Pupils will be placed in these classes on the basis of aptitude, achievement, and schedule facility.
) NOT MARK IN THESE BLANKS

- MATHEMATICS (1 period)
- _____ 0/8 Arithmetic (H) 1-2
 - _____ 1/8 Arithmetic (S) 1-2
 - _____ 3/8 Arithmetic (R) 1-2
 - _____ 5/8 Arithmetic (SL) 1-2
- LANG. AND COM. ARTS (3 periods)
- _____ 0/11 Language Arts (H) 1-2
 - _____ 1/11 Language Arts (S) 1-2
 - _____ 3/11 Language Arts (R) 1-2
 - _____ 5/11 Language Arts (SL) 1-2
 - _____ 0/16 Community Arts (H) 1-2
 - _____ 1/16 Community Arts (S) 1-2
 - _____ 3/16 Community Arts (R) 1-2
 - _____ 5/16 Community Arts (SL) 1-2
- PHYSICAL EDUCATION (1 period)
- _____ 0/36 Boys' P. E. 1-2
 - _____ 9/36 Boys' P. E. (Dev.) 1-2
 - _____ 0/37 Girls' P. E. 1-2

ELECTIVE SUBJECTS

Pupils will be assigned to two elective subjects. Place the figure (1) before your first choice, the figure (2) before your second choice, and the figure (3) before your third choice. Make your choices carefully as you will stay in your elective classes during the entire school year except in unusual cases.

FOREIGN LANGUAGE

- _____ 0/19 O & A Spanish 1-2*
- _____ 0/21 O & A French 1-2*

MUSIC

- _____ 0/33 Boys' Glee
- _____ 1/33 Girls' Glee
- _____ 0/34 Orchestra
- _____ Band

SCIENCE

- _____ 0/25 Science (H) 1-2
- _____ 1/25 Science 1-2

OTHER

- _____ 0/14 Developmental Read. (R) 1-2**
- _____ 5/14 Developmental Read. (SL) 1-2**

ALLIED ARTS

- _____ 0/29 Art 1-2
- _____ 0/30 Craft 1-2

* See page 12 of the Pre-registration Booklet

**See page 14 of the Pre-registration Booklet

Signature of Parent or Guardian _____

Address _____
 (Street) (City) (Zone)

Phone No. _____

Subjects Not Listed

100

(100)

(100)

COMMENTS

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

Pre-registration - Renton High School

A - 2 - c

Date _____

Name _____ Grade _____ Sex: M ___ F ___
 (Last) (First) (Middle)

Mailing Address _____ City _____ Zone _____
 (Street or P.O. Box)

Last School Attended _____ Date of Birth _____

Parent or Guardian's Name: Mr. _____ Home _____
 Mrs. _____ Phone _____

Place of Employment (Mother) _____ Emergency _____
 Phone _____

Place of Employment (Father) _____ (Relative or Neighbor)

This form is used to help the student with his vocational planning and to select the school subjects he plans to take during the next three years at Renton High School. The students are advised to take an inventory of their personal interests and aptitudes and then select the school subjects that will be the most beneficial to them in adult life; socially, culturally and economically.

Six subjects shall be considered a normal load in grade 10, and five subjects and a study hall is the normal load in grades 11 and 12. The following subjects are required for graduation from Renton High School.

Grade 9: Literature and community Living and Composition and Washington History (1 semester each), 1 year Math (algebra, general math or remedial math), 1 year Science (can be taken in grades 9, 10, 11, or 12), Introductory Drawing 1-2 for boys or Homemaking 1-2 for girls and P.E. 1-2

Did you fail any of the required 9th grade courses listed above: Yes ___ No ___

Grade 10: Composition 2, Literature 2 (1 semester each)
 Safety Driving and First Aid, and Physical Fitness 1

Grade 11: Composition 3, Literature 3 (1 semester each), U.S. History 1-2,
 P.E. (2 semesters in grade 11 or 12)

Grade 12: World Affairs 1-2

Please Fill In

Grade 9		Grade 10		Grade 11		Grade 12	
1 Sem.	2 Sem.	1 Sem.	2 Sem.	1 Sem.	2 Sem.	1 Sem.	2 Sem.
		Lit. 2	Comp. 2	Lit. 3	Comp. 3		
				US Hist. 1	US Hist. 2	Wld. Aff.	Wld. Aff.
		S.D. & F.A.	Physical Fitness	STUDY HALL		STUDY HALL	

The following subjects are entrance requirements for most of the colleges in Washington.

- | | | |
|------------------------|--|---------------------------------|
| 4 years of English | 2 years of foreign language | 1 year of laboratory science |
| 1 year of U.S. History | 2 years of math. (Alg. 1-2 and Geometry 1-2) | (biology, chemistry or physics) |

Please check this three year program with your parents and your language arts teacher before you register with the counselor for your 10th grade classes.

Parent's Signature _____

A-2-d

Renton High School

Pre-Registration Information

And

Course Offerings

1964 - 1965

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INTRODUCTION

This Pre-Registration booklet has been prepared to give general information and provide a ready reference to assist pupils in planning their high school program of studies.

Herein, one will find an explanation of grouping, pupil responsibilities, mapping one's educational plan, an explanation of pupil loads, definition of grade classification, acceptance of transfer students and a listing of subjects required for graduation from Renton High School, both state and local. Course offerings for the coming year are listed and described along with their credit value and prerequisites.

Pupils are eligible for high school, without limitation, when they have satisfactorily completed at least ten semester hours of ninth grade work with no failures in the required subject areas unless an attendance or behavior restriction makes a student ineligible.

ASSIGNMENT OF PUPILS TO GROUPS FOR INSTRUCTIONAL PURPOSES

Teachers are confronted with complex and difficult problems when called upon to work with a class of pupils which has a wide range of characteristics and needs. To best meet individual needs and to enable the teachers to work efficiently, pupils at times will be grouped according to similar ability, achievement, interest, readiness or other determinates.

In general, pupils will be assigned to groups on the basis of the following criteria: academic achievement, applied effort, emotional stability, mental ability, physical development and social competency. Other criteria that may affect assignment to groups are building size, retention placement and parental approval. The instructional programs into which pupils may be grouped at the secondary school are:

Standard Program, (S), the area where pupils will be assigned except when certain personal deviations indicate that their particular needs will be better served by one of the other groupings.

Honors Program, (H), designed for the highly capable and ambitious pupil. It is organized in both an enrichment and an accelerated capacity, thereby allowing the pupil to study specific areas in greater detail and also go further in the sequence of programmed offerings.

This program is not to be confused with grouping activities designed to meet the needs of the above average pupil; rather this is a category beyond what is generally known as a "high" group. In general, about 5% of the total building population would be in this category.

Slow Learner Program, (SL), is designed to meet the needs of those pupils who cannot keep pace with pupils in the Standard Program. Ordinarily they proceed at a slower pace in order to increase the possibilities of maximum individual achievement. Generally, 15% to 20% of the school population will benefit from placement in this program.

Assignment of Pupils to Groups For Instructional Purposes cont.

Remedial Classes, (R), provides assistance to pupils of normal ability who have fallen a semester or more behind in one or more areas of academic learning.

Adjustment Program is a specially designed program for pupils who cannot keep pace with normal pupils in the Standard Program. These classes serve three general needs: mentally deficient, mentally retarded and the emotionally disturbed. About 4% of the school population will be scheduled in this program.

Experimental Program is designed to allow experimentation with grouping procedures on the building level within limitations established by the Department of Instruction.

PUPIL RESPONSIBILITY

It is of utmost importance that pupils give this bulletin careful study and consult frequently with counselors, teachers, and parents regarding interpretations and clarifications. The pupil should consider his own strengths and weaknesses, as indicated by previous scholastic achievement and standardized test results, and then formulate either a specific or a general goal.

This registration is considered to be the final choice of subjects for next year; changes may be made only for exceptional circumstances. Staff members are employed and classes are scheduled on the basis of pre-registration requests. For this reason, it is very important that you give careful consideration to your choices.

Pupils other than honor students must take courses at the grade level offered, **EXCEPT** that one may elect subjects from a previous grade level. (See chart on page 5.)

Pupils entering high school without having successfully completed the local and state required courses that are generally taught at the ninth grade level will be required to make up these courses. This make-up work should be done during the summer preceding entry into grade ten. If failed courses are not made up in summer school, the student must take them in the tenth grade without credit. This puts the pupil under a handicap as every period spent in making up a subject deficiency course reduces by a corresponding number of periods the opportunity for completing the necessary high school credit courses. Generally, graduation for such pupils comes after attending seven semesters rather than the traditional six semesters.

EDUCATIONAL PLAN

All pupils, upon registration, are assigned a counselor and together they will plan a complete program of subjects through graduation. This educational plan can be adjusted later if the need arises. The long range plan can best be accomplished after the student and his parents have considered whether formal education will include college, or whether one should plan for vocational training.

Educational Plan cont.

Select each year's subjects to fit educational needs. Begin by listing all courses required for graduation. Pupils planning for college should next list the recommended courses as found on page 5. Lastly, choose subjects from the comprehensive offering of electives. In the selection of electives, one must consider his abilities, interests, and future plans. The person best able to take advantage of his high school educational opportunities will select from the wide range of elective offerings, subjects which will meet his particular needs and interest.

PUPILS' PROGRAM LOAD

Six subjects shall be considered a normal load in grade 10; five subjects and one study hall will be the normal load in grades 11 and 12. Under certain conditions, the principal may permit an eleventh or twelfth grader to carry six subjects or a program of less than six subjects without a study hall. Approval for six subjects will be considered when the pupil: a) has a Grade Point Average of 3.2 for the previous semester, or b) has a hardship situation, such as needing one more credit for graduation.

During the school year pupils will be limited to a total of 11 hours of daily school attendance and employment and a total of 48 hours for the calendar week (7 days).

GRADE CLASSIFICATION

A pupil's grade classification is determined by the accumulation of credits, rather than by semesters of attendance. A credit is earned for successfully completing one semester of study in a high school subject. Pupils upon earning:

- 10 or fewer credits after 2 semesters will be classified as 10R (10th reclassified)
- 11 or more credits after 2 semesters will be classified as 11th graders
- 19 or fewer credits after 4 semesters will be classified as 11R (11th reclassified)
- 20 or more credits after 4 semesters will be classified as 12th graders

TRANSFEEP STUDENTS

Graduation by transfer students will be dependent upon their being in regular attendance in this school at least one semester and earning a minimum of four credits and the satisfactory completion of all graduation requirements as listed above.

Transfer students entering with graduation credits earned in another school may graduate with as many credits short of twenty-nine (29) as were carried short of our tenth and/or eleventh grade credit requirement. This means that credit for subjects failed in these schools must be made up. No transfer student may graduate with less than twenty-four (24) credits, exclusive of P.E.

GRADUATION REQUIREMENTS

To receive a diploma of graduation from Renton High School, pupils shall:

1. Have attended high school for a minimum of six semesters after the completion of the ninth grade. At least one of these semesters must be as a student of good standing in Renton High School.
2. Earn a minimum of twenty-nine (29) credits in tenth, eleventh, and twelfth grade courses (see transfer students).
3. Successfully complete the following state and local required courses:

<u>SUBJECT FIELD</u>	<u>GRADUATION REQUIREMENTS*</u>	<u>OFFERED IN JUNIOR HIGH</u>	<u>TO BE TAKEN IN SENIOR HIGH</u>
English	3 years	1 year	2 years
Social Studies	$2\frac{1}{2}$ years	$\frac{1}{2}$ year (Wn. History)	2 years (U.S. Hist. and Wld. Affairs)
Mathematics	1 year	1 year	
Science	1 year	1 year	
Home Economics (girls)	1 year	1 year	
Physical Education	3 years	1 year	2 years (Incl. Phy. Fit. 1 and S.D. & F.A.)
Allied Arts (Introd. Dwg.) (Boys)	1 year	1 year	

* See page 5 for course names

COLLEGE ENTRANCE REQUIREMENTS

Entrance requirements are based on the successful completion of course offerings in grades 9 through 12 and will vary with: 1) various colleges or universities; 2) the college course to be followed. Confer with your counselor regarding a specific college or course; but in general, the following will meet most college entrance requirements:

- | | |
|-----------------------------|---|
| 4 years of English | 2 years of math. (Alg. 1-2 and Geom. 1-2) |
| 1 year of U. S. History | 1 year of laboratory science (biology, zoology, chemistry, physics) |
| 2 years of Foreign Language | |

Most state institutions of higher learning now require freshman applicants to take a series of grade prediction tests administered by the college. Your counselor will advise you of these. In addition, an achievement of an over-all high school grade point average (GPA) of at least 2.5 is required of entering freshmen at colleges and universities. Determined students with a GPA from 2.0 to 2.5 may be accepted in smaller colleges and by persistent and continuous application find success. Pupils with less than 2.0 rarely are capable of lasting the first year at any college.

1964 - COURSE OFFERINGS - 1965

Pupils other than honors students must take courses at the grade level offered, EXCEPT that pupils may elect subjects from a previous grade level. Where a course is listed under only one grade level it indicates the first grade in which that particular course may be taken. Required courses are underlined.

SUBJECT FIELD	JR. HIGH COURSES MEETING STATE REQUIREMENTS	GRADE TEN	GRADE ELEVEN	GRADE TWELVE
LANGUAGE ARTS	<u>Composition 1</u> <u>Literature 1</u>	*Comp. 2-*Lit. 2 <u>Speech Arts 1-2</u> *Read. Imp. 1-2 Adj. Block 7-8	*Comp. 3-*Lit. 3 <u>Journalism 1-2</u> Debate 1-2 Yearbook 1-2 Lib. Tech. 1-2	*Comp. 4-*Lit. 4 Journalism 3-4 Debate 3-4 Yearbook 3-4
FOREIGN LANGUAGE	Spanish 2 years All others 1	Latin 1-2-3-4 French 1-2-3-4 Span.1-2-3-4-5-6 German 1-2-3-4 Russian 1-2-3-4	Latin 1-2-3-4-5-6 Fr. 1-2-3-4-5-6 Span. 1-2-3-4-5-6 Ger. 1-2-3-4-5-6 Russ. 1-2-3-4-5-6	Lat. 1-2-3-4-5-6 Fr. 1-2-3-4-5-6 Span.1-2-3-4-5-6 Ger. 1-2-3-4-5-6 Russ.1-2-3-4-5-6
SOCIAL STUDIES	<u>Wn. State Hist.</u>	*Wld. Geog. 1-2 *Wn. State Hist.	<u>U.S. Hist. 1-2</u> *Sociology 1	*Wld. Aff. 1-2 *Am. Russ. Rel. 1 *Psychology 1
MATHEMATICS	<u>Algebra 1-2</u> or <u>Gen. Math 1-2</u> or <u>Rem. Math. 1-2</u>	Geometry 1-2 Alg. 3-4 (H)	Algebra 3-4 Trig. 1 (H) Math Anal. 1 (H)	**Trig. 1 ***Math. Anal. 1 Adv. Math
SCIENCE (1 year req.)	Earth-Space 1-2	Earth Space 1-2 or Biology 1-2 Chem. 1-2 (H)	Chemistry 1-2 Chem Study 1-2	Physics 1-2 Biology 3-4 Chemistry 3-4
BUSINESS EDUCATION		*Gen. Bus. 1 *Typing 1	Typing 2-3 Bookkeeping 1-2 *Bus. Eng. 1 *Bus. Law 1 Shorthand 1-2	Office Ass't 1-2 Office Proc. 1-2 Shorthand 3-4 Ret. Selling 1-2
HOME ECONOMICS	<u>Voc. Hkkg. 1-2</u> or <u>Voc. Hkkg. 3-4</u>	Voc. Hkkg. 1-2 Home Ec. 1-2	Home Ec. 3, 4, 5, or 6 *Per. & Fam. Fin. 1 *Family Living 1 *Voc. Home Ec.	
HEALTH P. E.	<u>Phys. Ed. 5-6</u>	<u>Phys. Fit. 1</u> <u>S.D. & F.A. 1</u> Phys. Fit. 2	Spts. 1-2-Gym 1-2 Drill Team 1-2 Rhythms 1-2 Combatives 1-2	Sports 3-4 Drill Team 3-4 Rhythms 3-4 Combatives 3-4
MUSIC		Performing vocal and instrumental classes in Band, Choir, Chorus, and Orchestra offered. Placement based on ability.		
ALLIED & CREATIVE ARTS	<u>Int. Drwg. 1-2</u>	Woods 1-2 Metals 1-2 Creative Arts Adv. Art 1-2 Comm. Art 1-2 Electricity 1-2 Home Mech. 1-2 Photography 1-2	Tech. Drwg. 3-4 Electronics 1-2 Metals 3-4 Power Mech. 1-2 Woods 3-4	Metals 5-6 Power Mech. 3-4 Woods 5-6

* Either Semester

** 1st Semester only

*** 2nd Semester only

DEPARTMENTS AND COURSE DESCRIPTIONS

ENGLISH AND LANGUAGE ARTS

Three years of English are required for graduation. Besides the ninth grade course, Literature and Composition 2 and 3. For all college-bound students, Literature and Composition 4 has become most important for those desiring to complete a degree program successfully.

In composition and literature courses, pupils are grouped into one of the following Programs: Standard, Honors, Slow-Learner or Remedial. As all pupils vary in their ability to achieve, classification into one of these groups will provide for instructional materials and achievement expectations compatible to the needs of the group members.

LITERATURE 1 AND COMPOSITION 1 duplicates the course offered at the ninth grade, develops appreciation of many types of good literature and acquaints students with skills and techniques that will increase their ability to read with comprehension and appreciation. It insures development of all areas of communication such as group discussions, public speaking, debating, choral speaking, and play enjoyment; and reviews the parts of speech as a basis for building better sentences with phrases and clauses. Sentence structure and usage, outlining, letter writing, vocabulary and spelling are emphasized.

Prerequisites: None. Required of all students.

Credits: None. This is a make-up course.

COMPOSITION 2. This required course provides opportunity for practice and skill in developing a paragraph, making a topic sentence and following through for complete meaning. This will include various kinds and varieties of sentence structures with emphasis on content. Students should develop the ability to write logically and clearly and use techniques that produce an interesting style in writing. Some of the areas covered in this semester are developing paragraph, reading and writing book reports, presenting a demonstration and making a convincing speech to the class.

Prerequisites: Composition 1 or equivalent. Credit: One

LITERATURE 2, a companion course to Composition 2. A REQUIRED course presenting several types of literature including the short story, novel, essay, drama, and poetry. An average of 30 minutes per day of outside study is required.

Prerequisites: Literature 1 or equivalent. Credit: One

COMPOSITION 3 is a one-semester required course which follows the sequence of development in language offered in Composition 1 and 2. Emphasis is equally divided between the development of speaking and writing skills and practices. The organization of material for either expository writing or oral presentation follows a similar pattern of development. Pupils learn to limit a subject, determine a purpose, gather material, select a logical order of presenting main ideas supported by adequate details. The material requires compositions of several paragraphs and thereby offers the pupil the opportunity to use well chosen transitions in both his oral and written work. Appropriate usage, grammar and mechanics are stressed in both the areas of communication emphasized in this course.

Prerequisites: Composition 2. Credit: One

English and Language Arts cont.

LITERATURE 3 is a one-semester REQUIRED survey course of American literature. The study covers the development of our literature from colonial times to the present. Each literary type is presented, showing its beginnings in this country and discussing the important contributors to the field. The relationship between the history and the literature of any particular period is shown. An appreciation of America's contribution to world literature is developed.

Prerequisites: Literature 2. Credit: One

COMPOSITION 4 (R) is a remedial one-semester elective course for seniors who need to review basic skills of English fundamentals before attempting college-level work. Special emphasis is placed upon clear, expository writing with appropriate standards for usage, grammar, and mechanics also being stressed. Outside of class preparation and study for this course varies with the needs of the individual student; the average minimum time, however, is 5 hours per week.

Pupils who achieve a "C" grade or better may elect Standard College Prep Composition 4 or Standard College Prep Literature 4 the second semester of the senior year.

Prerequisites: Composition 3. Credit: One

COMPOSITION 4 is an elective, one-semester course for seniors having maintained a 2.0 or better grade point average in English courses in grades 10 and 11. This course offers advanced composition practice based upon the analysis of professionally written expository, narrative, and descriptive prose models. Only a minimum of time is spent upon grammar review and mechanics. Wide reading and critical evaluation of that which is read are prime goals which are prerequisite to the writing of serious, expository prose. Although pupils may elect this course providing they meet the grade point requirement, it should be noted that evaluation of pupil progress will be determined by the quantity and the quality of scholarly work produced--not merely upon the amount of time and effort required.

Prerequisites: 2.0 GPA in 10th and 11th grade English courses or 2.0 GPA in Comp. 4 (R).

Credit: One

LITERATURE 4 is an elective, one-semester course, a companion offering to Composition 4. A 2.0 GPA in 10th and 11th English is required. Although British literature comprises the basic content of the subject matter of this offering, other European and some American literary works are studied and carefully analyzed. Pupils will concentrate their efforts upon literary form and style as well as the content of a given piece of work. Pupils will further develop their own prose writing through critical evaluation of material read. Opportunities to develop oral discussion skills will also be a part of this course. Reading for depth of understanding will require that much time outside of the class period will need to be spent if maximum value is to be gained from electing this course.

Prerequisites: 2.0 GPA in 10th and 11th grade English courses, or 2.0 GPA in Comp. 4(R).

Credit: One

English and Language Arts cont.

READING IMPROVEMENT 1-2 is an elective improvement course designed to help each individual with his own problems in reading. This course is available to all students upon the approval of the counselor. Diagnostic tests are given to determine individual needs. Specific work on increasing speed, building better vocabulary, and expanding comprehension is covered. Skills are taught in the finding, selecting, organizing and presenting information from reference material in the library. This course may not be used to satisfy an English requirement.

Prerequisites: Counselor's approval based upon the results of standardized tests.

Credit: One per semester. Course may be taken either or both semesters.

SPEECH ARTS 1-2 is an elective course primarily designed for those students who wish to develop their interest in the several areas of oral communication. The basic speech experiences such as oratory, drama, extempor, choral reading, etc., will be covered as well as a development of logic, reasoning, and the philosophy of communication.

The course offers many practical opportunities for students to increase their awareness of the importance of understanding via speech in TV commercials to the role the diplomat plays in conveying the exact thoughts in our efforts to achieve world peace.

Prerequisites: Composition 1 and Literature 1. Credits: Two

JOURNALISM 1-2 is a full year subject offering the basic fundamentals covering news writing, copy editing, proofreading, make up headline writing, newspaper terminology, and background of the industry. The journalistic style of writing is stressed throughout the course in the form of news stories, features, editorials, and columns. Opportunities to practice these principles come through the experiences of assisting in preparing for publication the school paper "The Chieftain". Class members solicit advertising from Renton area merchants which helps finance the school paper, yearbook and athletic programs. This experience also provides a practical approach to layout planning.

Prerequisites: Composition 2 - Literature 2 with at least "C" grade. Advisor approval.

Credits: Two

JOURNALISM 3-4 may be taken first or both semesters. Students on the staff have the responsibility of making assignments, planning and writing stories, writing headlines, story layout, placement of advertising, copy editing, proofreading, and distribution of the paper.

Prerequisites: Journalism 1-2 with at least a "B" grade. Advisor approval.

Credits: One or Two

English and Language Arts cont.

YEARBOOK PRODUCTION 1-2. A full year course with the responsibility for developing and producing a yearbook of top quality which justifiably reflects all aspects of the academic and extra-curricular activities of the school. Class members will have the responsibility for planning and producing the Illahee. Instruction will include the study of analyzing and designing layouts; copy writing; editing and proofreading; pictures; composition and cropping; photography and its importance in yearbooks; yearbook and book publishing terminology.

Prerequisites: Composition 2 and Literature 2 with "C" grade or better and advisors recommendation.

Credits: Two

YEARBOOK PRODUCTION 3-4. A second year of credit will be given to students who take this course a second year because they have the responsibility for planning and producing the Illahee.

Prerequisites: Advisors recommendation. Credits: Two

DEBATE-DISCUSSION 1-2-3-4 is an elective course concentrating on the principles of persuasive and argumentative speech and problem solving group discussion. The student will be involved in the research for and the preparation and delivery of debate cases on current national and world problems. The major types of discussion are examined extensively with emphasis upon the theory of discussion, the methods of approach, and the responsibility of the individual as a participant or a leader in an effective discussion situation.

Prerequisites: Composition 2 and Literature 2. Credits: Two

LIBRARY TECHNIQUES 1 and 2. This course provides library service to all the students in school and teaches the use of the many library tools. Students learn processing of books for circulation; simple mending; checking books in and out; shelving books; etc. During their weekly class period they study the arrangement of the library, the Dewey Decimal System, the card catalog, dictionaries, encyclopedias, and other reference books. They help collect clippings and file them. They file-catalog and shelf-list cards. They work in the library five periods a week and have another period in class each week. The latter period is taken from their study period.

Prerequisites: Students interested and librarians recommendation.

Credits: Two

FOREIGN LANGUAGE

The Foreign Language Department provides an opportunity for elective studies in five languages; Spanish, German, Latin, French and Russian. Students will be taught to speak the language, understand the spoken language, to read it and write it. Each student will be provided one or two periods a week in the language laboratory for his listening and speaking experience. Opportunity will be provided for learning the historical, cultural, political and economic backgrounds of the countries whose languages are being studied. Failure to successfully complete a semester of a foreign language voids one's eligibility to continue with the following semester. Acceptance in the first year of a foreign language will be dependent upon proficiency in English based on results of standardized tests in the area of grammar and past achievement by the student in English.

SPANISH 1-2. First year Spanish students must build a good basic vocabulary in order to learn the skills of conversation and the importance of correct grammar in reading and writing a foreign language. A short story in Spanish is used to introduce each chapter and explain the grammar. Drill exercises are used to give students additional conversation and writing ability. One or two periods a week the group works in the language laboratory in order to develop these basic skills of speaking Spanish. This is accomplished by listening to records and recordings.

Prerequisites: See introduction. Credits: Two

SPANISH 3-4. Second year Spanish is concerned with the improvement of reading, writing and conversation skills. Students complete the grammar and are introduced to literature the second quarter. Some study of short stories, plays, and advanced laboratory work is done in the second semester.

Prerequisites: Successful completion of Spanish 1 and 2. Credits: Two

SPANISH 5-6. Third year intensifies the students proficiency in Spanish. During the school week, students will spend one period in the laboratory perfecting oral skills; one period learning the historical, political, economic and cultural background on Spain and South America; one period stressing composition, writing, dictation and oral talks and two periods surveying Spanish literature.

Prerequisites: Successful completion of Spanish 3-4. Credits: Two

GERMAN 1-2. This first year German course is to teach the students to speak, to read and to write German, and to build a good basic vocabulary by introducing a few new words every period. Grammar will be introduced and explained following the textbook. From time to time some material on the history and geography of the country and the culture of its people will be presented. Pupils will be asked to do homework mainly on new vocabulary and grammar rules almost every day. Simple conversations in German will be held in class and the language laboratory will be used one or two periods a week.

Prerequisites: See introduction. Credits: Two

GERMAN 3-4. More advanced and complicated conversation with new words being introduced more rapidly. Reading short stories, plays, etc. Continuing the study of grammar. Spending more time than the first year on information about Germany and its people. Daily homework on vocabulary and grammar. More advanced laboratory work.

Prerequisites: German 1-2. Credits: Two

Foreign Language cont.

GERMAN 5 AND 6. Review of first and second year work. Reading German literature and scientific works and reports by students. A more complete study of Germany and its people. Written and oral reports by the students in German. Conversations to be held in German in connection with these readings and reports. Continued use of language laboratory. German language spoken almost exclusively.

Prerequisites: German 3 and 4. Credits: Two

LATIN 1 AND 2. Introduces basic vocabulary, grammar and reading through Latin stories and exercises. Emphasis is also placed on the contributions of the Roman culture to ours. Students should be able to write and spell. Adequate preparation is necessary for each assignment.

Prerequisites: See introduction. Credits: Two

LATIN 3 AND 4. Continuation of first year studies with more complicated grammatical concepts and extensive vocabulary studies noting the relationship of Latin words to the English derivatives. Extensive reading based on Roman lore and culture. Reading actual works of Roman authors such as Caesar's Commentaries on the "Gallic Wars" and Virgil's "Aeneid". Since Latin becomes more difficult and complex as progress is made, students will be required to furnish themselves with adequate time and opportunity for preparation of their daily assignments.

Prerequisites: Latin 1 and 2. Credits: Two

LATIN 5 AND 6. A reading and composition course based entirely on readings of prominent Roman authors such as Pliny, Caesar, Cicero, Sallust, Petronius, Gellius, Seneca and Ovid. For the first time more extensive efforts will be made to read and understand Latin Poetry. The student now can make a fairly accurate appraisal of the Roman civilization in its comparison with our own. He learns to appreciate the contribution of ancient civilizations to our own culture.

Prerequisites: Latin 3 and 4. Credits: Two

FRENCH 1 AND 2. First year French is an introduction to conversation, grammar, reading and writing. Use short stories introducing each chapter as basis for conversation and explanation of grammar, exercises, written and oral. Speaking and reading progressively more difficult. Build up good basic vocabulary. Language laboratory one or two periods a week, depending on number of sections. All laboratory work strictly oral.

Prerequisites: See introduction. Credits: Two

FRENCH 3 AND 4. More advanced conversation, reading, writing. Finish grammar. Introduce literature second quarter. Short stories, plays and a novel. More advanced laboratory work.

Prerequisites: French 1 and 2. Credits: Two

Foreign Language cont.

FRENCH 5 AND 6. The third year of French will stress pronunciation and reading skills. A week's work will include one period of laboratory, emphasizing oral skills; one period will dwell on the historical, political, economic, cultural background of France; two periods, a survey course of French literature, selected works middle ages to the present; one period, composition, written dictation, oral talks, etc. In this course, French will be spoken almost exclusively.

Prerequisites: French 3 and 4. Credits: Two

RUSSIAN 1 AND 2. The main purpose of the course is to teach the students to speak, to read and to write Russian, and to build a good basic vocabulary by introducing a few new words every period. Grammar will be introduced and explained following the textbook. From time to time some material on the history and geography of the country and the culture of its people will be presented. Pupils will be asked to do homework mainly on new vocabulary and grammar rules almost every day. Simple conversations in Russian will be held in class and the language laboratory will be used one or two periods a week.

Prerequisites: See introduction. Credits: Two

RUSSIAN 3 AND 4. More advanced and complicated conversation with new words being introduced more rapidly. Reading short stories, plays, etc. Continuing the study of grammar. Spending more time than the first year on information about Russia and its people. Daily homework on vocabulary and grammar. More advanced laboratory work.

Prerequisites: Russian 1 and 2. Credits: Two

RUSSIAN 5 AND 6. Review of first and second year work. Reading Russian literature and scientific works and reports by students. A more complete study of Russia and its people. Written and oral reports by the students in Russian. Conversations to be held in Russian in connection with these readings and reports. Continued use of the language laboratory. Russian language spoken almost exclusively.

Prerequisites: Russian 3 and 4. Credits: Two

SOCIAL STUDIES

The Social Studies requirements for graduation include one semester of Washington State History; one year of United States History; and one year of Contemporary World History, Government and Problems. (World Affairs 1-2)

WASHINGTON STATE HISTORY 1. A one-semester course covering those explorations to the New World that affected the growth and development of the Northwest. Emphasis will be placed on the geography, history, government, industry and resources of the State of Washington.

Prerequisites: None. Required of all students for graduation. Credit: One

SURVEY OF WORLD GEOGRAPHY. Elective offered primarily to 10th graders. May be taken either or both semesters. In this course physical and economic geography of key regions and countries of the world are studied. Climate, soils, vegetation, minerals, types of land use that explain man's use of his resources are investigated. Once these principles are clear the student takes a closer look at the agriculture and industries of key countries. Problems of over-population, illiteracy, political instability and religions are noted. A great deal of map work is required. Semester one emphasizes area chiefly agricultural; semester two emphasizes areas of major industrial importance.

Prerequisites: None. Credit: One or Two

UNITED STATES HISTORY 1-2. A full year course required of all eleventh graders. Surveys United States History from colonial beginnings to the present. Current history is given once a week. Students are required to subscribe to a weekly news magazine.

Prerequisites: At least eleventh grade standing. Credits: Two

WORLD AFFAIRS 1. A one-semester course required of all twelfth graders. Course develops the study of ancient, medieval and modern civilizations with special emphasis on their contributions and relationship to present-day problems.

Prerequisites: Senior standing. Credit: One

WORLD AFFAIRS 2. A one-semester course required of all twelfth graders. Course surveys the origins of government, the Constitution, various departments of government and national problems of the day. Students are required to subscribe to a weekly adult news magazine.

Prerequisites: Senior standing. Credit: One

PSYCHOLOGY 1. Semester course designed to stimulate the young mind to do some thinking about the human organism. It is not clinical, experimental, nor applied. Areas considered in the course include personality, intelligence, nature and nurture, learning and the learning process.

Prerequisites: Senior standing. At least 2.6 grade point average.

Credit: One

Social Studies cont.

AMERICAN-RUSSIAN RELATIONS. A one-semester course which is designed as an honor's elective for twelfth graders who have maintained a "B" grade or better in their high school social studies courses or are enrolled in a Russian language class. It will acquaint the student with a comparison of the American and Russian political and economic systems. Emphasis will also be placed on a study of diplomatic relations between the two countries. The course will be especially designed for the college entrance applicant. It will acquaint the student with the lecture type presentation and offer opportunity for advance research.

Prerequisites: Twelfth grade standing with "B" or better in Social Studies.

Credit: One

SOCIOLOGY. Elective offered to eleventh and twelfth graders. A one-semester course which is an introductory course studying man's relation to man and his environment, stressing the constant changes which cause the rise of new problems and the need for social adjustments. The course will attempt to develop an understanding of the importance of social relations in human behavior. Since pupils whose grade point average is less than 2-point will experience difficulty with this course, they must obtain principal's approval before enrolling.

Prerequisites: Eleventh grade standing. Credit: One

MATHEMATICS

Either of the ninth grade mathematics courses satisfy the graduation requirement. However, those who still have the ninth grade requirement to meet may complete this in the tenth grade; in this event, no credit is granted.

For the college-bound student it is recommended that two years of additional mathematics be the minimum, geometry and algebra 3-4. Students continuing the study of mathematics should maintain a "C" or better average in all high school mathematics courses.

In addition to the traditional courses, S.M.S.G. (School Mathematics Study Group) materials have been introduced in some classes. S.M.S.G. courses place emphasis on the "why" instead of the "how" with the student learning that each manipulation done is valid for a reason; considerable use is made of deductive reasoning and proof. The structure of mathematics is emphasized. This means that mathematics is developed as an organized body of knowledge which is founded on a surprisingly small number of basic assumptions. Intermediate mathematics are S.M.S.G. materials being used in the tenth grade honors Algebra 3-4 course. S.M.S.G. geometry is being used in several of the standard geometry courses.

ALGEBRA 1 AND 2 is a study of the meaning of signed numbers and their use in the fundamental operations; formulas; linear equations; simultaneous equations; factoring; fractions; ratio and proportion; square root and radicals; quadratic equations.

Prerequisites: Required for college admission. Score on the algebra aptitude test and previous mathematics grades must suggest success, or introductory mathematics with a "B" grade or better.

Credits: Two

MATHEMATICS 1 AND 2 is a duplication of the course offered in ninth grade. Since this may be a terminal course in mathematics for some students, maximum attention is given to the arithmetical processes; previews of algebra and geometry will prepare pupils to pursue subsequent courses in mathematics.

Prerequisites: None. Credit: None. This is a make up course

GEOMETRY 1 AND 2 is a one year course on the fundamental concepts, facts and terms of geometry; deductive reasoning; locus, ratio, and proportion; coordinate geometry; space geometry, some review of algebra; geometric construction. The traditional course and the S.M.S.G. course are offered.

Prerequisites: Algebra 1 and 2 with recommended "C" grade average.

Credits: Two

Mathematics cont.

ALGEBRA 3 AND 4 is a course in advanced algebra, continuing the study of the algebraic processes necessary for the study of advanced mathematics; number concepts; basic laws and skills; linear functions and quadratic functions, radicals, systems of equations; exponents and logarithms. Traditional course and the SMSG courses are offered.

Prerequisites: Algebra 1 and 2 with "C" or better; Geometry 1 and 2 advisable.

Credits: Two

TRIGONOMETRY is a first semester course open to seniors. This subject is to be followed by math analysis 1 the second semester. The course includes the study of the basic trigonometric relations and functions; the use of the tables for the functions; solution of triangles; radian measure; identities; vectors, logarithms.

Prerequisites: Algebra 1, 2, and 3; Geometry 1 and 2. Credit: One

MATHEMATICAL ANALYSIS is the second semester companion course for trigonometry. The course includes elementary calculus; formulas for distance, velocity, and acceleration; work and momentum formulas; areas under a curve, analytic geometry, determinants, permutations and probability.

Prerequisites: Algebra 1 and 2, Geometry 1 and 2, Trigonometry.

Credit: One

Selected Topics from Advanced Mathematics is a course for accelerated students who began the study of algebra in Grade 8. The content: Logic, Limits, Analytic Geometry, Algebraic Structure, Probability and Statistics, Vectors.

Credit: Two

SCIENCE

Science has traditionally been included in a well-educated person's studies for training in logic and reasoning. Today, with the application of science and mathematics almost universal, some knowledge of both life science and physical science is essential to the daily living of the intelligent citizen. Science will be of ever-increasing importance in the world of tomorrow.

The state and local requirement for graduation from high school is a minimum of one year of science. For admission to any college the student should elect a minimum of one year of laboratory science: biology, chemistry or physics. For any technical college course, chemistry and physics are minimum requirements. An asterisk following the course title indicates the course satisfies the college requirement for a laboratory science.

There is no discrimination against girls in the occupational field of pure science, so girls with a mathematical aptitude are urged to take at least one year of physical science (physics or chemistry) because of the vocational opportunities open to them.

In all science courses, successful completion of the first semester is a prerequisite for the second.

EARTH AND SPACE 1 AND 2. Application of some physical science principles to our planet and new developments in space around it. Enough astronomy is included to understand the space travel problems, and the atmosphere, the hydrosphere, and the lithosphere of our earth. Satisfies minimum graduation requirement. Does not meet the requirement for college entrance.

Prerequisites: None. Credits: Two

BIOLOGY 1 AND 2 *. An introductory study of plants and animals and their relations to their environment. Included are such topics as fundamental units (cells), their structure and essential chemistry; adaptations of plants and animals to environment; heredity; classification; and applications of these principles to the human animal.

Prerequisites: Tenth grade standing. Credits: Two

BIOLOGY 3 AND 4 *. Emphasizes experimental approach and investigates modern developments in the field of life sciences.

Prerequisites: Biology 1 and 2 with "B" grade or better; Chemistry 1 and 2 with "C" grade or better; Physics 1-2 (or taken concurrently).

Credits: Two

CHEMISTRY 1 AND 2 * is a college preparation course taught in the traditional fashion: study of the natural elements and some of the compounds they form; introduction to the structure of atoms, their properties, and the principles governing their reactions. A minimum of time will be devoted to learning laboratory techniques.

Prerequisites: Tenth grade Honor science student or eleventh grade standing. Algebra 1-2 with "C" grade or better.

Credits: Two

Science cont.

CHEM. STUDY 1-2 *. The course content is the same as Chemistry 1-2, however, this is a more laboratory oriented course. The major concepts of dynamic equilibrium, rates and mechanisms of reaction, chemical bonding, structural ideas and the systematics of chemistry in terms of the periodic table are developed on the experimental basis. This course is recommended for those students continuing in science or science related areas.

Prerequisites: Tenth grade Honor science student or eleventh grade standing. Algebra 1-2 with "C" grade or better.

Credits: Two

CHEMISTRY 3 AND 4 *. An advanced chemistry course designed to give depth of understanding to basic laws. Extensive laboratory investigations will be carried on. Selected topics from organic, descriptive and physical chemistry, qualitative and quantitative analysis.

Prerequisites: Chemistry 1 and 2 with "B" grade or better, Algebra 3 with "C" grade or better, Physics 1 and 2 (or taken concurrently).

Credits: Two

PHYSICS 1 AND 2 *. The study of forces, motion and energy in its various forms: mechanical, heat, sound, radiant, atomic, electrical, and magnetic, but excepting chemical. Physics is a fundamental science, and is necessary in at least some degree to every other science. Measurements and methods of measurement are an important part of the student's laboratory work. The practice of applying numbers and elementary mathematics to physical principles is an important part of the educated person's training.

Prerequisites: Algebra 1 and 2 with "C" grade or better. Geometry 1 and 2 recommended. Open to eleventh Honor science students.

Credits: Two

PHYSICS 1 AND 2 (H) *. Emphasizes the experimental approach to physics as a pure science rather than the pre-engineering emphasis of the traditional course.

Prerequisites: Eleventh grade science Honors standing; Algebra 1 and 2 with "C" grade or better; Geometry 1-2 recommended.

Credits: Two

BUSINESS EDUCATION

With one-seventh of the workers in the United States engaged in some type of office work, students with aptitudes in this field should find it worth-while to prepare themselves for office positions. College-bound students may find it helpful to combine business education with college preparatory subjects if they are interested in business administration or wish to obtain summer or part-time work to help defray college expenses. The following outline may be helpful (your required courses appear in capitals):

10th Grade
ENGLISH
PHYSICAL ED.
Typing 1

11th Grade
ENGLISH
PHYSICAL ED.
Typing 2 and 3
Shorthand 1 and 2
U. S. HISTORY

12th Grade
WORLD AFFAIRS
Office Procedure 1-2
Shorthand 3-4 and/or
Bookkeeping

Students preparing to be stenographers should take Typing 1 in the tenth grade, Typing 2-3 and Shorthand 1-2 in the eleventh grade, and Shorthand 3-4 in the twelfth grade. Typing 1 is recommended for everyone. Students interested in general office work may find Typing 1, 2, and 3, Bookkeeping 1-2, and Office Procedures a desirable combination.

GENERAL BUSINESS is a one-semester exploratory course designed to give the individual an opportunity to examine many phases of business in a general way. This subject provides for a better understanding of American business and its place in our social and economic life as well as to show its effect on one's own personal life.

Specific areas studied include the following: banking and its services, buying for credit, budgeting, insurance, income tax, travel services, communication services, the stock market and exchange and application information for employment.

Prerequisites: None. Credit: One

TYPING 1. In this one-semester course, the student learns the keyboard by the touch typing methods, also the parts of the typewriter and how to use them; how to set up simple letters and business forms. Emphasis is placed upon correct position and technique as well as speed and accuracy.

Prerequisites: None. Credit: One

TYPING 2 AND 3. Student types advanced business forms, letters, ditto masters, and stencils in this full year's course. This work is interspersed with development of speed and accuracy.

Prerequisites: Typing 1 with "C" grade or better. Credits: Two

BOOKKEEPING 1 AND 2. A year's course where the student learns principles, terminology, and procedures that will give him an over-all picture of bookkeeping systems. Through intensive drill, skill in each detail of the bookkeeper's work is developed--giving a basic foundation for further study of accounting or work as a bookkeeper. Forty minutes to an hour of outside study per period is required.

Prerequisites: Eleventh grade standing with "C" grade or better in mathematics.

Credits: Two

Business Education cont.

BUSINESS ENGLISH is a one-semester course offered to acquaint the student with primary business policies and procedures through the medium of letters and to further his knowledge in this area through practical application in letter writing. A comprehensive review of grammar is included in this course. This course may not be used to satisfy an English requirement.

Prerequisites: Eleventh grade standing. Credit: One

BUSINESS LAW is a one-semester course covering the legal aspects of situations common in everyday business life. It covers laws dealing with contracts, sales, negotiable instruments, real estate, employment, business organizations, and general background on other types of laws. This is a good companion course for consumer economics.

Prerequisites: Eleventh grade standing. Credit: One

SHORTHAND 1 AND 2 includes learning to read and write Gregg shorthand, "simplified" method in the first semester, and taking dictation and transcribing shorthand notes into longhand in the second semester. Students should be average or above in spelling and in the fundamentals of English. One hour of outside study per class period is required.

Prerequisites: Typing 1 with "C" grade or better. At least eleventh grade standing.

Credits: Two

SHORTHAND 3 AND 4 is a continuation of speed building in shorthand along with the development of speed in transcription at the typewriter. Students completing this course creditably will be ready to step into stenographic positions. Seniors only.

Prerequisites: Twelfth grade standing; Typing 2-3 and Shorthand 1-2 with "C" grade or better.

Credit: One per semester

OFFICE PROCEDURES 1 AND 2 includes fundamentals and practice in using calculators and adding machines; typing and duplicating business letters and forms; correct telephone usage; principles and practice in filing; transcribing from records; writing simple business letters, with special emphasis on spelling, grammar, and good business practices; discussion of good office habits, ethics, and courtesy. Students taking this course may elect to work one period a day in a school office for one extra credit per semester.

Prerequisites: Twelfth grade standing; Typing 1, 2, and 3 with "C" grade or better, and one other business education subject.

Credits: One per semester

Business Education cont.

OFFICE ASSISTANT is an opportunity to apply fundamentals learned in Office Procedures or Office Stenography classes. Students from the above classes are assigned to assist in a school office one hour per day, acting as receptionists, answering phones, typing, and doing general office work.

Prerequisites: Twelfth grade standing.

Credit: One credit per semester if enrolled in Office Procedures or Shorthand 3-4.

RETAIL SELLING or Distributive Education is a year's program of instruction in distribution and marketing. In this cooperative training opportunity the school, the parents and the distributive business of the community work together in a program of on-the-job training and related studies. This subject is designed to train pupils for careers in retailing, wholesaling, banking, financing, insurance, transportation, service and other related distributive occupations.

Many experiences are provided pupils. In the classroom they become acquainted with techniques; development of saleable skills, customer relations; personality and job application procedures. On the job, the trainee is supervised by the employer and the coordinator, with this part-time work experience serving as a laboratory for the practical application of the classroom instruction.

Pupils in this course generally will be enrolled in three academic subjects and a study hall. The other two periods are spent working as a trainee, thereby earning an additional 2 credits upon the completion of a minimum of 450 hours on-the-job experience. Retail selling pupils are limited to a school and work week not to exceed 48 hours (including the week end).

Prerequisites: Senior, 16 years of age. Advisor approval.

Credits: Two, plus two as trainee.

HOME ECONOMICS

Home Economics has the distinction of being one subject all girls will use, whether or not they make homemaking their only career.

The Renton School District has a state subsidized vocational home and family life program. The basic theory of such a program is that homemaking and family life involve more abilities than cooking and sewing and, consequently, courses must include other areas of study. Supervised home learnings are also required.

One year of homemaking is required for graduation. Advanced placement for seniors may be had with department approval.

All odd-numbered courses are semesters which include food preparation and even-numbered courses include clothing construction.

VOCATIONAL HOMEMAKING 1. This course and its companion, Vocational Homemaking 2, satisfy the one year requirement for home economics if a girl has not completed the ninth grade required courses. Units are included in time and energy management which aim at efficiency in meal preparation and management, understanding daily food needs, meal service and manners, and simple entertaining. The laboratory work involves basic food preparation techniques and breakfast and luncheon meal preparations.

Prerequisites: None. Required of girls who have not had ninth grade homemaking.

Credit: One

VOCATIONAL HOMEMAKING 2. This semester course and its companion, Vocational Homemaking 1, satisfy the one year requirement for home economics for girls. Units of work in this semester include personality development, housing as related to the girl's own room, basic cotton textile information, principles of buying as related to clothing, care of clothing, and clothing construction. Clothing construction projects will be based upon individual needs and abilities.

Prerequisites: None. Required of girls who have not had ninth grade homemaking.

Credit: One

HOME ECONOMICS 1. General homemaking. The work in foods at this level is based upon the day's nutritional requirements. Laboratory work provides learning techniques in preparation of luncheon and dinner menus. Other units include family health as practiced by the Red Cross home nursing course and the learning of good management principles in relation to housework, kitchen efficiency, buying of food, and use of kitchen equipment.

Prerequisites: Vocational Homemaking 1 and 2 or 3 and 4.

Credit: One

Home Economics cont.

HOME ECONOMICS 2. General homemaking. This semester includes units in personal money management, laundering and care of clothing, and clothing construction. Each student completes a minimum of two garments compatible with her wardrobe with emphasis on quality and efficiency of work.

Prerequisites: Vocational Homemaking 1 and 2, or 3 and 4. Credit: One

HOME ECONOMICS 3. Food and home management. The units of work included in this course are food preservation, basic menu planning, simple meal preparation, yeast breads, deep fat cookery, and special cooking such as holiday foods. Aspects of management are studied as related to selection, purchasing, and storage of food and work techniques regarding safety in use of supplies and small equipment. This course is offered first semester only.

Prerequisites: Home Economics 1 or advanced placement for seniors with department approval.

Credit: One

HOME ECONOMICS 4. Clothing and wardrobe planning. This course includes work in the following areas: grooming as it applies to the older girl, wardrobe planning, textile study, and consumer education as applied to the family's clothing needs. Construction of a simple garment to determine ability will be followed by construction of a dress or formal. This course is offered the first semester only.

Prerequisites: Home Economics 2 or advanced placement for seniors with department approval.

Credit: One

HOME ECONOMICS 5. Advanced meal management and child development. Kitchen planning and efficiency in the kitchen and laundry will be covered, as well as a study of major equipment and small appliances as they relate to good home management. The work in meal management includes meat cookery, foreign foods, and entertaining, with special emphasis on understanding menus, table appointments, manners, etc. Study of the growth and development of children and participation in a play school are also included. This course is offered the second semester only.

Prerequisites: Home Economics 3 or advanced placement for seniors with department approval.

Credit: One

HOME ECONOMICS 6. Advanced clothing construction, housing and home furnishings. This course deals with advanced sewing techniques and tailoring processes with the construction project a tailored garment. It also includes types, costs, and features of available housing facilities plus the study of home furnishings and the possible construction of a household article such as curtains, pillow covers, etc. This course is offered the second semester only.

Prerequisites: Home Economics 4 or advanced placement for seniors with department approval.

Credit: One

VOCATIONAL HOME ECONOMICS. This occupation course for girls is designed to survey employment opportunities that use home economics skills and knowledge. Job opportunities in the community, personal grooming for employment, how and where to look for work, good on-the-job practices, human relations, and service techniques are included in the course. This training could lead to employment as kitchen helpers, waitresses, hotel or motel workers, cafeteria workers, etc. It is designed to help the girl who does not plan to train for a specific job and will go to work immediately, as well as the college-bound girl who may need part-time employment during her college years.

Prerequisites: Eleventh or twelfth grade standing.

Credit: One

FAMILY LIVING. This co-educational course is concerned with the family and its relationships, study of personality and how it is developed, dating, courtship and marriage, and other topics concerned with family life and personal adjustment. Discussion and study with the use of outside speakers and films are utilized to help the student gain perspective on life adjustment.

Prerequisites: Eleventh or twelfth grade standing.

Credit: One

PERSONAL AND FAMILY FINANCE. This co-educational course is planned to help the young adult in wise use of personal and family resources. Areas of study will include management of money to meet needs, use of credit, savings, insurance, the financing of major purchases, the family's role as taxpayers, social security and family security, keeping of financial records, etc.

Prerequisites: Eleventh or twelfth grade standing.

Credit: One

PHYSICAL EDUCATION

The local Board of Directors in endorsing the nation's physical fitness objectives subscribes to a program of regular exercise and the proper development of the body for growing boys and girls.

As procedures, the principal and counselors are instructed to consider every individual pupil as to his greatest needs and interest. It is the desire of the Board and the administration that as many pupils as possible take three years of physical education. However, those taking college preparatory subjects may find this difficult. Therefore, the minimum P.E. requirement has been established as two years--Physical Fitness 1 (one semester), safety auto driving and first aid (one semester), and two additional semesters of elective offerings. It is felt that this minimum two year requirement can be met by most boys and girls. (Three year requirement includes grade 9.)

In the event that individual pupils present conflicts of interest involving health, religion or curriculum, the school principal is authorized to make exceptions and adjustments. The individual's needs, interests, and welfare are basic considerations in all exceptions. At no time will a pupil be permitted to participate in more than one activity class per semester; a pupil may carry safety auto driving and first aid and/or recreational leadership in conjunction with an activity class during any one semester.

A pupil may be excused from physical education upon presenting a written excuse from a licensed M.D. or osteopath. Pupils whose parents object to physical education or health classes on religious grounds may be excused from physical education requirements by the principal upon receiving written evidence from the minister, priest, or reader stating that the course is in violation to the religious beliefs of the pupil involved.

Pupils are required to change into a P.E. uniform of their own choosing. For girls, the recommended costume is: red shorts, white sport blouses, white anklets, and tennis shoes. For boys: red boxer trunks, white "T" shirt, sweat socks, tennis shoes, and a supporter. ALL pupils receive a copy of the P.E. regulations and are required to pay a towel rental fee of \$1.00 each quarter. BOYS AND GIRLS ARE SCHEDULED IN ACTIVITY CLASSES SEPARATELY EXCEPT FOR RHYTHMS.

The following possible alternatives are available in the first year:

1st Semester

Physical Fit. 1 and/or S.D. & F.A. *

2nd Semester **

Physical Fit. 1 or Physical Fit. 2
and/or S.D. & F.A.

* A required course that may be TAKEN at any grade level BUT if elected as the only FIRST semester P.E. subject, the second semester choice is limited to Physical Fit. 1.

** A pupil may participate in but one activity section each semester.

CO-EDUCATIONAL COURSES

SAFETY DRIVING AND FIRST AID is required of all boys and girls and may be elected at any grade level. The required course includes the American Red Cross Standard First Aid Course plus approximately 45 hours classroom instruction in the area of driver education. Objectives are to develop safety consciousness and proper care of injuries and illness; and to develop knowledge, understanding and attitudes pertinent to the automobile, the driver's physical limitations, traffic codes and automobile consumer practices.

Prerequisites: None. Credit: One

DRIVER TRAINING. An optional course includes behind-the-wheel training and observation in all phases of driving. Emphasis is upon safe, efficient and economical use of the automobile through development of desirable habits and attitudes. Pupils interested in this experience do not schedule driver training as a class. An opportunity to be programmed for this six weeks course may be expressed in one's study hall from which pupils will be excused to take this training.

Prerequisites: Eleventh or twelfth year standing; 16 years of age and S.D. & F.A.

Credit: None

COURSES FOR GIRLS ONLY

PHYSICAL FITNESS 1 is REQUIRED of all girls. This course offers a variety of experiences including activities suitable to growth and development. The sport activities are usually grouped as follows: body mechanics, self-testing, rhythmical, lead-up games, combative sports, gymnastics, team games, individual and dual sports.

Prerequisites: None. Credit: One

PHYSICAL FITNESS 2 is an elective second semester subject limited to tenth graders. Besides the activities suitable to growth, development and body conditioning, the following sports will be offered: volleyball, basketball, softball, and track and field.

Prerequisites: Physical Fitness 1. Credit: One

GIRLS' SPORTS 1 AND 2 may be taken either or both semesters. Hockey, volleyball, basketball, badminton, recreational sports, golf, and softball will be offered. During each sport a review of skills and rules will be given. All girls will take part in tournament play. Written and skill tests are included in the course.

Prerequisites: Eleventh grade standing and Physical Fitness 1.

Credits: One or Two

Physical Education cont.

GIRLS' SPORTS 3 AND 4 may be taken either or both semesters. The content of the class will be based on advanced skill techniques, game strategy, and officiating. Written and skill tests are included in the course.

Prerequisites: Sports 1 and 2.

Credits: One or Two

GIRLS' GYMNASTICS LAND 2 may be taken first or both semesters. This course is intended for the girls showing an interest in gymnastic work. Content will include exercises, tumbling, work on the uneven parallel bars, horse, trampoline and balance beam. Girls will be expected to work out routines.

Prerequisites: Eleventh grade standing and Physical Fitness 1.

Credits: One or Two

GIRLS' DRILL TEAM 1 AND 2 may be taken first or both semesters and includes class participation in marching, written assignments and some routine drills.

Prerequisites: Eleventh grade standing and Physical Fitness 1.

Credits: One or Two

GIRLS' DRILL TEAM 3 AND 4. This is a full year course and includes class participation in marching, drill leader tryouts, public performances, and written assignments. This group will be the performing group. All girls in this class will be required to furnish a white middie, knee length stockings, red tights, white gloves, and shoes. The school will furnish the skirt.

Prerequisites: Drill Team 1 and 2.

Credits: Two

RHYTHMS 1 and 2 may be taken first and/or second semester. The course includes basic work in folk dances, traditional and modern ballroom dances including Latin-American. Uniform requirements for girls are: slippers, cotton or full skirts, and washable blouses.

Prerequisites: Physical Fitness 1 and 2.

Credits: One or Two

COURSES FOR BOYS ONLY

PHYSICAL FITNESS 1 is REQUIRED of all boys. This course offers a variety of experiences including activities suitable to growth and development. The sport activities are usually grouped as follows: body mechanics, self-testing, rhythmical, lead-up games, combative sports, gymnastics, team games, individual, and dual sports.

Prerequisites: None. Credit: One

PHYSICAL FITNESS 2 is an elective second semester subject limited to tenth graders. The following sports will be offered: basketball, volleyball, track and field, handball, softball, gymnastics and wrestling.

Prerequisites: Physical Fitness 1. Credit: One

BOYS' SPORTS 1 AND 2 may be taken either or both semesters. In this course a student will have the privilege of enjoying a variety of sports. It is offered to those pupils who would like to improve their skill in an all around activity program based on logical progression.

Prerequisites: Eleventh grade standing and Physical Fitness 1. Credits: One or Two

BOYS' SPORTS 3 AND 4 may be taken either or both semesters. The pupil will experience advanced work in skill techniques, game strategy and officiating. He will also be required to participate in leadership and management responsibilities.

Prerequisites: Boys' Sports 1 and 2. Credits: One or Two

BOYS' GYMNASTICS 1 AND 2 may be taken either or both semesters. The course is offered for those pupils who have an interest in learning beginning techniques in tumbling and apparatus. Previous experience not necessary.

Prerequisites: Eleventh grade standing and Physical Fitness 1. Credits: One or Two

BOYS' GYMNASTICS 3 AND 4. This is a full year course and is intended for the intermediate and advanced pupil. Areas covered include tumbling, balancing, and apparatus. The intermediate students attempt to master individual stunts while the advanced work stresses competitive routines. The advanced performers are usually called upon to perform at exhibitions and demonstrations.

Prerequisites: Gymnastics 1 and 2. Credits: Two

BOYS' COMBATIVES 1 AND 2 may be taken either or both semesters. Combatives provide opportunity for boys who give evidence of a strong desire to demonstrate their individual prowess and skill in the following activities: handball, weight training, tumbling, and wrestling, rope skipping and boxing.

Prerequisites: Eleventh grade standing and Physical Fitness 1. Credits: One or Two

BOYS' COMBATIVES 3 and 4 may be taken either or both semesters. It is offered to those boys who wish to further develop skill and appreciation in the areas of Combatives 1 and 2. Participation in these activities should aid the boy in developing a greater feeling of confidence and power in his ability to handle his body. These worthwhile activities encourage self-improvement and give joy in wholesome competition with others.

Prerequisites: Combatives 1 and 2. Credits: One or Two

MUSIC

Courses in music are available to all students in Renton High School on an elective basis. In general, the music program is geared to turn out discriminating consumers of music. All of the music classes are set up as active participation classes, ie, bands, orchestras, or choral groups. Some of the advanced groups are selective as well as elective. Membership in any of these selective groups entails the student participation in all out of class performances of the group in order to receive credit.

BAND I consists of the most proficient band musicians in the school. It is a selective elective with membership based on competitive tryouts. The finest available band literature is studied. An extensive individual technique program is also part of the requirement. While some marching is done, Band I is basically a concert organization. It makes numerous public appearances at which each member is required to be present. SBA furnishes the band uniform. Students must furnish white shoes. With a few exceptions, the student must furnish his own instrument and keep it in playing condition at all times.

Credits: Two

BAND II consists of players who are proficient enough to play music of about Class C or B high school level. The group maintains as balanced an instrumentation as possible and performs at concerts, contests, athletic events and any other regular band-type activities.

Each player is expected to provide his own instrument. In certain cases, percussion and large brass instruments are provided by the school. Band members are expected to keep their instruments in good repair. They are required to play all performances. The uniform consists of sweaters and ties provided by the SBA. Girls will need to supply a white blouse and regulation skirt. Boys will need pressable slacks (dark preferred) and a white shirt.

Credits: Two

ORCHESTRA. String players should be capable of playing a part in a standard overture or one of the easier symphonies. They will be expected to play scales and chords in the most frequently used keys, as a part of the regular class requirements.

Wind players consist of the top-chair players from band.

Except in the case of larger or rare instruments, students provide their own. Each player will be expected to keep his instrument in good working order. The proper performance clothing for the group will be suits or sport coats and ties for the boys and dresses (ballerina style) for the girls.

Credits: Two

A CAPPELLA CHOIR. An advanced choral music class designed for both boys and girls. The singing of various types of choral literature, plus the review of basic fundamentals all help the A Cappella Choir members develop creative, interpretive and appreciative abilities. Concerts, assemblies, music contests, and other programs help provide a rewarding outlet for the members.

Prerequisites: Vocal music director's approval. Credits: Two

Music cont.

GIRLS' GLEE is open to girls with average or above average musical abilities. Normally girls gain experience in junior high or in the senior girls' chorus before enrolling in the senior girls' glee. Voice building, review of music fundamentals, and a wide variety of music all help develop the class into a fine performing group. They sing at concerts, assemblies, music contests, and for community affairs.

Prerequisites: Vocal music director's approval; a ballerina type formal.

Credits: Two

GIRLS' CHORUS is a preparatory group for students interested in music, but who have a limited background. Singing, listening to records, and the learning of basic music fundamentals all contribute to the student's enjoyment and advancement.

Prerequisites: Desire to sing. Credits: Two

BOYS' GLEE. A preparatory group for male voices. Emphasis is placed upon singing for personal satisfaction as well as preparing for an occasional performance. Boys who wish to go on to A Cappella Choir will find this class excellent preparation.

Prerequisites: Desire to sing. Credits: Two

ALLIED ARTS

INDUSTRIAL

Industrial arts classes emphasize the practical side of learning. The student will have an opportunity to learn about tools and machines, materials of all kinds, and industrial processes. He will learn tool and machine skills by constructing useful and beautiful projects from metal, wood, leather, plastics, and fabrics.

Classes are offered which teach woodworking (hand tools and machines); metal working (foundry, arc and acetylene welding, sheetmetal, art metal, bench metal, wrought iron, forging and machining of metal); drafting (machine drawing, cabinet drawing, architectural drawing, and sheet metal layout); power mechanics (all types of internal combustion engines including gasoline and diesel); electricity (basic electrical principles with experiences involving use of power sources and the construction of worth-while take-home projects); electronics (work will be done with vacuum tubes, transistors, and components in the communications field); photography (students will learn about cameras, film, meters, darkroom processes, and photographic techniques); home mechanics (students will learn about materials, appliances, and furniture in the home).

Safe shop practices are emphasized in the use of tools, machines and materials at all times. The shops are equipped with the same high quality tools and machines as are found in industry. Every effort is made to keep tools and machines in good working order. Students will be charged with any deliberate, malicious, or careless breakage or misuse of tools and machines.

Allied Arts cont.

INTRODUCTORY DRAWING 1-2. Open to boys and girls. The ability to make a sketch and an accurate drawing of an object is important to every boy or girl regardless of their vocation in life. It is especially important for those who plan to enter the trade field, or such professions as engineering, architecture or design. This is a basic exploratory course covering units in machine drawing, cabinet drawing, architectural drawing, and sheet metal layout. A \$1.00 materials cost charge is made to each student at the beginning of the term. Any unused amount will be refunded near the close of the school year.

Prerequisites: None. Credit: None for repeaters. Two for all others.

TECHNICAL DRAWING 3-4 is designed to give a student more skill and knowledge in making detailed drawings and all phases of reading and understanding plans. The course is highly recommended for students who plan to enroll in engineering, architecture or science in college or to enter the trades or attend a vocational school after graduating from high school. There is a \$1.00 materials cost charge for this class.

Prerequisites: Introductory Drawing 1-2. At least eleventh grade standing. Open to boys and girls.

Credits: Two

WOODS 1-2. A basic general woods course wherein the students have an opportunity to work with hand tools, machines, and all kinds of hard and soft lumber, plywood, etc. Roughly, 75% of the class time in the shop is devoted to project work. The remaining 25% of the class time is devoted to related information. Small cabinets, tables, lamps, chests, and other small pieces of furniture are made. A \$10.00 materials cost charge is made at the beginning of the course. Materials cost charge covers the average cost of materials each student needs to build his projects. Any unused amount remaining will be refunded to the student near the end of the term.

Prerequisites: Introductory Drawing 1 and 2. Credits: Two

WOODS 3 AND 4. Machine woodworking in all its ramifications of application in the cabinet and furniture making field. A \$10.00 materials cost charge is made.

Prerequisites: Woods 1 and 2. Credits: Two

WOODS 5 AND 6. Fundamentals of modern carpentry which will include house framing, concrete forms and techniques, and interior finish and cabinetry. Students will work with the latest tools and machines used in the house construction industry today. A \$10.00 materials cost charge is made.

Prerequisites: Woods 3 and 4. Credits: Two

Allied Arts cont.

METALS 1-2 is a basic general-metals course wherein the student has an opportunity to work with hand tools and machines. He will build projects using sheet metal and bar metal of all sizes. Different kinds of high carbon steel, lead, solder, die cast metal, welding rod of all kinds and other alloys. Skills will be learned in the use of the foundry, forge, gas and electric welding, sheet metal forming, wrought iron cutting and bending, the drilling and machining of metal, and soldering.

Approximately 75% of the time in the shop is devoted to project work. The remaining 25% is used to learn about metals, machines and processes. A metal working text is used as a source of information. A \$10.00 materials cost charge is made at the beginning of the course. The materials cost charge covers the average cost of materials each student needs to build his projects. Any unused amount remaining at the close of the term will be refunded to the student.

Prerequisites: Introductory Drawing 1-2. Credits: Two

METALS 3-4. Review of basic processes of metal working which include sheetmetal forming and fabricating, machining of metal, welding, casting, forging, heat treating and all phases of metal forming, bending and fabricating. Opportunities for problem solving will be provided by a study of design, exact measurement, metallurgy, and production techniques. Student project work will be a regular part of the course. There is a \$5.00 materials cost fee. Enrollment is limited to 24 students.

Prerequisites: Metals 1-2. Eleventh and twelfth grade standing. Credits: Two

METALS 5-6. Advanced machining and spinning. Experimentation, study, and use of new exotic alloys. There is a \$5.00 materials cost fee. Enrollment limited to 24 students.

Prerequisites: Metals 3-4. Credits: Two

POWER MECHANICS 1-2. Power mechanics, as distinguished from auto shop, is the study of the sources of power such as atomic, electrical, solar, steam and combustible fuels and the machines that utilize the energy from these sources. Scientific principles underlying the development, control and use of power are emphasized in this subject; also the practical application of hydraulics and pneumatics.

Work experience will be gained by the student through operating, repairing and servicing the machines that use this power. These include diesel, gasoline, steam, jet and experimental engines; also electrical generators and motors. In addition, devices used to transmit this power into work, such as transmissions and differentials will be studied. The study of power mechanics involving principles, analysis, diagnosis and the application of these factors provides excellent opportunities for the development of problem solving abilities. There is a \$5.00 materials cost charge.

Prerequisites: Introductory Drawing 1-2. Open to students in eleventh and twelfth grade. Although not mandatory, it is recommended that students take Metals 1-2 in tenth grade.

Credits: Two

Allied Arts cont.

POWER MECHANICS 3-4. Course content will consist of more advanced theories of the various sources of power, the principles of applied power, and the function of machine components. Manipulating skill with the use of tools will be furthered by laboratory experiences with engines, transmissions, hydraulic and pneumatic systems, refrigeration, and their assorted components. There is a \$5.00 materials cost charge.

Prerequisites: Power Mechanics 1-2. Credits: Two

PHOTOGRAPHY 1-2. Vocational and avocational aspects of photography will be stressed. Students will learn about cameras, film, meters, darkroom processes, and photographic techniques. They will learn the components of good pictures and how to make them. Students will be expected to adhere to a definite standard of workmanship and accomplishment. Enrollment limited to 24 students. There is a \$2.00 cost charge.

Prerequisites: None. Credits: Two

ELECTRICITY 1-2. Open to high school students in Grades 10, 11, and 12. Electricity 1-2 will consist of the study of basic electrical principles with experiences involving the use of power sources, circuitry, load devices and switch gear. Emphasis will be placed on an understanding of the technical principles involved in equipment operation, component construction and beginning servicing and maintenance skills. Learning activities will include the development and use of experimental panels, meaningful and challenging take-home projects, assembly-disassembly techniques, with emphasis on beginning maintenance and service skills and creative problem-solving jobs. Course will be limited to 24 students. There is a \$3.00 materials cost charge.

Prerequisites: Introductory Drawing 1-2. Credits: Two

ELECTRONICS 1-2. Electronics 1-2 will be concerned with the characteristics, properties and practical application of electrons in vacuum or gas filled tubes and in semi-conductors. School experiences in electronics will be applied in the areas of communications including radio receivers and transmitters and television. Further work will include experiences and technical understanding in the areas of detection devices such as radar and sonar and in industrial applications including industrial controls (computers, motor controls and servo-mechanisms) and electronic measurement. Course will be limited to 24 students. There is a \$3.00 materials cost fee.

Prerequisites: Electricity 1-2. Credits: Two

HOME MECHANICS 1-2. General home mechanics will include information and practical experience in the following: house planning and decorating, furniture refinishing, floor and wall tile, wall painting and treatment, furniture repair, upholstery, electrical appliance use and repair, home heating and air conditioning, plumbing, lighting, counter-top treatment, etc. Consumer knowledge of every conceivable home product and fire and accident prevention in and around the home. Student project work will be an important part of the course. Enrollment limited to 24 students. There is a \$3.00 materials cost fee.

Prerequisites: None.

Credits: Two

CREATIVE ARTS

Art appreciation based upon an understanding of design and art organization provides the essential background for the enjoyment of natural and created beauty. The acquisition of good taste through sound art experiences helps students to become intelligent consumers. The high school art program is planned to give students a good background for more advanced art study as well as the appreciation of it. For some students the art courses serve the purpose of vocational orientation and may give them saleable vocational skills.

CREATIVE ART 1 AND 2. Course content includes experience in drawing, painting, carving, design, modeling, metal enameling, and some silk screen printing. Drawing will include work with pencil, charcoal, chalk, crayon, and ink. Painting is limited to the use of tempera and water color. Block printing, stencil work, clay modeling and plaster carving are media in which students will receive instruction.

A \$1.00 materials cost charge is made at the beginning of the course which will cover the average cost of materials not furnished by the school.

Prerequisites: None. Credits: Two

ADVANCED ART 1 AND 2. Course content includes experience in drawing, painting, carving, design, modeling, metal enameling, and silk screen painting. More emphasis is placed on figure and portrait drawing and painting. Students will have an opportunity to specialize in clay, metal enameling, and stenciling. There will be some experience in silk screen. Each student will have an opportunity to work in each area.

A \$1.00 materials cost charge is made at the beginning of the course which will cover the cost of materials not furnished by the school. Any unused amount remaining at the close of the term will be refunded to the student.

Prerequisites: Creative Art 1 and 2. Credits: Two

COMMERCIAL ART 1 AND 2. Emphasis will be placed on the work in lettering, poster making layout, fashion and illustration drawing, and painting. Stencil and silk screen work will be done as it applies to advertising.

A \$1.00 materials cost charge is made at the beginning of the course which will cover the cost of materials not furnished by the school. Any unused amount remaining at the close of the term will be refunded to the students.

Prerequisites: Creative Art 1-2 and approval of art teacher.

Credits: Two

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 RENTON SCHOOL DISTRICT NO. 403
 JUNIOR HIGH PROGRAM OF STUDIES - REGISTRATION FORM

Name	No.	Grade	
(Last)	(First)	(Middle)	
<u>ARITHMETIC & MATHEMATICS</u>			
0100 Arithmetic 1-2	0510 Com. Arts 3-4	0700 Boys' Glee	
0101 Arithmetic (H) 1-2	0511 Com. Arts (H) 3-4	0710 Girls' Glee	
0102 Arithmetic (SL) 1-2	0512 Com. Arts (SL) 3-4	0720 Inter. Girls' Glee	
0103 Arithmetic (R) 1-2	0513 Com. Arts (R) 3-4	0730 Adv. Girls' Glee	
0110 Arithmetic 3-4	0520 +Com. Arts 5-6	0740 Choir	
0112 Arithmetic (SL) 3-4	0521 +Com. Arts (H) 5-6	0750 Orchestra	
0113 Arithmetic (R) 3-4	0522 +Com. Arts (SL) 5-6	0760 Band I	
0121 *Algebra (H) 1-2	0523 +Com. Arts (R) 5-6	0770 Band II	
0140 Arithmetic 5-6		0780 Band III	
0142 Arithmetic (SL) 5-6	<u>FOREIGN LANGUAGE</u>		
0150 Algebra 1-2	0300 *O & A Spanish 1-2	<u>HEALTH & P.E.</u>	
0161 Geometry (H) 1-2	0310 *O & A Spanish 3-4	0800 Boys' P.E. 1-2	
	0320 Spanish 1-2	0805 Boys' P.E. (Dev.) 1-2	
<u>LANGUAGE ARTS</u>	0330 Spanish 3-4	0810 Boys' P.E. 3-4	
0200 Lang. Arts 1-2	0340 O & A French 1-2	0815 Boys' P.E. (Ath.) 3-4	
0201 Lang. Arts (H) 1-2	0350 O & A French 3-4	0820 Boys' P.E. 5-6	
0202 Lang. Arts (SL) 1-2	0360 French 1-2	0825 Boys' P.E. (Ath.) 5-6	
0203 Lang. Arts (R) 1-2	0370 French 3-4	0830 Girls' P.E. 1-2	
0210 Lang. Arts 3-4	0380 Latin 1-2	0840 Girls' P.E. 3-4	
0211 Lang. Arts (H) 3-4	0390 German 1-2	0850 Girls' P.E. 5-6	
0212 Lang. Arts (SL) 3-4		<u>HOME ECONOMICS</u>	
0213 Lang. Arts (R) 3-4	<u>SCIENCE</u>		
0220 Lang. Arts 5-6	0400 Science 1-2	0900 Homemaking 1-2	
0221 Lang. Arts (H) 5-6	0401 Science (H) 1-2	0910 Voc. Homemaking 1-2	
0222 Lang. Arts (SL) 5-6	0410 *Science 3-4	0920 Voc. Homemaking 3-4	
0223 Lang. Arts (R) 5-6	0411 *Science (H) 3-4	<u>ADJUSTMENT</u>	
0230 News Writing 1-2	0420 Earth & Space 1-2	1100 Adj. Block 5, 1-2	
0242 Dev. Reading (SL) 1-2	0431 Biology (H) 1-2	1110 Adj. Block 5, 3-4	
0243 Dev. Reading (R) 1-2	<u>ALLIED ARTS</u>		
0253 Dev. Reading (R) 3-4	0600 Art 1-2	1120 Adj. Block 6, 1-2	
0263 Dev. Reading (R) 5-6	0610 Art 3-4	1130 Adj. Block 6, 3-4	
	0620 Creative Art 1-2	<u>OTHER</u>	
<u>COMMUNITY ARTS</u>	0630 Craft 1-2	1200 Office Practice 1-2	
0500 Com. Arts 1-2	0640 Craft 3-4	1210 Office Practice 3-4	
0501 Com. Arts (H) 1-2	0650 Craft 5-6	1220 Cafeteria Practice 1-2	
0502 Com. Arts (SL) 1-2		1230 Cafeteria Practice 3-4	
0503 Com. Arts (R) 1-2	0660 Intro. Drawing 1-2	1240 Cafeteria Practice 5-6	
		1250 Library Practice 1-2	
		1260 Library Practice 3-4	

Renton School District No. 403

NELSEN JUNIOR HIGH SCHOOL
16230 108th Avenue S.E.
Renton, Washington

February 28, 1964

The Faculty Honors Committee of Nelsen Junior High School is pleased to inform you that your _____, has met all requirements for placement in the Honors Program in _____ for the school year 1964-65.

Students selected for the Honors Program are students who have demonstrated through past accomplishments, the ability to do very high calibre work. In order for us to meet the needs of these high achievement students, we are offering special classes in some academic areas. Students placed in this program will find the level of work to be very challenging. The work will be kept on a very high plane and so will involve intensive study on the part of all participants. Students entering the Honors Program must meet the requirements of the course on a high achievement level in order to remain a member of the program.

Sincerely,

/s/ DANIEL RICH

Daniel Rich
Principal

Renton School District No. 403
NELSEN JUNIOR HIGH SCHOOL

Please indicate your approval or disapproval of the plans for placement of your son/daughter in the Honors Program and return this form to:

Faculty Honors Committee
Nelsen Junior High School
16230 108th Avenue S. E.
Renton, Washington 98055

by March 13, 1964.

Student's Name _____ Grade _____

Approval _____

Disapproval _____

Signed _____

If you wish further information concerning this program, please call Mr. Darrell Johnson at BA 6-4400 extension 201 and arrangements will be made for a meeting to discuss any questions that you may have.

RENTON PUBLIC SCHOOLS SUMMER SCHOOL PROGRAMS 1964

Board of Directors:

Mr. Clarence L. Bunstine
Mrs. Myrtle O. Clymer
Mr. Robert Hendrickson
Mr. Roger I. Lewis
Mr. Elmer Pistoressi

Superintendent:

Mr. Oliver Hazen

Director of Summer School Programs:

Mr. Robert Hodges

Registration Dates:

May 4 to opening day of program

Small classes will be maintained whenever possible. Registrations for programs and classes will close when maximum enrollments have been reached. Register early and avoid the danger of classes being closed.

As the Summer Programs are entirely self supporting, NO REFUNDS can be made unless the class is withdrawn. If a student is uncooperative or becomes a disciplinary problem, he will be asked to withdraw without refund.

For further information call the Summer School Office - BA6-4400, Ext. 267 or 276
1525 - 4th Avenue North
Renton, Washington



SPECIFIC LANGUAGE DISABILITY

MUSIC

REMEDIAL

ELEMENTARY

SECONDARY (CREDIT)

SECONDARY (ENRICHMENT)

SPECIFIC LANGUAGE DISABILITY

LOCATION OF CLASSES - Bryn Mawr Elementary School - 8212 South 118th Street

TIME - The Summer Session is from June 15 to July 10 inclusive. Monday through Friday 9:00 AM to 11:45 AM.

TRANSPORTATION - Transportation must be arranged by the individual student.

TUITION - \$24.00 for each student. Tuition must be paid at the time of registration. Checks must be made payable to Renton School District No. 403.

COURSE OFFERINGS - SLD is a specially planned program of instruction for students identified as having problems of a language disability nature. Special reading materials and techniques are utilized. Instruction is on a small group basis. Teachers in training are used to supplement the regular teaching staff.

ENROLLMENT - Students are eligible who are presently enrolled in elementary school.

REGISTRATION - Registration is by permission only. Application for acceptance may be made by calling the Summer School Office. Students accepted for registration will be mailed a registration form.

Due to the one-to-one teacher-child relationship in these classes all sessions must be attended in order for the pupil and the teacher in training to secure full benefit and to maintain the class structure. If vacation, or other plans, conflict with these dates reserved for summer school, even for a few days, please do not apply for enrollment as full attendance is necessary.

SPECIFIC LANGUAGE DISABILITY

MUSIC

REMEDIAL

ELEMENTARY

SECONDARY (CREDIT)

SECONDARY (ENRICHMENT)

MUSIC

INSTRUMENTAL AND VOCAL

LOCATION OF CLASSES - Music Wing of Renton High School - 400 2nd Avenue

TIME - The Summer Session is from June 8 to July 3, Monday through Friday - 9:00 AM to 11:00 AM or 10:00 AM to 12:00 depending upon individual schedules.

TRANSPORTATION - Transportation must be arranged by the individual student.

TUITION - \$12.00 for each student. Tuition must be paid at the time of registration
Checks must be made payable to Renton School District No. 403.

COURSE OFFERINGS

Instrumental - Each student receives one period each day of class instruction on his instrument and one period of band or orchestra playing. These classes are all segregated on an ability basis. The class lesson stresses the various techniques necessary to successfully play the individual instruments. The band or orchestra periods play literature that is not generally covered during the regular school year.

Vocal - The vocal music experience will be organized similar to the instrumental with one period being a glee club situation during which new vocal literature will be sung. The second period will cover individual vocal techniques, keyboard experience, elementary harmony, and listening experiences.

The primary purpose of both the instrumental and vocal programs is to improve each student's ability and thereby increase his enjoyment and satisfaction from his musical experiences.

ENROLLMENT

Instrumental - Students are eligible who will be in grades 4 through 12 next fall. Classes are segregated from absolute beginners to advanced.

Vocal - For this year vocal enrollment will be limited to girls, or boys with unchanged voices, who at present are in grades 6 through 9.

REGISTRATION - Registration forms are available through any elementary or secondary music supervisor, teacher or elementary building office.

"Summer is the ideal time to learn to play an instrument"

MUSIC

REMEDIAL

ELEMENTARY

SECONDARY (CREDIT)

SECONDARY (ENRICHMENT)

REMEDIAL
READING AND ARITHMETIC

LOCATION OF CLASSES - Sartori Elementary School - 315 Garden Street

TIME - June 15 to July 10 inclusive, Monday through Friday 9:00 AM to 11:45 AM.

TRANSPORTATION - Transportation must be arranged by the individual student.

TUITION - \$24.00 for each student. Each student may only register for one course.

COURSE OFFERINGS - Remedial reading and remedial arithmetic classes are planned for students of average or better ability who need special help in these areas. Special materials and techniques are utilized. Instruction is on a very small group basis. Teachers in training are used to supplement the regular teaching staff.

ENROLLMENT - Reading: Students are eligible who will be in grades 4 through 9 next year.

Arithmetic: Students are eligible who will be in grades 3 through 9 next year.

REGISTRATION - As shown below.

Tear off here

Return this registration form to: Summer School Office, Renton School District #403
1525 - 4th Avenue North, Renton, Washington 98055 or to
the Principal's Office of the school the student attends.

Please enroll my child in the Summer Remedial School in the subject checked.

_____ READING _____ ARITHMETIC

Name _____ Age _____ Grade next year _____

School now attending _____ Teacher past year _____

Parents name _____ Phone _____
(Signature)

Address _____
(No. and Street) (City) (Zone)

Fee of \$24.00 must accompany this application. Tuition fees are not refundable.
Make checks payable to Renton School District #403.

REMEDIAL

ELEMENTARY

SECONDARY (CREDIT)

SECONDARY (ENRICHMENT)

ELEMENTARY
STANDARD AND ENRICHMENT

LOCATION OF CLASSES - Henry Ford Elementary School - 410 Wells Street

TIME - June 15 to July 10 inclusive, Monday through Friday from 8:45 AM to 12:05 PM.

TRANSPORTATION - Transportation must be arranged by the individual student.

TUITION - \$12.00 per student per course. Students may register for as many courses as interest and schedule will allow.

COURSE OFFERINGS - As shown below. All classes are contingent upon sufficient enrollment.

ENROLLMENT - Students are eligible who will be in grades 4 through 7 next year.

Tear off here

Return this registration form to: Summer School Office, Renton School District #403
1525 - 4th Avenue North, Renton, Washington 98055 or to
the principal's office of the school the student attends.

Name _____ Age _____ Grade next year _____

School now attending _____ Teacher past year _____

Parents Name _____ Phone _____
(Signature)

Address _____
(No. and Street) (City) (Zone)

- _____ 11:05 to 12:05 CHILDREN'S LITERATURE AND CREATIVE WRITING - Offers an opportunity to share good child literature through reading, discussion and writing.
- _____ 8:45 to 9:45 CREATIVE DRAMATICS - Experience in dramatic presentation, and interpretation of thoughts and ideas imaginatively.
- _____ 9:55 to 10:55 CRAFTS FOR FUN AND LEARNING - Creative expression in various techniques and media. Emphasis on individual interest after learning necessary basic skills.
- _____ 11:05 to 12:05 CREATIVE ART - Basic instruction in method and approach. Work toward an understanding of the fundamental skills in art.
- _____ 8:45 to 9:45 PHYSICAL FITNESS AND GYMNASTICS - (Separate classes for boys and girls) Physical conditioning and introduction to tumbling and gymnastics. (Goals of fitness, coordination, and leadership)
- _____ 9:55 to 10:55 EXPERIMENTAL SCIENCE - For children of all ability levels who have an aptitude for science. Emphasis on individual projects in areas of each child's own greatest interest.
- _____ 11:05 to 12:05 WIDER ARITHMETIC HORIZONS - Planned for the pupil who is above average, or has a special interest in arithmetic. Concerned with such areas as applied arithmetic reasoning, multiple step problems, mental arithmetic, etc.
- _____ 9:55 to 10:55 VOCABULARY DEVELOPMENT AND HANDWRITING - Key helps for children of all levels and abilities to extend their written language skills.
- _____ 8:45 to 9:45 STUDY SKILLS - Use of index, bibliographies, appendix, etc.; dictionary use; text organization; card catalogue and library skills; reference guides; organizing work; report writing; oral reports; test taking; etc.
- _____ 9:55 to 10:55 SEWING FOR BEGINNERS - (Girls) Introduction to basic methods and approach, with practical experience in areas of personal interest.

Fee of \$12.00 per course must accompany this application. Tuition fees are not refundable.
Make checks payable to Renton School District #403.

ELEMENTARY

SECONDARY (CREDIT)

SECONDARY (ENRICHMENT)

SECONDARY
CREDIT COURSES

LOCATION - Renton High School East Wing. Entrance at Second Avenue and Morris Street

TIME - June 15 to August 7, Monday through Friday from 8:00 AM to 12:00 noon.

TRANSPORTATION - Transportation must be arranged by the individual student.

TUITION - \$24.00 per student per course. Students may register for as many courses as interest and schedule will allow.

COURSE OFFERINGS - As shown below. All classes are contingent upon sufficient enrollment.

ENROLLMENT - Students who will be in grades 9 through 12 next year plus 1964 graduates.

REGISTRATION - Eligibility for certain classes determined by pre-requisite requirements.
All credit registrations require the signature of the student's counselor.

Tear off here

Return this registration form to: Summer School Office, Renton School District #403
1525 - 4th Avenue North, Renton, Washington 98055 or the
counselors' office of the school the student attends.

Name _____ Age _____ Grade next fall _____
Parents name _____ Phone _____
(Signature)
Address _____
(No. and Street) (City) (Zone)
Counselor's Signature _____ School _____

MATHEMATICS

_____ 10:00 to 12:00 General Math 1
_____ 10:00 to 12:00 General Math 2
_____ 10:00 to 12:00 Algebra 1
_____ 10:00 to 12:00 Algebra 2
_____ 8:00 to 10:00 Geometry 1
_____ 10:00 to 12:00 Geometry 2

LANGUAGE ARTS

_____ 8:00 to 10:00 Comp. 1
_____ 8:00 to 10:00 Comp. 2
_____ 8:00 to 10:00 Comp. 3
_____ 10:00 to 12:00 Lit. 1
_____ 10:00 to 12:00 Lit. 2
_____ 10:00 to 12:00 Lit. 3
_____ 8:00 to 10:00 Reading Imp. 1
_____ 10:00 to 12:00 Reading Imp. 1

SCIENCE

_____ 10:00 to 12:00 Earth & Space 1
_____ 10:00 to 12:00 Earth & Space 2
_____ 8:00 to 10:00 Biology 1
_____ 10:00 to 12:00 Biology 2

SOCIAL STUDIES

_____ 10:00 to 12:00 Wash. St. History 1
_____ 8:00 to 10:00 U. S. History 1

_____ 10:00 to 12:00 U. S. History 2
_____ 8:00 to 10:00 World Affairs 1
_____ 10:00 to 12:00 World Affairs 2
_____ 8:00 to 10:00 Psychology 1
_____ 10:00 to 12:00 Sociology 1

ALLIED ARTS

_____ 8:00 to 10:00 Creative Art 1
_____ 8:00 to 10:00 Creative Art 2
_____ 8:00 to 10:00 Intro. Drawing 1
_____ 8:00 to 10:00 Intro. Drawing 2
_____ 10:00 to 12:00 Tech. Drawing 1
_____ 10:00 to 12:00 Tech. Drawing 2

HOME ECONOMICS

_____ 8:00 to 10:00 Family Living
_____ 10:00 to 12:00 Pers. & Fam. Finance 1

BUSINESS EDUCATION

_____ 8:00 to 10:00 Business Law 1
_____ 10:00 to 12:00 Business English 1
_____ 8:00 to 10:00 Typing 1
_____ 10:00 to 12:00 Typing 1
_____ 8:00 to 10:00 Typing 2

HEALTH AND P.E.

_____ 8:00 to 10:00 Safe. Dr. & First Aid 1

Fee of \$24.00 per course must accompany this application. Tuition fees are not refundable.

Make checks payable to Renton School District #403.

SECONDARY (CREDIT)

SECONDARY (ENRICHMENT)

SECONDARY
ENRICHMENT COURSES

LOCATION - Renton High School East Wing, Entrance at Second Avenue and Morris Street
 TIME - June 15 to July 24 inclusive, Monday through Friday from 8:00 AM to 12:00 noon.
 TRANSPORTATION - Transportation must be arranged by the individual student.

TUITION - \$14.00 per student per course.

COURSE OFFERINGS - As shown below. All courses are contingent upon sufficient enrollment.

ENROLLMENT - Students who will be in grades 7 through 12 next year plus 1964 graduates.

Tear off here

Return this registration form to: Summer School Office, Renton School District #403
 1525 - 4th Avenue North, Renton, Washington 98055 or the
 counselors' office of the school the student attends.

Name _____ Age _____ Grade next fall _____

School now attending _____

Parents name _____ Phone _____
 (Signature)

Address _____
 (No. and Street) (City) (Zone)

- _____ 8:00 to 9:00 ART (ENRICHMENT) A course for students interested in exploring new media in art and in broadening concepts and techniques. Students will be encouraged to work in areas of primary interest.
- _____ 9:00 to 10:00 BASIC SKILLS - READING A course for students interested in improving their reading rate and comprehension level.
- _____ 10:00 to 11:00 BASIC SKILLS - SPELLING & STUDY SKILLS A course designed to improve spelling and study skills. Students will be given basic instruction in study organization, use of time, use of materials, etc.
- _____ 11:00 to 12:00 BASIC SKILLS - GRAMMAR & COMPOSITION A course for students interested in improving oral and written communication skills.
- _____ 8:00 to 9:00 BASIC SKILLS - ARITHMETIC A course for students interested in developing a better understanding of arithmetical concepts and methods of computation.
- _____ 9:00 to 10:00 CREATIVE WRITING (ENRICHMENT) A course for students interested in the rudiments of creative writing. Opportunities to write and evaluate writing will be included.
- _____ 10:00 to 11:00 SCIENCE (ENRICHMENT) A course for students interested in broadening their science background. Students will be encouraged to work in areas of primary interest.
- _____ 11:00 to 12:00 SPANISH (BEGINNING) An introductory course in Spanish with major emphasis on speaking.
- _____ 11:00 to 12:00 SPANISH (ENRICHMENT) A course for students interested in broadening, enriching, and improving their knowledge and use of the language.
- _____ 10:00 to 11:00 FRENCH (ENRICHMENT) A course designed to assist students in broadening, enriching, and improving their knowledge and use of the language.
- _____ 10:00 to 11:00 TYPING (BEGINNING) A standard typing course for beginning students covering the keyboard, parts of the typewriter and the setting up of simple letters and business forms.
- _____ 11:00 to 12:00 TYPING (ENRICHMENT) A course designed to assist students at any level of typing progress other than beginning. Students must have had some typing experience previously.
- _____ 8:00 to 9:00 DRIVER TRAINING A course in behind the wheel instruction. (limited
- _____ 9:00 to 10:00 to four people per class) Pre-requisite: Satisfactory completion
- _____ 10:00 to 11:00 of Safety Driving and First Aid I and a valid state learner's
- _____ 11:00 to 12:00 permit.

Fee of \$14.00 per course must accompany this application. Tuition fees are not refundable.
 Make checks payable to Renton School District #403.

RENTON SECONDARY SCHOOLS CHANGE OF PROGRAM

Name _____ No. _____ Grade _____ Building _____

This change IS NOT official until it has been signed in the correct space by each teacher concerned and RETURNED to the COUNSELOR who issued it. Date Issued _____ Date Returned _____

PER.	SUBJECT DROPPED		RM.	TEACHER	TRANS. GRADE	TCHRS. INIT.	SUBJECT ADDED		RM.	TEACHER	TCHRS. INIT.
	Code	Title					Code	Title			
1											
2											
3											
4											
5											
6											
7											

Student's Copy (Green)

Univac Office (White)

Counselors' Office (Pink)

Main Office (Yellow)

RENTON SECONDARY SCHOOLS CHANGE OF PROGRAM

APPENDIX B

FORM NOTICES OF STUDENT'S WORK HABITS
OF THE RENTON JUNIOR HIGH SCHOOL

1. General objectives of the Language and Community Arts Program.
2. Work Progress Notice of the child for the counselor.
3. Work Progress Notice of the child for the parent.
4. Percentage ratings of the Iowa Tests of Basic Skills.
5. Parent-Teacher Conference Report Summary.
6. Early leave form prior to issuance of grades.
7. Request for assignments for students leaving before the close of school.
8. Request for leave of absence.
9. Request for homework.

APPENDIX B-1

McKnight Junior High School

LANGUAGE AND COMMUNITY ARTS
(Seventh Grade)

GENERAL OBJECTIVES

1. The evaluation and learning of the eight parts of speech through sentences and paragraph study.
2. The writing of general essays such as autobiographies, book reports, research papers and themes so as to develop the student's coherence, unity of thought, and written form.
3. Learning to understand and interpret directions and processes.
4. Oral and written presentation through group, individual and panel type procedures.
5. An understanding and appreciation of our old world heritage, and its effect upon the modern world and civilization.

ACTIVITIES FOR THE YEAR

LANGUAGE ARTS

1. The writing of autobiographies.
2. Reading and writing of book reports.
3. The study and writing of themes.
4. Formal spelling procedures.
5. Basic reading skills.
6. Oral presentation.
7. Good listening skills.
8. Techniques of outlining, summarizing and note taking.
9. Analyzing written and oral material.
10. Condensing written and oral material.
11. Adequate study of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections and pronouns.
12. Sentence and paragraph structures (written and oral).
13. Letter writing.
14. Development of vocabulary and word skills.
15. Reading for enjoyment and appreciation.
16. An appreciation of poetry and literature.

COMMUNITY ARTS

1. A map study unit.
2. A study of early man and ancient civilization.
3. A composite study of the Eastern Hemisphere, (Europe, Asia and Africa).

TEACHERS: Mr. Darling, Mr. Feldman, Mr. Gilmore, Mr. Hitchcock, Miss Jiencke,
Mr. Marx, Mr. Pinkerton.

NELSEN JUNIOR HIGH SCHOOL

Date _____

Name of Student _____

Grade _____

Is this student progressing satisfactorily in your class of this date?

<u>Period</u>	<u>Subject</u>	<u>Grade to Date</u>	<u>Yes</u>	<u>No</u>	<u>Teacher's Signature</u>
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____

Parent Signature _____ Return to: Assist. Principal _____ Counselor _____

Use reverse side for additional comments

D-1

WORK PROGRESS NOTICE OF THE CHILD FOR THE COUNSELOR'S FILE

RENTON SCHOOL DISTRICT NO. 403
NOTICE OF WORK PROGRESS

Student _____

Date _____

Subject _____

Building _____

A	B	C	D	S	X
Present Rating					

7	8	9	10	11	12
Class					

1	2	3	4
Quarter			

1. ACHIEVEMENT

	<u>Superior</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
(a) Completion of assignments	_____	_____	_____
(b) Works up to ability	_____	_____	_____
(c) Understands subject matter	_____	_____	_____
(d) Examination results	_____	_____	_____
(e) Classroom participation	_____	_____	_____

2. CONDUCT

(a) Conduct in classroom	_____	_____	_____
--------------------------	-------	-------	-------

3. ATTENDANCE

(a) Absent from class	1	2	3	4	Total
(b) Tardy to class					

Effect of absenteeism on class work _____

4. FURTHER COMMENTS FROM TEACHER: _____

To Parent or Guardian: If you would like to discuss this matter further, please contact the counselor.

Teacher's Signature _____

Counselor's Signature _____

Date

- _____ Received by Counselor
- _____ Conference with Student
- _____ Notice sent Home
- _____ Conference with Parents

5. PARENT'S COMMENTS: _____

SCHOOL DISTRICT 403
Renton, Washington

NOTICE OF WORK PROGRESS

To Parents and Guardians:

This "Notice of Work Progress" is sent to parents of students whose quality of achievement is, in our judgment, superior and worthy of mention or those whose work is decidedly below the level of the student's ability, as of this date.

If this notice indicates the student's work is unsatisfactory, we urge your cooperation in improving the standard of work in order that the student find success in this subject.

(Parent's Signature)

Please return by mail at your earliest convenience.



How Are Your Skills?

What are the basic skills?

We know that reading, writing, and arithmetic are important. They are the first things we study in school, and we continue to use them all our lives. Certain other skills are just as important: vocabulary, correct English and spelling, and the use of maps, charts, the dictionary, etc. Without these skills we would learn very little in school.

Think about it a moment. Most of what we know about the social studies we learned through reading. We need reading and arithmetic to study science. The things we write would be hard for others to understand if we could not spell, punctuate, and use words correctly. These are only a few examples.

These skills are needed throughout all the grades. They also affect later work in high school and college. In all kinds of work beyond school, and even in play, these skills are used daily by everyone. That is why we call them the "basic skills." The tests which measure them are called the *Iowa Tests of Basic Skills*.

Why are these tests given?

To find your weight, you step on a scale. To check your height, you use a yardstick. To find out how well you are doing in school, you take a test. The scale, the yardstick, and the test are all ways of finding out something important about you. Of course, the skills taught in school cannot be measured as accurately as can height and weight.

A good test tells two things about you. First, it shows how much you know about whatever the test covers — reading, language, and so on. Second, it shows how you stand among other pupils in your grade.

The *Iowa Tests of Basic Skills* give you, your teacher, and your parents this information for the most important parts of your school work. They show how well you have mastered the basic skills generally. They also show how your skills compare with those of thousands of other pupils who have taken these tests.

If you take the tests every year, your teacher can also tell from your scores how much you have *grown* during the year in each of the skills. This may be more important than knowing how you compare with other pupils in your grade.

For these reasons the test results are your teacher's best means of knowing whether or not you really need to improve your skills. Can you guess now how good your best scores will be? Will they be about average for your grade or above or below? Maybe you are better in some skills than you would guess. Perhaps you have thought some skills were not important, and therefore haven't mastered them as well as you should. When you know what your weak areas are, you may be able to improve in those skills. Improving your skills should enable you to do better school work.

Be sure to do your very best work when you take the tests. Otherwise, your scores will not mean what they should mean.

What skills are tested?

The basic skills tested in the *Iowa Tests* are:

Vocabulary: knowing the meanings of words

Reading: understanding what you read

Language: spelling, capitalization, punctuation, usage

Work-study skills: map reading, reading graphs and tables, alphabetizing, use of an index, use of the dictionary and similar materials

Arithmetic: understanding the number system, arithmetic terms and operations; problem solving

What do the scores mean?

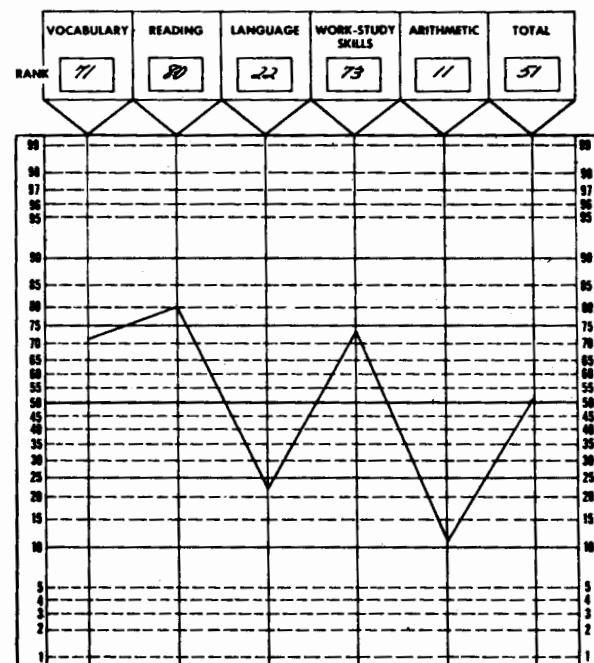
This folder will be used after the testing to tell you how well you did on the tests. What you most want to know is how you compared with other pupils. That is, you want to know how you ranked among all the pupils tested in your grade. On the last page of this folder, your teacher will write your ranks on each of the tests. Your teacher will then tell you how to draw a picture of your ranks similar to the one shown on the next page. Look at this sample chart now.

This sample chart is for a pupil named Larry Hill, who is in the fifth grade. The figures written near the top of the chart tell how Larry ranked among all the fifth-grade pupils tested. The figure 71 under the word "Vocabulary" means that he did better than 71 per cent of the pupils on the vocabulary test. The 80 under the word "Reading" means that he scored higher than 80 per cent of the pupils on the reading test. And so on. His rank on all five tests combined was 51.

If you do not understand what "per cent" means, do not worry about that. You can get a very good idea of how Larry placed by simply looking at the heavy, irregular line drawn on the chart. This line gives you a picture of Larry's skills. We will call it his skills-line.

NAME Larry Hill GRADE 5

IOWA TESTS OF BASIC SKILLS



Notice the numbers printed at the sides of the chart. Larry's skills-line begins at 71 because he earned a rank of 71 on the vocabulary test. In the next column of the chart, under "Reading," his skills-line stops at the number 80 because his rank on the reading test is 80. And so on.

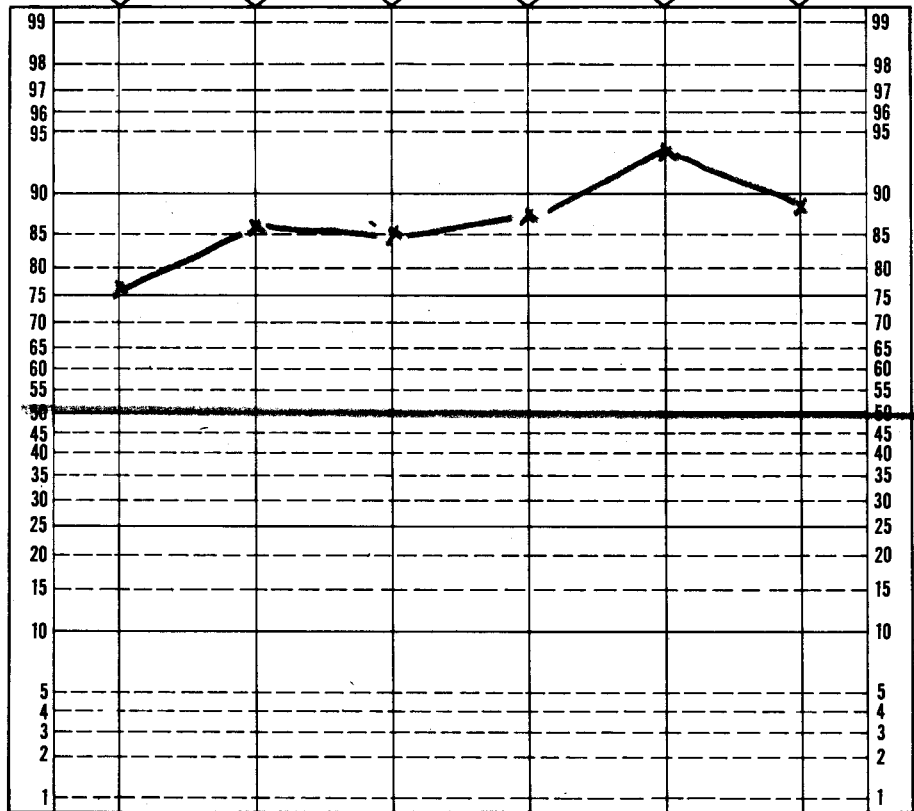
The number 50 at the sides of the chart marks the middle of the chart. On each test, half (50 per cent) of the pupils tested earn ranks of more than 50. For this reason, a pupil who has a rank of about 50 is considered an "average" pupil. Larry's rank of 51 on his total score for all five tests means that he is about average for his grade. Wherever his skills-line lies in the upper part of the chart, his skills are above average. Wherever it lies in the lower part of the chart, his skills are below average.

You can see at a glance that while Larry's total score is near the average, he is considerably above or below average on each of the five tests. He is well above average in vocabulary, reading, and work-study skills. But he is below average in the language skills and in arithmetic, his weakest area.

This picture shows on which skills Larry needs to work the hardest. His teacher can help him find out why he did not do so well on the language and arithmetic tests as on the others. With more effort and the teacher's help, he may be able to improve these skills.

IOWA TESTS OF BASIC SKILLS

	VOCABULARY	READING	LANGUAGE	WORK-STUDY SKILLS	ARITHMETIC	TOTAL
RANK	76	86	85	87	94	89



HOUGHTON MIFFLIN COMPANY

Boston

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APPENDIX B - 5
McKNIGHT JUNIOR HIGH SCHOOL
Renton, Washington

Parent-Teacher Conference Report

Name of Student _____ Gr. _____ Date _____

Time _____

Participants:

Place _____

Reason for Conference:

Observations during Conference:

Conclusions / Recommendations:

EARLY LEAVE FORM

NELSEN JUNIOR HIGH SCHOOL

COUNSELOR'S OFFICE

Date

Please fill out two copies of this early leave form and return them to me. The third copy is for your files.

In some cases, it will be only the final examination that must be made up. In no case may a final grade other than INCOMPLETE be issued until the work and/or examination indicated by the teacher is completed within the first five weeks of school next Fall. Failure to complete the assignments and/or the examination will result in an X for the course.

When these are returned to the Counselor, one copy will be issued to the student and the other retained for reference in the fall.

Thanks,

REQUEST FOR ASSIGNMENTS FOR STUDENTS LEAVING
NELSEN JUNIOR HIGH SCHOOL BEFORE THE CLOSE OF THE
SECOND SEMESTER

IMPORTANT: This form is to be made in duplicate and returned to the counselor.

Student's Name _____ Grade _____ Date Leaving School _____

Reason for Temporary Withdrawal _____

Directions: The above named student will need to complete assignments given below in order to receive a final grade for the semester. It is expected that this work will be completed by the first week in September, but it must be in by _____, 19____.

In the event that a textbook is issued to this student the teacher should fill in the following data:

	<u>Title of Book</u>	<u>Author</u>	<u>Book No.</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

SUBJECT: _____

Assignments by teacher:

(Use reverse side if more space is needed)

_____ Date

_____ Teacher

_____ Counselor

REQUEST FOR LEAVE OF ABSENCE

I would like permission for a leave of absence from school on (date)

_____ for (reason) _____

STEP 1

I promise to turn in my assignments in advance, or to make suitable arrangements with the teacher for make-up work. I understand that if the school work missed by this absence is not satisfactorily completed prior to the end of the quarter that I may receive a failing grade and loss of credit in said subject. I further understand that it is extremely difficult to make up the work in some classes.

Signed _____

Grade _____ Date _____

Attendance Record:

STEP 2

Days absent to date _____ Times tardy to date _____

Teachers' comments and grades:

<u>Per.</u>	<u>Subject</u>	<u>Grade to date</u>	<u>Comments</u>	<u>Teacher</u>
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____

STEP 3

Parents' or Guardians' Approval:

STEP 4

In accordance with the above data I approved of this request for leave of absence.

Signature of Parent or Guardian _____

STEP 5

Counselor's Reaction:

Counselor _____

STEP 6

Counselor will return this form to the attendance office for information and filing.

Nelsen Junior High School

REQUEST FOR HOMEWORK

Date _____

TO: _____

Homework for _____ has been requested.

If you have anything for this student, please send it to the office by _____

_____. The student is expected to be out about

_____ school days.

Include books if they are necessary.

If there is no homework for this student, please write "none" on this slip and

return it to the office.

Counselor

REQUEST FOR HOMEWORK FORM

APPENDIX C

DISCIPLINARY, CONDUCT, AND REPORT CARD EVALUATION FORMS OF THE RENTON JUNIOR HIGH SCHOOL

1. Counselor attitude-habits and work request form.
2. Unsatisfactory conduct report.
3. Former report card- indicating minor area for comments.
4. New report card system with no area for comments.
5. Promotion policy of a student from the junior high school to the high school of Renton.
6. Deficiency of credit notice.

APPENDIX C - 1
McKNIGHT JUNIOR HIGH SCHOOL
INFORMATION FOR THE COUNSELOR

Teacher _____

Please fill out the report below and return by _____

This information is to be used _____

Counselor _____

Student	Grade	Subject	Date
---------	-------	---------	------

1. Class attitude: (Explain in detail)

2. Conduct: (Describe in detail)

3. Attendance and effect on class work:

4. Study Habits: (Explain in detail)

5. Level of achievement to date: (Check One)

Good _____

Average _____

Unsatisfactory _____

6. Subject grades to date:

1st Q. _____

1st Sem. _____

3rd Q. _____

2nd Q. _____

4th Q. _____

7. Reasons for unsatisfactory work:

8. Suggestions to counselors:

See other side.

Teacher _____

PERSONALITY RECORD

Please check each of following areas:

1. Seriousness of Purpose	<u>Aims Just to "Get By"</u>	<u>Vacillates with Vaguely formed Objectives</u>	<u>Has Potentiality of Purpose</u>	<u>Limited but fairly definite program</u>	<u>Engrossed in realizing well formed objectives</u>
2. Industry	<u>Seldom works even under pressure</u>	<u>Needs constant pressure</u>	<u>Needs Occasional Producing</u>	<u>Prepares assigned work</u>	<u>Seeks additional work</u>
3. Initiative	<u>Seldom initiates</u>	<u>Conforms</u>	<u>Varies with conditions</u>	<u>Self-reliant</u>	<u>Actively creative</u>
4. Influence	<u>Passive</u>	<u>Retiring but cooperative</u>	<u>Varying</u>	<u>Contributing</u>	<u>Strongly controlling</u>
5. Relations towards others	<u>Antisocial</u>	<u>Indifferent</u>	<u>Accepted</u>	<u>Well liked</u>	<u>Deeply admired and generally sought</u>
6. Responsibility	<u>Unreliable</u>	<u>Somewhat Dependable</u>	<u>Usually Dependable</u>	<u>Conscientious</u>	<u>Assumes Much Responsibility</u>
7. Emotional Stability	<u>Hyperemotional</u>	<u>Excitable</u>	<u>Usually Well-balanced</u>	<u>Well-balanced</u>	<u>Exceptionally stable</u>
	<u>Apathetic</u>	<u>Unresponsive</u>			

Extra Class Activity _____

McKNIGHT JUNIOR HIGH SCHOOL

Renton, Washington

UNSATISFACTORY CONDUCT REPORT

_____ to Mr. Hickenbottom

Date _____

_____ to Mrs. Williams

Time _____

_____ to Mr. Rich

Place _____

(Please check one)

Pupil's Name _____
(Last) (First) (Middle)

is a disciplinary problem because of the following observations:

- | | |
|----------------------|--------------------------------------|
| _____ Defiant | _____ Lacks sense of sincerity |
| _____ Restless | _____ Lacks sense of the truth |
| _____ Inattentive | _____ Neglects personal appearance |
| _____ Rude | _____ Destructive to school property |
| _____ Annoys others | _____ Gets frustrated easily |
| _____ Talks too much | _____ Gets disappointed easily |

Action already taken _____

Teacher's Signature

APPENDIX C-3:

- RENTON HIGH
- DIMMITT JUNIOR HIGH
- MCKNIGHT JUNIOR HIGH

RENTON PUBLIC SCHOOLS
DISTRICT NO. 403
Language Arts Teacher's Report to Parents

RENTON, WASHINGTON

STUDENT _____ 19____ 19____ GRADE _____

STUDY HABITS & ACHIEVEMENTS	1	2	3	4	CITIZENSHIP ADJUSTMENT	1	2	3	4
1. Understands what he reads.....					1. Dependable.....				
2. Expresses ideas well.....					2. Courteous.....				
3. Writing neat & of good form.....					3. Cooperative.....				
4. Spells correctly.....					4. Complies with class & school rules				
5. Takes part in discussions.....					Comments:				
6. Keeps a good notebook.....									
7. Does library reading.....									
Comments:									

SUBJECT _____ MARK _____

1Q. 2Q. SEM. 3Q. 4Q. SEM.



1700 18-50 NEWS RECORD

TEACHER _____

TO PARENTS

This report is an estimate of the progress and need of this student. We are seeking to promote total development. Sound habits of study, proper social attitudes, and approved behavior are fundamental in the establishment of a satisfactory school mark. We provide counsellor service to aid in needed adjustments. We invite your cooperation and assistance in the solution of apparent problems.

MEANINGS OF MARKS

A - EXCELLENT; B - GOOD; C - AVERAGE; D - POOR; S - DOES HIS BEST, NOT COLLEGE RECOMMENDING;
X - NOT PASSING; + - ESPECIALLY MERITORIOUS; -- - NEEDS IMPROVING; (NO MARK) - SATISFACTORY.

SIGNATURES

1ST QUARTER _____ 3RD QUARTER _____

2ND QUARTER _____ 4TH QUARTER _____

SIGNATURE SHOWS THAT THIS REPORT HAS BEEN EXAMINED. IT MEANS NEITHER APPROVAL NOR DISAPPROVAL.

**REPORT CARD
SECONDARY SCHOOLS**

STUDENT NAME

NO.	SUBJECT	TEACHER	ROOM NO.	GRADE	1ST OR 3RD QUARTER							2ND OR 4TH QUARTER							SEMESTER GRADE						
					QUARTER		SEMESTER		CONDUCT			STUDY HABITS				CONDUCT				STUDY HABITS					
					DAYS ABSENT	TIMES TARDY	DAYS ABSENT	TIMES TARDY	DEPENDABILITY	COURTESY	COOPERATION	WORKS INDEPENDENTLY	COMPLETES WORK ON TIME	PARTICIPATES ACTIVELY	PAYS ATTENTION AND FOLLOWS DIRECTIONS	DEPENDABILITY	COURTESY	COOPERATION		IS NEAT AND ORDERLY	COMPLETES WORK ON TIME	WORKS INDEPENDENTLY	PARTICIPATES ACTIVELY	PAYS ATTENTION AND FOLLOWS DIRECTIONS	

McKNIGHT JUNIOR HIGH SCHOOL
RENTON PUBLIC SCHOOLS
 DISTRICT NO. 403 KING COUNTY
 RENTON, WASHINGTON

MO.	DAY	YEAR
PERIOD ENDING		

- EXPLANATION OF MARKS —
- A — EXCELLENT ACHIEVEMENT
 - B — GOOD ACHIEVEMENT
 - C — AVERAGE ACHIEVEMENT
 - D — MINIMUM PASSING ACHIEVEMENT FOR THIS SUBJECT
 - S — ACHIEVEMENT BELOW GRADE MINIMUM BUT UP TO PUPIL'S ABILITY
 - X — ACHIEVEMENT BELOW GRADE MINIMUM AND BELOW PUPIL'S ABILITY
 - I — INCOMPLETE ACHIEVEMENT

 - 1 — COMMENDABLE PERFORMANCE
 - 2 — SATISFACTORY PERFORMANCE
 - 3 — IMPROVEMENT NEEDED

SUPERINTENDENT'S MESSAGE

This report is an estimate of the school progress and needs of your child. The school staff invites your counsel and help in promoting his total development. Sound habits of study, subject matter mastery, proper social attitudes and acceptable behavior are fundamental to satisfactory school success. When the parents and teachers work together to strengthen these needs, the child's growth is sound and positive.

Oliver M. Hazen
Superintendent

SUGGESTIONS

When school concerns arise consult the principal or counselor. Arrangements will then be made for a consultation with the teacher.

Please encourage this pupil to:

1. Practice courtesies and to show respect for authority.
2. Exercise care and respect for school property.
3. Have regular and punctual attendance.
4. Be prompt, reliable, and accurate with school work.

DETAILED EXPLANATION OF SYMBOLS USED IN MARKING

The "A" student is careful, thorough, and prompt in the completion of required work. He is quick and resourceful in utilizing suggestions for supplementary activity. He works independently and has sufficient interest and initiative to undertake original projects beyond the assigned work. He uses his time well, does not guess and is careful to express thoughts clearly and accurately. He has excellent self control and effective study habits. Few students can measure up to these criteria.

The "B" student prepares all assignments carefully. He is conscientious and dependable. He shows consistent interest in the subject matter and requires no urging to have work done on time. In class work he responds readily when called upon and has good study habits for routine assignments. He shows initiative and resourcefulness but it is not always of a consistent pattern.

The "C" student does average work, but requires considerable direction and stimulation from the teacher. If he is left to himself he sometimes becomes discouraged and may be diverted by difficulties in his assignment. He shows little interest in following his subject beyond the stated necessary requirements. Although he is inclined to be a little careless in accomplishment he responds well to encouragement and guidance.

The "D" student is a borderline pupil. He is borderline in that his achievement represents only the very minimum standards of accomplishment in the subject. His

work is generally of an uneven or superficial quality. He lacks concentration in study. He is unable to work independently because of the lack of ability, the handicap of poor study habits, or because of the lack of a necessary foundation for the subject being studied. Special help and encouragement are constantly required.

The "S" student has physical or mental limitations which prevent him from accomplishing the minimum content goals. His achievement, although not up to "D" grade standards, will be close to a maximum performance in terms of his limited ability. The "S" grade is to be used at the teacher's discretion whenever he feels conditions outlined above exist.

The "X" student fails to accomplish the minimum fundamental essentials of the subject area. He needs to spend more time on the work of the subject matter in the present grade. Study habits are poor or ineffective. His mental maturity is sufficient for minimum performance but actual performance is below "D" grade minimum standards. His conduct, emotions and application to school are likely to be factors interfering with his performance.

The incomplete grade will be used in those cases where a student has been absent from class for an extended period and where the quality of make-up work at the moment has not been determined. Generally speaking, this is a temporary grade that is to be replaced by one of the above listed grades before the succeeding school quarter is concluded.

RENTON SCHOOL DISTRICT NO. 403

PROMOTION POLICY OF A STUDENT FROM

THE JUNIOR HIGH SCHOOL TO THE HIGH SCHOOL OF RENTON

To: _____

Re: _____

From: _____ Counselor

_____ School

This letter is being sent at this time to notify you of the policy of the Renton School District in regard to assignment of students from a junior high to the senior high school.

Our policy is:

"Pupils will be assigned from junior high school to senior high school without limitation when they have satisfactorily completed at least 10 semester hours of ninth grade work with no failures in the required subject areas. A pupil will not be accepted for high school enrollment who is passing in less than 9 semester hours of ninth grade work. Pupils with 9 semester hours of passing work may be enrolled in the senior high school on a probationary basis after consultation with a tenth grade counselor if the counselor is able to outline a program of study and activities aimed at making up the lost credit. If a proper program cannot be outlined or if sufficient evidence is not presented that would seem to predict probable success, the pupil will be returned to the junior high for enrollment there. Progress from junior high school to senior high school must be on a full year basis. Changes of school assignment at mid-year will not be made."

It is my responsibility to inform you that _____ has not met the above requirements and will not be eligible for senior high school enrollment unless some of the hours lost are made up. If _____ were able to make up enough of the time to meet the above requirements by attending summer school, we would re-evaluate the situation in terms of final standing at the end of the summer. Attendance at summer school does not insure automatic senior high school enrollment but instead means that the situation would be re-studied and a decision made at that time which appears to be in the best interest of the pupil and the schools involved. Under the circumstances it will be necessary for _____ to report to _____ Junior High School during the week of _____ for assignment.

If you have any questions about this matter, please feel free to call.

C - 6
RENTON SCHOOL DISTRICT NO. 403
Credit Deficiency Notice

To: _____

Re: _____

From: _____ Counselor

_____ School

This letter is being sent to you at this time because of _____
having failed a ninth grade course(s) that is necessary for high school graduation.
This is the course(s) in _____.

We are suggesting that you seriously consider summer school for _____
so that this deficiency would be removed upon entrance into the tenth grade.
Registration for summer school would need to be completed now as summer school will
begin the week following the close of the regular school term.

Pupils entering Renton High School without having successfully completed the
local and state required courses that are generally taught in the ninth grade, are
required to make up these courses. If possible this make-up work should be done
during the summer preceding entry into grade ten. If failed course(s) is not made
up in summer school, the student is programmed to repeat such course in the tenth
grade without credit! This puts the pupil under a handicap, as every period spent
in making up a subject deficiency course reduces by a corresponding number of
periods the opportunity for completing the necessary high school credit courses.
Generally, graduation for such pupils comes after attending seven semesters rather
than the traditional six semesters.

Information about summer school is available in the counselors' offices,
and we will be very happy to discuss the matter with you. Please call for further
information or assistance:

Dimmitt Junior High	PA5-9880
McKnight Junior High	BA6-4400 Extension 281
Renton Senior High	BA6-4400 Extension 227
District Department of Guidance and Research	BA6-4400 Extension 267

GR-465