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A Study of the Student Orientation Program in the Nine Junior High Schools in the Highline School District

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A STUDY OF THE STUDENT ORIENTATION PROGRAM IN THE
NINE JUNIOR HIGH SCHOOLS IN THE
HIGHLINE SCHOOL DISTRICT

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Kenneth Teller
July, 1970

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CHAPTER I

THE PROBLEM, LIMITATIONS, AND DEFINITION OF TERMS USED

One of the most perplexing times in the life of an individual is when he is subjected to a new environment that is different from the one to which he has been accustomed. The transition from elementary school to junior high school is one of the important adjustment periods through which a person must pass on his way to adulthood.

I. THE PROBLEM

Statement of the Problem

It was the purpose of this study (1) to discover the existing practices of conducting orientation programs for new students entering the nine junior high schools in the Highline School District, and (2) to determine to what degree these programs are meeting the needs of these students.

Importance of the Study

For twelve and thirteen year old boys and girls it is an important transition to leave a self-contained school environment, to which they have become accustomed, and enter a new school situation having a departmentalized structure. For six years these students have experienced the security

of belonging to and being identified with a certain group. One teacher each year has guided and helped them in their education and social adjustments.

Upon entry into junior high school, the boys and girls face a great deal of change. Gruhn and Douglas indicated the challenge faced by the junior high school in helping students to accomplish this transition when they said, "The school has a responsibility for helping new pupils become readily adjusted to its customs, traditions, activities, policies, and regulations" (10:286). The investigator believes that one of the most effective instruments for fulfilling this responsibility is an orientation program designed to meet the needs of these new junior high school students, whereby the anxieties and frustrations caused by the transition from elementary school can be minimized.

Limitations of the Study

The study was devised to include the following:

(1) research into the present student orientation programs being conducted in the nine junior high schools in the Highline School District, King County, Washington; (2) a questionnaire administered to approximately 350 seventh grade students of the nine junior high schools of the Highline School District; and (3) interviews with the counselors and principals of the nine junior high schools in the Highline School District.

II. DEFINITION OF TERMS USED

Counselor Visitation

A springtime visit to the elementary schools by the junior high counselors in order to distribute material and explain the junior high program to the sixth graders and their teachers is a counselor visitation.

Sixth Grade Visitation

This term refers to a springtime visit to the junior high school by the sixth grade students, during which they hear presentations by and converse informally with junior high school students and staff.

Parent Orientation

Parent orientation is a presentation of junior high school procedures, customs, and curriculum, made to the parents of the sixth grade students during a special Parent Teacher Association meeting held in the spring of the year.

Back-to-School Night

This is an evening in the fall of the year when the parents of the junior high school students attend school in order to become acquainted with the children's teachers, class schedule, and course content.

CHAPTER II

REVIEW OF LITERATURE

Much has been written recently about the orientation of students to a new school situation. Most of the emphasis in these writings has been placed upon the orientation of students into high school or college. However, educational journals have carried a few articles pertaining to the orientation of students entering junior high school. These articles describe both student orientation programs being conducted at present and programs found to have been successful in the past.

I. BUILDING FACULTY UNDERSTANDING

Role of Junior High Faculty

It is the belief of the investigator that student orientation is not only an important part of a junior high school program, but that it also serves as an effective public relations link between the school and the community.

Like any other program being put into operation, the student orientation program needs sound basic planning. The leadership and inspiration for such a program should come from the building principal of the junior high school, with support from the school counselors and other faculty members. Robert E. Wilson (23:748), in his book Educational Administration, states, "The principal's office should serve

as a coordinating agency in cultivating wholesome school and community relations."

Where does the planning for the orientation program begin? It was indicated in most of the literature reviewed that typically the first step was taken by the junior high school principal. The building principal of the junior high school, with the help of the counselors, made the preliminary arrangements for the program. Tentative dates were set for the various elementary student and faculty visits to the junior high. The visitations of the junior high personnel to the elementary schools were also planned at this time.

Another important phase of the planning was the meeting held between the junior high school counselors and the seventh grade teachers. The purpose of this meeting was primarily to have the seventh grade teachers identify some of the most important areas of concern of seventh-graders when they first entered their classrooms.

An example of this procedure was that followed in establishing an orientation program at Central Junior High School, Seaford, Delaware. First the faculty members met with their principal, Mr. Robert Dowd, to discuss some of these seventh grade problems. They also discussed what could be done to help students to make an easy transition from elementary school to junior high school. From these meetings and meetings with the sixth grade teachers, the counselors determined which materials their programs should present in order to cover the areas of greatest student concern.

After the administrators, counselors, and seventh grade teachers had met, it was deemed important to inform the rest of the junior high faculty of the plans being made. This was accomplished at a meeting of the entire junior high school faculty. Mr. Dowd emphasized three important procedures for the faculty to observe when the sixth-graders came to the junior high school on visitation day. These procedures were (1) to conduct typical school day activities in the classrooms and refrain from testing on these days; (2) to set up extra furniture in the classrooms to accommodate the visiting students; and (3) to give the visiting students an enthusiastic welcome (5:23).

Joint Junior High and Elementary Faculty Meetings

As previously stated, the junior high principal and counselors met to conduct the preliminary planning for the orientation program. The principals of the elementary schools were invited to meet with them and confirm the visitation dates which had tentatively been set. This gave the junior high counselors an opportunity to inform the elementary school principals of the plans which had been made regarding the whole orientation program.

At Central Junior High School a joint faculty meeting was held with the sixth grade and seventh grade teachers in the spring. At this meeting the principal gave a brief explanation of the junior high school program. Small groups were organized and a discussion of the school program was held.

At a second joint faculty meeting a more detailed discussion of the junior high program was held. At this meeting the following points were discussed: (1) selection of instructional materials; (2) more detailed explanation of the math program; and (3) recommendations for ability grouping.

Later in the spring a final joint faculty meeting was held to discuss the seventh grade instructional program and to evaluate the current articulation program (5:23).

Another method of coordinating an orientation program is to have the junior high school counselors visit the elementary schools and talk to the sixth grade teachers about the elective and required subjects offered at the junior high school level (8:36).

II. JUNIOR HIGH PERSONNEL VISITATIONS

Principal or Vice Principal Visitations

Early in the spring the principal or vice principal of the junior high school visits the elementary schools that will be sending students to that junior high school the following year. The main purposes of this visitation are (1) to familiarize students with a junior high school figure; and (2) to invite the sixth grade students to visit the junior high school on visitation day (5:23).

Counselors Visitations

One of the earliest contacts that a junior high school has with the sixth grade students is the counselors' spring-time visitations to the elementary schools. Here, in an environment familiar to the students, the counselors have an opportunity to talk with the boys and girls about what lies ahead for them during their seventh grade year. The counselors used this time to visit with the sixth-graders and answer questions that they might have about junior high school (3:71).

The junior high school counselors can also use this opportunity to talk with the sixth grade teachers about problems of individual students (8:36).

An important question in the minds of sixth grade students concerns the subjects which they will be taking in junior high. Roger L. Kroth (12:91) believes that a counselor visitation to the elementary schools early in the spring gives the sixth-graders an opportunity to learn about the required and elective subjects early. The counselor can spend time explaining various courses before the students decide on the electives they will choose.

In "Operation Personal Touch," conducted at Cherry Creek Junior High School, Arapaho, Colorado, the junior high school counselors visited the homes of incoming seventh grade students during the summer months. The appointments for staff visits were made in May, according to geographic area. The visits emphasized informality and a relaxed atmosphere (3:72).

Teachers' Visitation

One of the most interesting attempts to get teachers involved in the orientation program was a teacher exchange, in which for two or three weeks the sixth grade teachers came to teach at the junior high school while the seventh grade teachers taught in the sixth grade classes.

In Vestal School District, New York, such a teacher exchange program was put into effect. Richard Hoover, coordinator for Vestal School District, organized a program where 75 to 80 percent of the districts sixth and seventh grade teachers found themselves in unfamiliar classrooms.

The sixth grade teachers were asked to select a seventh grade subject they would prefer to teach and the seventh grade teachers were assigned to a sixth grade classroom.

The teachers' main task was to note the differences between students at the two levels. Most of the teachers were quick to spot the differences. One elementary teacher stated that it appeared to her that in the elementary school the child came first and in the junior high school the subjects came first (6:15).

Student Visitations

In Golden Valley Junior High School, San Bernadino, California, the orientation program included a "Panel of Experts." This phase of the program originated in the seventh grade social studies classes, where the students

made up questions for discussion and selected a group of their classmates to visit the elementary schools. The purpose of this visit was to clarify any mistaken ideas that the sixth-graders might have about junior high life and to invite them to visit the junior high (9:423).

Another plan for seventh-graders' visitations to the elementary school was proposed by Daniel A. Peck (16:66), who suggested that the sixth-graders send a number of questions to the junior high and that the seventh-graders respond by making posters to answer these questions. The seventh-graders would then visit the elementary school and explain the answers.

III. ELEMENTARY PERSONNEL VISITATIONS

Teachers' Visits to Junior High School

It was brought out earlier that many of the junior high schools investigated invited the sixth grade teachers to attend joint faculty meetings to discuss the various aspects of the orientation program and to coordinate the visitations. At these meetings the junior high counselors had an opportunity to talk with the sixth grade teachers about individual students and some of their problems. The sixth grade teachers also accompanied the students when they came to the junior high for their visitation day.

One such program was reported by the Wichita, Kansas, school system where, every two years, the teachers and principals of the elementary schools whose students move up

into Mead Junior High School were invited to the junior high for a springtime orientation meeting. At this meeting the counselor explains how he establishes groups according to the students' ability level. The seventh grade teachers explain what they are looking for in an incoming seventh grade student. The remaining time is dedicated to a give and take type discussion of the sixth and seventh grade programs (12:92).

Students' Visitations to Junior High School

Included in most of the orientation programs reviewed was the opportunity for the sixth-graders to visit the junior high school.

A popular name for this visitation day is "Buddy Day." On this "Buddy Day" the sixth grade students spent an entire day at the junior high school. Each sixth-grader was assigned a seventh-grader as a "buddy" on the basis of similar ability in reading comprehension. This "buddy" was with the sixth-grader all day, in classes, at lunch, in the halls, in the library, and at the lockers, where he learned how to operate a locker combination (3:72).

Burt Swales (22:169), Guidance Director, Fillmore Central School, New York, stated that a similar "Buddy Day" was conducted at his school, where each seventh grade student adopted a sixth grade student for a school day in the spring of the year.

A popular phase of the visitation day in several of the programs surveyed was the assembly held at the junior

high in honor of the visiting sixth grade students. This assembly included speeches of welcome by the faculty and students; informative presentations by coaches, counselors, and administrators; and entertainment by the junior high students.

At Mead Junior High School, the program consisted of skits, presented by seventh grade students, which were planned to show life in a seventh grade classroom (12:92).

At North Bethesda Junior High School, Bethesda, Maryland, the seventh grade students planned and conducted the entire program for the visiting sixth grade students (8:36).

A phase of the visitation program which interested the sixth grade students greatly was a tour of the building, including visits to the classrooms. This presented a problem for some schools because of the lack of adequate space available in each room. In Cherry Creek Junior High School, particular attention was given to equipping all rooms with enough chairs to accommodate the visiting sixth-graders (3:73).

Student Handbooks

At Forestville North Upper Grade Center, Chicago, Illinois, emphasis was placed upon the value of a student handbook. This handbook was passed out to all visiting sixth grade students just before they returned to their respective schools (3:135). In some of the literature

reviewed the school indicated they waited until the fall to hand out the student handbook because they felt it would be of more value to the students at that time.

One author described the student handbook as the "welcome book." He felt that this book should be attractive in style and written in such a way that it can be understood. Some of the items that could be included were:

1. List of personnel and their responsibilities
2. Map of the building and grounds
3. The school colors, motto, insignia, and songs
4. Student body officers and other school officers
5. Greeting from the principal
6. Greeting from the school secretary and an explanation of how the office staff can help
7. Greeting from the counselors
8. List of homeroom teachers and room numbers
9. Attendance procedures and location of attendance office
10. Location and procedures of the nursing program
11. Cafeteria information
12. Courses offered
13. Time schedule
14. Student body organization
15. Assembly procedures
16. School newspaper
17. Extra class activities (21:143)

Most of the schools did not have as elaborate a student handbook as the one described by Smith.

At Perry East Junior High School, Indianapolis, Indiana, the orientation program utilized the junior high school staff and buildings during the summer months. This program lasted for one week and each day's sessions lasted for approximately five hours each. The purpose of the program was to acquaint the students with the counselors and classmates and to familiarize the students with the building.

The program at Perry East Junior High School was a combined seventh, eighth, and ninth grade activity. There were activities for the students such as basketball, volleyball, softball, and other games. While the students played these games the counselors viewed the activities and the students.

While the eighth and ninth grade students took part in the recreational activities, the counselors guided the seventh-graders through the building, acquainted them with the policies and procedures of the school, and generally got to know them better. The afternoon sessions were devoted primarily to conferences with parents and students (4:62).

IV. PARENT ORIENTATION SESSIONS

Sixth Grade Teacher and Parent Conferences

One of the most popular methods of reporting pupil progress in the elementary school was to invite the parents to come to the school for an individual conference about their child. This meeting was also utilized as an opportunity for parents and teachers to discuss the child's future in junior high school. Sixth grade teachers indicated that they used this time to counsel parents about the electives their child should take in the seventh grade.

Sixth Grade Parents Meetings with Junior High Staff

The Parent-Teacher Association of Five Points Elementary School, Aliquippa, Pennsylvania, developed a unique

orientation procedure for parents only. The junior-senior high school conducted an orientation program near the end of the school year at which the guidance counselor and the vice principal were the speakers.

The main points of discussion presented by the counselor concerned the nature of the adolescent, including the physical aspects of growing up, typical problems of the adolescent, and suggested parent reaction should these problems arise.

The vice principal reviewed the following:

1. Aims and objectives of the junior high school
2. Re-adjustment and behavior problems at this age
3. Outline of the school's program of ability

grouping

4. Course of study
5. Grading system
6. Requirements for the honor roll
7. Extra-curricular activities

The remaining time following the presentation by the counselor and vice principal was devoted to a question and answer session (1:82).

Back-to-School Nights

An important event of the school year in many of the schools surveyed was the early fall Parent-Teacher Association meeting devoted to the visitation of the parents of the seventh grade students. This program, usually called

back-to-school night, has become an increasingly common method of improving school and community understanding throughout the United States. As Gertrude Noar states in her book, The Junior High School,

When adults come to school to take part in its activities, meet the teachers, witness school performances, they are less likely to make false accusations about the teacher and the school program (14:155).

The seventh grade parent visitation program, carried on in the schools studied, consisted of two parts, (1) the general meeting, where refreshments were served; and (2) the visitation of parents to the classrooms.

In his booklet, Conference Time for Teachers and Parents, Jack Parker states:

Group conferences take many forms. The one that is most popular is the combination get acquainted and preview of what's to come type. In this kind of conference parents and teachers get to know each other better and the parents learn from the teachers about the curriculum for the school year (15:14).

Wilson (23:748) states that when parents visit the classroom and listen to the teacher present his material, they get a better understanding of the standards of the teacher, the material that will be covered throughout the year, and the methods that the teacher will use.

V. GROUP AND INDIVIDUAL STUDENT COUNSELING SESSIONS

Individual Counseling Sessions

Throughout the student's sixth grade year he is evaluated as the teacher works with him on his strengths and weaknesses. The sixth grade teacher, as he works with the

student, has an excellent opportunity to counsel him in regard to his future in the seventh grade.

Group Counseling Sessions

Some of the junior high schools surveyed employed group counseling in their orientation programs. The seventh grade students of Cherry Creek Junior High School met at the beginning of the school year for a series of group counseling sessions. These sessions, which were led by counselors, were held every week and lasted about an hour. The topics of discussion were: (1) sex education; (2) study habits; (3) test results; (4) personal and social development; and (5) other topics that the students might feel were important at the time of the meeting (3:73).

At Pattengill Junior High School the new seventh grade students reported to their first period classes and then to their counselors. The counselors called for about fifteen students to participate in each group session. These meetings lasted for about an hour and covered an eight day period. Subsequently each seventh-grader was seen for further group counseling or individually about four times a year (2:106).

VI. CONTINUING ORIENTATION IN JUNIOR HIGH SCHOOL

Counselors

The counselors of the junior high schools worked continuously with the new seventh grade students, both

through the group counseling sessions discussed earlier and by calling in the students on an individual basis.

Teachers

One of the most useful opportunities for student orientation reported was in the classroom, where teachers had an opportunity to observe the boys and girls in a number of different situations. An example of classroom orientation was the program at Mead Junior High School where the teachers were expected to continue the orientation of the seventh grade students. In the classroom information about school clubs was presented, representatives to the student council were selected, and the various rules and regulations of the school were reviewed (12:91).

VII. EVALUATION MEETING

As emphasized earlier, proper planning was considered to be vital to the success of the student orientation program. After the orientation procedure is completed it was found to be equally important for those working on the program to meet together to evaluate the proceedings and make recommendations for next year. Robert Dowd listed five basic points to consider when setting up an orientation program.

They were:

1. Plan well in advance
2. Host school should cooperate with the elementary school in scheduling events
3. Involve students to a maximum degree
4. Sixth-grades should conduct their own orientation program preceding the actual visitation day
5. Do not schedule visitations on consecutive days (5:23)

CHAPTER III

PROCEDURES AND RESULTS OF THE STUDY

In order to determine whether the orientation procedures being used in the nine junior high schools of the Highline School District were effective, it appeared desirable to obtain information from the students for whom the program was designed. This was accomplished by the use of a questionnaire (Appendix A, page 58). To obtain a complete picture of the orientation procedure it was necessary to examine the programs being conducted in each junior high school in the district. This information was acquired by interviewing the counselors or administrators of each junior high school.

I. PROCEDURES

Data Required for Questionnaire

The areas of concern explored in the questionnaire were determined by (1) interviewing seventh grade students over a period of three years, and (2) interviewing sixth and seventh grade teachers who had worked with children during this transitional period.

The general areas of concern in the questionnaire were as follows:

1. Library
2. Subjects to be taken
3. Transportation
4. Sports
5. Clubs and social organizations
6. Counselors
7. Lunch
8. Attendance
9. Lockers
10. The first day of school
11. General school regulations
12. The school building
13. Space available for individual comments

Selection of the Questionnaire Respondents

Only those students enrolled in the seventh grade in the nine junior high schools in the Highline School District were included in the study. Because of ability grouping in the junior high schools, it was necessary to select the respondents on the basis of homeroom assignments. If a junior high school did not have a homeroom scheduled into its program, the students of that particular school were selected from a middle track seventh grade English class.

Random Sampling of Questionnaire

In an attempt to determine whether the questionnaire was applicable to boys and girls who were about to enter junior high school, a sample was administered to a random

selection of five boys and five girls one week before school started in the fall. The procedures requested on the cover letter of the questionnaire were followed (Appendix B, page 64).

Distribution of the Questionnaire

In order to have the questionnaire administered to students in a uniform manner, it was distributed to the various schools in advance and the person who was to administer it was given a thorough briefing as to procedures to follow.

The students were given the questionnaire the first day of school and before any orientation procedures took place. Twenty-five minutes were allowed for completion of the questionnaire. This time allotment was determined from the random sampling administered before school started.

Personnel Interviews

After the fall orientation programs were completed and the junior high personnel had had an opportunity to evaluate the proceedings, the investigator conducted personal interviews with the counselors or administrators in each of the junior high schools. The purpose of the interview was to determine the extent of the program in each school and to obtain suggestions for changes which might better fulfill the needs of students entering junior high school.

II. RESULTS OF THE STUDY

The main purpose of conducting an orientation program was to assist entering seventh grade students to adjust to their new school environment as quickly and easily as possible. It was the consensus of the counselors in the Highline School District that before these youngsters can settle down and learn, they must feel secure in their new school environment, and that effective orientation programs contributed greatly to this feeling of security.

Orientation Programs in Use

The orientation programs in the junior high schools in the Highline School District begin in the spring of the year and are divided into six specific areas. These areas are: (1) spring visitation by junior high counselors to elementary schools; (2) the sixth grade student visitation to the junior high school; (3) the sixth grade parent orientation; (4) the fall student orientation program for seventh-graders; (5) the seventh grade parent visitation; and (6) the evaluation sessions by the junior high counselors.

The remainder of the chapter will explain the programs being used in the junior high schools in the Highline School District and reveal some of the concerns that boys and girls have about entering junior high school.

Spring counselor visitation to elementary school.

The junior high counselors indicated that it was important to make a personal contact with the students and teachers of the elementary school in early spring. The time for this meeting ranged from early March to the latter part of April. Because of the crowded junior high school springtime schedule, the counselors felt that they should not wait any longer to get the information to the students.

During their visits to the elementary school, the counselors introduced themselves to the sixth grade students. This gave the boys and girls an opportunity to see their counselors for next year.

Six of the junior high schools relied on the sixth grade teachers and the information sheets describing course contact to inform the students of the courses offered in the seventh grade. Only three junior high schools used their counselors to inform the sixth-graders of their choices of electives. All of the junior high schools, however, offered an opportunity for the parents to come and discuss any questions which they might have about registration.

Counselors-sixth grade teacher meeting. The amount of time spent by the counselors in their meetings with the sixth grade teachers varied greatly. Some counselors merely dropped off the registration material with a sheet of instructions. The majority of the counselors felt that this was not enough and spent about an hour in each elementary school explaining their registration procedures to the teachers.

A packet of registration information was assembled in advance by the counselors. This packet consisted of (1) a letter for the parents informing them of the registration process and inviting them to attend a meeting of sixth grade parents at the junior high school (Appendix C, page 66). (2) an information sheet that described the elective courses offered in the seventh grade and listed the required courses (Appendix D, page 68); (3) the registration card used by students to indicate their choice of electives as well as other personal information needed by the school; and (4) a question and answer sheet covering many areas of concern about junior high school (Appendix E, page 72). Not all of the junior high schools included the question and answer sheet in this packet. Two junior high schools waited until the fall to distribute it.

Sixth grade student visitation to junior high school.

Because in the spring of the year the sixth grade students begin looking forward to junior high school, the administrators, counselors, and teachers of both junior high and elementary schools agreed that it was beneficial for the sixth-graders to have the opportunity of visiting the junior high school at this time.

General assembly for sixth grade students. One of the important aspects of the sixth grade visitation is the assembly. The assembly has two major functions: (1) to provide entertainment for the visiting students, and (2) to

inform them of some of the events they can look forward to next year as students of junior high.

A majority of the junior high counselors interviewed indicated that, if possible, the programs should include many seventh grade students. In one of the larger junior high schools, the program participants were only those seventh-graders who attended that particular elementary school the year before. This might not always be possible in the junior high schools with a smaller enrollment.

Entertainment is the predominant feature part of these assemblies. In all of the orientation assemblies examined, the seventh grade chorus or portions of the seventh grade chorus sang. In the schools without a large singing group, individual students with talent were called upon to perform. One junior high had the good fortune of having a very talented ventriloquist in the seventh grade. His performance was the high-light of the assembly.

The counselors determined from previous evaluation sessions that students didn't want to hear a lot of people make speeches. Most of the counselors interviewed indicated that speech-making was kept to a minimum and that when speeches were made, it was the students themselves who made them.

In three of the nine junior high schools the only adult to make a speech was the principal of the building and his speech was a short welcome. The other six schools included counselors, club advisors, and coaches on the program.

The coordinator of the orientation program pointed out that the attention span of sixth-graders isn't very long and if the program is too extensive the students' attention will be lost. The orientation assemblies conducted in the junior high schools ranged in length from twenty to thirty minutes.

Within this twenty or thirty minutes the different schools tried to include a variety of presentations. The programs began with music, followed by the speakers and demonstrations of school activities. Three of the junior high schools had the boys' and girls' physical education classes present a calisthenics demonstration set to music. Two junior highs had their coaches bring out some boys in their athletic uniforms and demonstrate some skills of their particular sport.

Sixth grade student tour of building. The second portion of the sixth grade student visitation was the student tour of the junior high school building. All nine junior high schools included this as part of the visitation proceedings.

The counselors stated that even though a tour of the building was conducted in the spring, the junior high school procedure of moving from classroom to classroom during the school day still confused the students in the fall.

The tours being conducted varied very little from school to school. The students were organized into small

groups of about ten persons. The guide was usually a seventh-grader. Because it was felt that if the sixth-graders visited the classes they might have next year the tour would be more meaningful to them, visits were limited to seventh grade classes only.

The length of time each group spent in the classroom depended upon the amount of time scheduled for the tour. The counselors interviewed indicated that it was more important for the students to have the opportunity to see many classes than for them to spend a great deal of time in one or two. In two junior high schools, however, a little longer time was scheduled in the music classes in order to stimulate interest in the music program.

The teachers of the classes to be visited were instructed to plan something for their classes that day that would be interesting for the visiting students. Several teachers worked out simple lessons that involved the visiting students. The science classes had an experiment in progress and the English classes had one-act plays in progress throughout the class time. Other classes featured class discussion.

Sixth grade students eat lunch at the junior high.

It was emphasized by the coordinators of the orientation programs that whenever possible the sixth-graders were invited to stay for lunch at the junior high school. Some schools that didn't include this in their program stated that the

only reason was they didn't have large enough cafeteria facilities to handle additional students. In the junior high schools including this as part of their program the students went through the lunch line, ate their lunch, and returned their trays to the proper area.

Sixth grade student discussion sessions. Because there appeared to be some concern among the visiting sixth-graders about extra-curricular activities, an additional meeting was offered in two junior high schools. These meetings were held prior to the students leaving for their respective schools. These sessions consisted of small discussion groups which were conducted by a seventh grade teacher and a junior high school student, usually a seventh-grader. The topics of discussion were determined by the visiting sixth grade students. Many of the questions stemmed from their concerns regarding the first day of school.

Sixth grade parent orientation. In March or April of each year the counselors of the nine junior high schools, with the cooperation of the local Parent-Teacher Association, held an evening orientation meeting for all parents of sixth-graders who would be entering their particular junior high school.

This meeting was to inform the parents about the courses their children could select as electives and also to provide a brief description of the educational program in general.

Fall student orientation program for seventh-graders.

After the summer vacation the entering seventh grade students typically have many questions about junior high school. Some students have forgotten the material which was presented to them during the spring orientation sessions. In addition, there are students new to the community who didn't attend the sessions. Because of this the counselors felt that a more thorough orientation program was needed at the beginning of the school year.

In the nine junior high schools studied, there was one basic program from which each school varied its particular program to fit its individual needs. The remaining portion of this chapter will deal with the various methods used in these junior high schools to orient the seventh grade students when they enter school in the fall.

Opening day assembly. The nine junior high schools surveyed had an opening day assembly. The students reported to the gym for this program as soon as they arrived at school in the morning. It was emphasized by many of the junior high school principals that this program should be of a welcoming nature and every effort should be made to alleviate any fears or uneasiness the new seventh-graders might have. They also felt this program should be short and well organized to help allay some of the confusion that can frustrate these students at this time.

It was interesting to note that in two of the junior high schools a special effort was made to have the school band rehearse a couple of weeks before school started so there could be some musical entertainment on the program.

Four of the nine junior high schools had their cheerleaders perform. Very simple yells were presented to help the students acquire the feeling of belonging to their new school. One of the junior high schools reported the cheerleaders used competition yells between the grades to stimulate enthusiasm.

The business portion of the opening day assembly usually was held to a minimum. Following is a typical itinerary of an opening day assembly used in the junior high schools in the Highline School District:

1. Opening musical number as students enter the gym (if a band is available).
2. A special welcome by the building principal.
3. Introduction of counselors and teachers and a brief explanation of the counselors' role.
4. Preview of attendance procedures.
5. Musical entertainment or cheerleaders' performance.
6. Invitation by the librarian to visit the library as soon as possible.
7. A brief explanation of the procedures for that day.

From this assembly the students were dismissed to their home, where they received their class schedules. The eighth and ninth grade students went to their regular classes while the seventh-graders began their small group orientation sessions.

Small group orientation sessions. The coordinators of the orientation programs indicated that the small group sessions that were held in the classrooms were the most important and beneficial to the students.

These small group sessions were of two types: (1) those conducted in the students' homeroom, and (2) those conducted in the students' regular classes. In either situation the format of the material was the same. Several junior highs preferred the classroom situation because the time of the orientation could be changed each day. This eliminated the problem of using the same class period to conduct the sessions. In the classroom approach the orientation sessions could be distributed between three or four different periods. This would also give more teachers an opportunity to take part in the program and would not take time away from any one class entirely.

These small group sessions were arranged into three or four one-hour sessions. Seven of the junior high schools had students in groups for one hour per day and extended the time over a three-day period. Two junior highs held one-hour sessions for four days.

Each seventh grade student was given a student handbook in the first session of the small group orientation meetings. This handbook was attractive in style, was written in such a way that it could easily be understood, and contained information about the junior high school (Appendix F, page 82).

The teachers used the information in the handbook as a basis for the discussions. Each junior high made slight variations in the standards and school policies, but the general areas of emphasis were similar.

Following is an example of the three day schedule and the material discussed each day:

First day:

1. A detailed explanation and demonstration of the proper method of operating a combination lock was given and emphasis was placed on keeping the lockers neat at all times. The students were given a schedule of when, where, and how the lockers were assigned.

2. The students did not indicate a great concern regarding transportation. The sixth grade teachers had spent some time on this point during the previous spring, and the students had had experience riding buses while in the elementary school, so very little time was taken to review this material.

3. The emergency schedule was discussed and the students were informed as to what to do during a fire drill, bomb alarm, and civil defense emergencies.

4. Important points pertaining to the proper assembly conduct, including procedures on going to and returning from assemblies, was emphasized.

5. Other regulations were also brought out. Some of these regarded the use of the office phone, gum chewing, and keeping the school grounds neat.

Second day:

1. During this session the librarian talked to each group and encouraged them to come to the library and look around. The students were informed that a more detailed orientation on the library would be presented later through their English classes.

2. The students were informed of lunchroom procedures, cost of lunches, and when their lunch period would be.

3. Although the discussion of study habits, grades, and report cards would be covered in more detail in their English classes, teachers and counselors felt that these areas should be mentioned at this time.

4. The counseling services of the school were explained during this session.

Six of the nine junior high schools surveyed indicated that they followed a regular schedule for calling in seventh grade students for counseling sessions. The other three schools stated that no formal schedule was established for this.

Third day:

The junior high counselors indicated that this third orientation session was particularly important to the students.

Five of the junior high schools surveyed indicated the third-day sessions were conducted in a different manner than the two previous days. They felt that, because of the nature of some of the information, it would be better to separate the boys and girls for their own assemblies. The other four schools covered the material in the regular small group sessions.

The orientation sessions that were separated as to boys or girls used a technique that was similar to the Pattengill Junior High School program (2:106). Not only were the groups divided as to sex, but the topics of discussion and the staff position of the people conducting the assemblies were also similar to those used in the Pattengill program. For example, it was felt that the students should play an important part in presenting the material to the seventh-graders, and that the counselors, school nurse, and the coaches should explain their programs and encourage students to become involved in at least one extra-curricular activity. Following is a list of items discussed at this third-day session:

1. The leaders in student government encouraged students to take part in student affairs. The list of clubs available to them was also mentioned.

2. The school nurse talked briefly about the nursing services available to students and explained how students might avail themselves of these services.

3. The cheerleaders led some simple cheers and emphasized the importance of attending athletic events. They gave a pep talk on buying student body cards and pointed out the importance of good sportsmanship. In three of the junior high schools, the Pep Clubs presented a short skit which demonstrated examples of good and poor sportsmanship.

4. The coaches of the athletic teams gave talks to the boys and encouraged them to turn out for some sport. They explained the requirements to participate and the sports available to them.

The boys' and girls' intramural instructor explained the program available for boys and girls not interested in inter-scholastic sports.

5. The general school regulations, such as grooming, proper dress, and general student conduct at school and at school-sponsored functions were explained. The vice principals or counselors also explained the school fees, book deposits, and cost of student body cards.

6. The counselors reviewed attendance procedures with the students and emphasized the importance of good attendance and punctuality.

Fourth day:

Of the nine junior high schools surveyed, seven schools had a three-day small group orientation program. The

two schools that scheduled the four-day sessions followed the same basic format, but allowed more time each day for a question and answer period. On the fourth day the student body officers reviewed what had been covered on the previous days.

Library orientation sessions. Because of the amount of material available, and the complexity of the library system, it was indicated by the librarians that more time was needed to provide the students with an adequate background in this department.

In the junior high schools in the Highline School District, a separate library orientation program was conducted through the seventh grade English classes as part of the regular English curriculum.

Seventh grade parent visitations. The seventh grade parent visitation program consists of two parts: (1) the general meeting in the cafeteria where refreshments were served, and (2) the visitation of the parents to the classrooms. The parents followed the schedule of their children. The counselors commented on the difficult situation of some parents who have more than one student in the junior high school. These parents had to divide their time between each child's schedule.

In the general meeting, the principal discussed the philosophy of the school and the counselors covered some

methods that could be used by parents and the school faculty in working together for the welfare of their children.

This philosophy is brought out in an article by Jack Parker in the booklet, Conference Time for Teachers and Parents. Mr. Parker states:

Group conferences take many forms. The one that is most popular is the combination, get acquainted and preview of what's to come type. In this kind of conference, parents and teachers get to know each other better and the parents learn from the teacher about the curriculum for the school year (15:14).

The counselors in the nine junior high schools agreed that when a parent visits the classroom and listens to the teacher present the material, he gets a better understanding of the standards of the teacher, the material that will be covered throughout the school year, and the methods the teachers will use.

Evaluation sessions by junior high counselors. Upon completion of the fall orientation program, the counselors of the nine junior high schools evaluated the program. They felt this should be done as soon as possible upon completion of the orientation session so the facts would be clear in their minds.

Three of the junior high schools included in the evaluation sessions the junior high counselors, vice principal or principal, sixth and seventh grade students, sixth and seventh grade teachers, and the elementary school principal. The six other junior high schools limited the evaluation sessions to the junior high school personnel only.

At this evaluation session the strengths and weaknesses of the program were brought and discussed and recommendations were made for the next year's program.

Student Concerns Regarding Junior High School

Through the use of a questionnaire the new seventh grade students identified their concerns about junior high school life. The remainder of Chapter III pertains to these concerns.

Use of library facilities and materials. The concerns beginning seventh grade students have regarding the library varied very little in degree of importance. As pointed out in Table I, page 39, 66 percent of the students surveyed indicated they were concerned about the length of time they could go to the library. The students were least concerned about the mechanics of finding books and checking books out of the library.

Questions related to curriculum and course content. The concerns students had regarding who their teachers will be is very evident in Table II, page 39. Eighty percent of the questionnaire respondents indicated concern about knowing who their teachers will be for the coming year. There appeared to be a high interest also in the courses available to them.

TABLE I
 QUESTIONS ABOUT THE USE OF THE LIBRARY
 FACILITIES AND MATERIALS

Question	Great Concern	Some Concern	No Concern
How do I find books in the library?	5%	37%	58%
When will I be able to go to the library?	16%	45%	39%
Is the library open before and after school?	11%	42%	47%
How do I check out books at the library?	17%	28%	55%
How long can I keep library books out?	21%	45%	34%

TABLE II
 QUESTIONS RELATED TO CURRICULUM AND COURSE CONTENT

Question	Great Concern	Some Concern	No Concern
Will I be able to take a foreign language in junior high school?	16%	27%	57%
How will I know who my teachers are?	38%	42%	20%
Can I change classes after school starts?	20%	36%	44%
What classes do I have to take?	20%	50%	30%
What classes can I elect to take?	18%	45%	37%
Will I need any special equipment for P.E.?	22%	37%	41%

Transportation facilities and uses. In Table III, the students indicated transportation wasn't of great concern to them. Their greatest interest pertained to the new problem of which bus they ride and the arrival time of the junior high school buses. Their least concern pertained to the bus conduct expectations and where they would catch their bus.

TABLE III
QUESTIONS PERTAINING TO TRANSPORTATION AVAILABILITY
AND PERSONAL TRANSPORTATION RESPONSIBILITIES

Question	Great Concern	Some Concern	No Concern
What bus do I ride?	12%	17%	71%
What time do I catch my bus?	12%	14%	74%
Where do I catch my bus?	10%	9%	81%
Can I sit where I want to on the bus?	3%	6%	91%
What happens if I get kicked off the bus?	12%	9%	79%

Student concerns regarding the junior high sports program. It was interesting to note that the seventh grade students were more interested in knowing about the general aspects of junior high sports than specific details within the program itself.

As indicated in Table IV, page 41, there appeared to be great interest in the question of whether seventh-graders

can participate in sports. Lesser concern centered around the questions of varsity eligibility, coaching staff, number of games scheduled, and regulations concerning length of hair.

TABLE IV
STUDENTS' CONCERNS RELATING TO THE JUNIOR HIGH
SPORTS PROGRAM

Question	Great Concern	Some Concern	No Concern
Can seventh-graders turn out for sports?	24%	40%	36%
Do you have to get a short hair cut to turn out for sports?	13%	21%	66%
Can seventh-graders play on the varsity?	7%	28%	65%
Who will the seventh grade coach be?	7%	20%	73%
Will there be a sports program for girls?	19%	36%	45%
How much will insurance cost?	24%	23%	53%
Can seventh grade girls turn out for cheerleader?	9%	32%	59%

Questions regarding clubs and junior high social activities. Of the thirteen general categories covered in the questionnaire, the questions pertaining to the social aspects of junior high school life appeared to concern the students the most.

In Table V, the question of how to join a club concerned 85 percent of the responding students and 66 percent of the students wanted to know if seventh-graders could attend school dances. The least concerns indicated pertained to the specific aspects of the dances such as location, time, and method of getting home after the dance.

TABLE V
JUNIOR HIGH STUDENT INTEREST IN
CLUBS AND SOCIAL ACTIVITIES

Question	Great Concern	Some Concern	No Concern
What clubs can I join?	29%	49%	22%
How do I join a club?	38%	47%	15%
Can seventh-graders go to dances?	30%	36%	44%
Where are the dances held?	14%	24%	62%
What time of the day do you have dances?	20%	33%	47%
How do I get home from the dances?	16%	30%	54%

Seventh grade student concerns regarding junior high counselors. Table VI, page 43, indicates that in their new environment of junior high school, seventh grade students were concerned about the identity of their counselors and where their counselors are located. Another important question pertained to how they arranged to see their counselors.

TABLE VI
NEW SEVENTH-GRADERS' CONCERNS ABOUT THEIR COUNSELOR
AND THE COUNSELING SERVICES AVAILABLE

Questions	Great Concern	Some Concern	No Concern
Who will my counselor be?	21%	42%	37%
What is a counselor supposed to do?	13%	45%	42%
How do I get to see my counselor?	20%	42%	38%
Where can I find my counselor?	19%	45%	36%
Who do I talk to about my personal problems?	21%	28%	51%

Seventh grade student concern about junior high lunch program. Although several of the junior high schools invited the students to remain for lunch during their sixth grade visitation program, the question of cost of lunches and the lunch time concerned the new seventh-graders the most, as indicated in Table VII, page 44.

Students' feelings regarding attendance procedures and length of the school day. In Table VIII, page 44, the respondents indicated they were concerned about what to do if they failed to follow the proper procedures relating to attendance. The students were least concerned about when school began and ended each day.

TABLE VII
 QUESTIONS ABOUT THE JUNIOR HIGH SCHOOL LUNCH PROGRAM

Questions	Great Concern	Some Concern	No Concern
What time do I eat lunch?	29%	40%	31%
How much does a hot lunch cost?	19%	41%	40%
Where do I eat lunch?	6%	24%	70%

TABLE VIII
 STUDENT CONCERNS PERTAINING TO SCHOOL ATTENDANCE
 REGULATIONS AND PROCEDURES

Questions	Great Concern	Some Concern	No Concern
What do I do when I return to school after being absent?	33%	40%	27%
What do I do if I am tardy to classes?	37%	40%	23%
What do I do if I have to get out of school early for an appointment?	20%	44%	36%
What will happen to me if I forget my note for being absent?	35%	40%	25%
What time does school start in the morning and end in the afternoon?	10%	26%	64%

Student concerns regarding lockers and locker partners. In their new school situation most of the seventh-graders were exposed for the first time to lockers. Sharing these facilities with other students was a new experience.

As indicated in Table IX, the students were primarily concerned about who their locker partner would be and how they choose who their locker partner will be. They were least concerned about the selection of the locker itself.

TABLE IX
STUDENT INTEREST IN SELECTING LOCKER, LOCKER PARTNER,
AND MECHANICS OF OPERATING THE COMBINATION LOCK

Questions	Great Concern	Some Concern	No Concern
Who will my locker partners be?	29%	35%	36%
How do you operate the combination lock on the locker?	39%	24%	37%
Can I select my own locker?	14%	30%	36%
Can I select my own locker partner?	33%	40%	27%
How many people will there be in a locker?	20%	35%	45%

Student interest regarding activities and personal needs of the first day. The students surveyed pointed out in Table X, page 46, they were concerned primarily about where to go when they arrive on the first day of school. They were least concerned about the length of the school day.

Concerns students have regarding general school regulations. It was interesting to note in Table XI, page 46, that the concerns pertaining to school regulations were relatively low. The greatest concern pertained to getting

TABLE X

QUESTIONS STUDENTS HAD REGARDING THE FIRST DAY OF SCHOOL

Questions	Great Concern	Some Concern	No Concern
Where do I go when I arrive at school the first day?	30%	31%	39%
How much money do I need to bring the first day of school?	24%	34%	42%
Do we go to school all day on the first day of school?	9%	20%	71%
What should I wear the first day of school?	20%	27%	53%

TABLE XI

QUESTIONS STUDENTS HAD ABOUT THE GENERAL SCHOOL REGULATIONS IN JUNIOR HIGH SCHOOL

Questions	Great Concern	Some Concern	No Concern
Can girls wear pant-dresses to school?	20%	20%	60%
Can the boys wear their hair long if they want to?	9%	20%	71%
Can I leave the school grounds during the lunch period?	10%	24%	66%
Can girls wear mini-skirts to school?	15%	10%	75%
What happens to you if you skip school?	15%	26%	59%
How do you get excused from a class to go to the bathroom?	18%	30%	52%

excused from a class for personal reasons. The boys expressed little concern as to the regulations of length of hair.

Questions students had regarding the physical plant of the junior high school. The greatest concern the incoming seventh-graders had regarding the building was how they could find their classrooms on the first day of school. The questionnaire respondents indicated one-way halls were of little concern to them at this time.

TABLE XII
QUESTIONS STUDENTS HAD ABOUT THE PHYSICAL LAYOUT
OF THE JUNIOR HIGH SCHOOL BUILDING

Questions	Great Concern	Some Concern	No Concern
Where are the bathrooms located?	9%	37%	54%
Is the school building open before and after school?	10%	35%	55%
How will I be able to find my classrooms the first day of school?	43%	30%	27%
Where do I go if I get lost?	7%	33%	50%
Where is the nurses room located?	22%	37%	41%
Are there any one-way halls in the building?	9%	20%	71%

Additional questions that seventh-graders had about junior high school. At the end of the questionnaire that was administered to the new seventh grade students, there was

space for them to write in any questions that they might have that was not covered in the questionnaire. Following is a list of these responses:

1. How much homework will I have?
2. How are the seventh-graders treated by the older students?
3. What do I do when the big guys push me around?
4. When will I get my books?
5. Will any of my friends from grade school be in my classes?
6. How much time between classes?
7. Why do I have to take showers in P.E.?
8. Can I change a subject if I don't like it?
9. How often do we get our report cards?
10. What happens if I get sick?

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

So the data gathered might be of value in further orientation programs, the conclusions reached and recommendations to be made are presented in this concluding chapter.

I. CONCLUSIONS

In view of the information gathered, the following conclusions are made:

1. Based on the evidence presented in this paper, the investigator concludes that in order to provide students with a comfortable transition from elementary school to junior high school, a student orientation program is necessary.

2. The review of literature on the subject of student orientation programs produced a wide variety of programs. The type of program being used in the junior high schools throughout the United States ranged from a simple lecture type session presented to the sixth-graders, to elaborate year-round sessions and summer home visitations by school counselors.

3. The orientation programs being conducted in the nine junior high schools in the Highline School District varied also. The same basic format was used for all the schools; however, each school patterned its program to fit the individual needs of its students.

4. The coordinators of the orientation programs agreed that a student handbook was an essential part of the program, and that a student handbook was used in the nine junior high schools as an integral part of the spring and fall orientation sessions.

5. The event the sixth-graders felt to be most valuable to them was their visitation to the junior high school. They indicated they were interested in where their classes would be, who their teachers would be, what extra-curricular activities would be available to them, who their counselors would be, and what would be the nature of the basic school rules and regulations.

6. The parents of the sixth-graders and seventh-graders were included in the program; however, little emphasis was placed upon the orientation of the parents. There were two special evenings provided for them to attend school for orientation sessions.

7. The main portion of the orientation program in all the junior high schools was a series of one-hour sessions carried on over a three or four-day period. These sessions proved to be most informative and beneficial to the students.

8. The continuous orientation of seventh grade students was not emphasized by the counselors or administrators of the junior high schools, who limited their organized orientation sessions to the first week of school.

9. It was the general practice of the nine junior high schools to conduct an evaluation session after the

orientation program was completed in the fall. This session was limited to a discussion by the junior high school personnel of the productive and non-productive aspects of the program. The elementary school personnel were not included in this session.

II. RECOMMENDATIONS

This study of the student orientation programs in the nine junior high schools in the Highline School District revealed to the investigator some recommendations which will perhaps not only help clarify some of the needs of students entering junior high school, but which will also help to improve the orientation programs being conducted.

1. An evaluation of the student's needs should be made while the student is still in the sixth grade. This could be accomplished through use of a checklist questionnaire or by interviewing the sixth grade teacher or both.

2. The planning of the orientation program should be done well in advance by the junior high counselor, in close association with the elementary and junior high principals, sixth and seventh grade teachers, and selected sixth and seventh grade students.

3. There should be more student involvement in the visitation programs to the elementary schools in the spring. Small groups of seventh-graders could design an entertaining and informative program to be sent to the sixth-graders. This could be a project for the seventh grade social studies classes.

4. Slides or movies could be taken of the junior high school and of its activities. These could be shown to the sixth-graders and their parents at these orientation sessions.

5. A question and answer sheet pertaining to certain aspects of junior high school life could be passed out to the students in the spring and/or in the fall.

6. Through the counseling services of the school, small group counseling sessions could be held to orient the boys and girls on such things as social responsibility, grooming, hygiene, and conduct toward the opposite sex.

7. More emphasis could be placed on the continuing aspects of the orientation program. The small group counseling sessions is one method. Also, teachers could schedule time to continue discussions on topics of concern to their students.

8. Because of the large number of students in the junior high schools and the confusion that exists on the first day of school, the writer recommends that the seventh grade students start school a day before the rest of the students in the school. These new seventh-graders could spend a half a day at school accomplishing the following:

- a. Meeting their teachers and other teachers in the school
- b. Getting to know who the counselors are and where their offices are located
- c. Learning their way around the building

- d. Practicing opening their lockers
- e. Going through their schedules and spending about ten minutes in each class
- f. Having books issued to them
- g. Purchasing supplies at the student store
- h. Paying fees in advance without waiting in long lines
- i. Being informed of supplies needed in P.E. and other classes

9. Junior high staff members and student body officers should wear name tags so that they can be easily identified by the new seventh grade students.

10. The guidance department of the junior high school should have a series of films available to use in small group counseling sessions pertaining to studying, note taking, and good listening.

11. An evaluation session, including the elementary staff, should be held as soon as possible after the completion of the program.

12. Greater emphasis could be placed on the public relations aspects of informing the parents of what is going on in the schools throughout the school year.

13. The students who enter school late are also in need of a program to help them adjust to the new environment. An orientation session should be established so that they might become involved in the normal school activities as soon as possible. The counselor could be the principal figure in

this function by:

- a. Welcoming the new student to the school
- b. Introducing him to his teachers
- c. Helping him with his class schedule
- d. Introducing him to students in his grade who could help him get acquainted further
- e. Taking him through his day's schedule and helping him with other routine matters.

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APPENDIX A

THESIS QUESTIONNAIRE

THESIS QUESTIONNAIRE

Listed below are several questions that could be of some concern to new seventh grade students. Were these questions important to you when you came to junior high school for the first time?

Please tell just how much these questions bothered you by placing a circle around the word at the left of the question that best fits your feelings. Circle the word Great if it was of great concern, Some if it was of some concern, and none if it was of no concern at all.

QUESTIONS ABOUT THE LIBRARY

- Great - Some - None How do I find books in the library?
- Great - Some - None When will I be able to go to the library?
- Great - Some - None Is the library open before and after school?
- Great - Some - None How do I check out books at the library?
- Great - Some - None How long can I keep library books out?

QUESTIONS ABOUT SUBJECTS TO BE TAKEN

- Great - Some - None Will I be able to take a foreign language in junior high school?
- Great - Some - None How will I know who my teachers are?
- Great - Some - None Can I change classes after school starts?
- Great - Some - None What classes do I have to take?
- Great - Some - None What classes can I elect to take?
- Great - Some - None Will I need any special equipment for P.E.?

QUESTIONS ABOUT TRANSPORTATION

- Great - Some - None What bus do I ride?
- Great - Some - None What time do I catch my bus?
- Great - Some - None Where do I catch my bus?
- Great - Some - None Can I sit where I want to on the bus?
- Great - Some - None What happens if I get kicked off the bus?

QUESTIONS ABOUT SPORTS

- Great - Some - None Can seventh graders turn out for sports?
- Great - Some - None Do you have to get a short hair cut to turn out for sports?
- Great - Some - None Can seventh graders play on the varsity team?
- Great - Some - None How many games does the seventh grade basketball team play?
- Great - Some - None Who will the seventh grade basketball coach be?
- Great - Some - None Will there be a sports program for girls?
- Great - Some - None How much will insurance cost?
- Great - Some - None Can seventh grade girls turn out for cheerleaders?

QUESTIONS ABOUT CLUBS AND SOCIAL ACTIVITIES

- Great - Some - None What clubs can I join?
- Great - Some - None How do I join a club?
- Great - Some - None Can seventh graders go to dances?
- Great - Some - None Where are the dances held?
- Great - Some - None What time of day do you have dances?

Great - Some - None How do I get home from the dances?

QUESTIONS ABOUT THE COUNSELORS

Great - Some - None Who will be your counselor?

Great - Some - None What is a counselor supposed to do?

Great - Some - None How do I get to see my counselor?

Great - Some - None Where can I find my counselor?

Great - Some - None Who do I talk to about my personal problems?

QUESTIONS ABOUT LUNCH

Great - Some - None What time do I eat lunch?

Great - Some - None How much does a hot lunch cost?

Great - Some - None Where do I eat lunch?

QUESTIONS ABOUT ATTENDANCE

Great - Some - None What do I do when I return to school after being absent?

Great - Some - None What do I do if I am tardy to class?

Great - Some - None What do I do if I have to get out of school early for a doctor's appointment?

Great - Some - None What will happen to me if I forget my note for being absent?

Great - Some - None What time does school start in the morning and let out in the afternoon?

QUESTIONS ABOUT LOCKERS

Great - Some - None Who will my locker partners be?

Great - Some - None How do you operate the combination lock on the locker?

- Great - Some - None Can I select my own locker?
- Great - Some - None Can I select my own locker partners?
- Great - Some - None How many people will there be in a locker?

QUESTIONS ABOUT THE FIRST DAY OF SCHOOL

- Great - Some - None Where do I go when I arrive at school the first day?
- Great - Some - None How much money do I need to bring the first day of school?
- Great - Some - None Do we go to school all day on the first day of school?
- Great - Some - None What should I wear the first day of school?

QUESTIONS ABOUT GENERAL SCHOOL REGULATIONS

- Great - Some - None Can girls wear pant-dresses to school?
- Great - Some - None Can the boys wear their hair long if they want to?
- Great - Some - None Can I leave the school grounds during lunch period?
- Great - Some - None Can girls wear mini-skirts to school?
- Great - Some - None What happens to you if you skip school?
- Great - Some - None How do you get excused from class to go to the bathroom?

QUESTIONS ABOUT THE SCHOOL BUILDING

- Great - Some - None Where are the bathrooms located?
- Great - Some - None Is the school building open before and after school?
- Great - Some - None How will I be able to find my classrooms the first day of school?

Great - Some - None Where do I go if I get lost?
Great - Some - None Where is the nurses room located?
Great - Some - None Are there any one-way halls in the
 building?

***IF YOU CAN THINK OF ANOTHER QUESTION THAT HAS NOT ALREADY
BEEN COVERED AND THIS QUESTION BOTHERED YOU WHEN YOU FIRST
ENTERED JUNIOR HIGH SCHOOL, PLEASE WRITE IT IN THE SPACES
PROVIDED BELOW.

APPENDIX B

COVER LETTER FOR QUESTIONNAIRE

Dear Fellow Educator,

I am in the process of writing my thesis for my Master's Degree in Educational Administration at Central Washington State College. The title of my thesis is, "A Study of the Student Orientation Programs in the Nine Junior High Schools in the Highline School District."

I have made arrangements with your principal and the principals of the other eight junior high schools in the district to conduct this study. They feel that it is important to evaluate the present orientation procedures.

The questionnaire that your students will be filling out is an important part of this study. By using this questionnaire an attempt is being made to determine if the present orientation programs in the nine junior high schools are meeting the needs of the new seventh grade students.

It would be of great assistance to me if you would do the following before you administer the questionnaire:

1. Read over the instructions aloud with the students.
2. Answer any questions that they might have about how to use the answer grid at the left of the questions.
3. Explain the importance of being as accurate and honest as possible in answering the questionnaire.
4. Emphasize that this is not an examination and that it will not have any affect on their grade.

After the students have completed the questionnaire collect the forms and place them in the manila envelope that is provided and return them to your building principal. I will come by your respective schools and pick them up.

Your assistance in this endeavor is greatly appreciated. If I can be of service to you in the future please feel free to contact me.

Sincerely,

Kenneth Teller
Pacific Junior High School

APPENDIX C

LETTER TO PARENTS

Seattle, Washington

Dear Parents,

Your child, _____, will be entering . . . Junior High School during the fall of . . . as a seventh grader. The transition into junior high is an important step in your child's educational future. It is of concern to all of us that your child will find the experience successful.

. . . Junior High is anxious to place each child in classes commensurate with his abilities and interests so that he will find satisfaction and success in school. This week when sixth graders are visiting at our school, the counselors will administer tests which will aid us in selecting students for various classes. The tests are called the Group Diagnostic Reading Aptitude and Achievement Tests. These tests will help to identify areas in which your child may be having learning difficulty and possible reasons for the difficulty. Results of these tests plus other criteria such as previous performance, grades, teacher evaluation, and results of other tests will be used to determine in which classes your child should be enrolled.

If you have any questions regarding this matter, please call . . ., your child's counselor, or . . . at

Sincerely,

Principal

APPENDIX D

COURSE INFORMATION SHEET

Dear Parents of Sixth Graders:

In addition to the required courses listed on the registration card you will notice that each seventh grade pupil must select one elective from each of the following groups:

GROUP I

Art & Music Appreciation
 Beginning Instrument (Band or Orchestra)
 Band
 Orchestra
 Chorus

GROUP II

Reading
 French I
 Spanish I

We hope that the information in this letter will help you and your youngster select the one from which he or she will most profit. Making the best selection now is important as a change after the school year has begun is often difficult and usually involves changes in the student's entire schedule at a time when he is making adjustments to a new school situation.

Art and Music Appreciation: Art and Music Appreciation are taught on an alternating basis. In art, students are given a chance to work with a variety of materials such as charcoal, water colors, and clay. In addition to the actual art work done in class, a history of art is presented so that students may become acquainted with and appreciate the efforts which our civilization has made to express itself artistically from ancient to contemporary times.

Music appreciation includes a study of music history, instruments of the orchestra, and contemporary music, including Broadway shows, jazz, and folk music. Classroom experiences include reading, listening, and singing.

Beginning Instrument: (Band or Orchestra) Any seventh grade student wishing to learn to play a band or an orchestral instrument may select this class. Our experience has shown that the most important requirements for success are "lots of enthusiasm" and a willingness to work, both in class and in home practice. Instruments may be rented from several shops in the area. Further information can be obtained by calling the school.

Band: All seventh graders who have had previous instrumental training and who select band will be placed in Band A, B, or C. Advancement will depend upon the number of openings and the student's own progress.

Orchestra: All seventh graders who have had previous string experience should sign up for orchestra.

Chorus: Seventh grade glee is basically a training group in which students learn the fundamentals of reading music and choral singing. This course helps prepare students for the more selective eighth and ninth grade groups. To be successful in seventh grade glee, students should have a sincere interest in singing and an ability to cooperate.

Reading: The reading course is designed to help readers at all levels including the advanced student and the one who is having difficulty. Reading skills are taught: comprehension, speed, retention, clarification, notetaking, reviewing, and studying. Use is made of the tachistoscope to train eye movements for focus and speed. The controlled reader shows story films at selected rates to improve rhythm and speed of reading. Individual devices fit over the pages of books to control the direction, rhythm and speed of eye movements. Different skills are emphasized for fiction, nonfiction, poetry, and pleasure reading. A wide variety of techniques and materials allows each student to advance at his own rate.

Foreign Language: The junior high schools in the Highline district are continuing to broaden their foreign language program. All junior high schools will attempt to offer both Spanish and French. Other languages such as German, Latin, etc., will be offered only at the senior high school level. Students may begin their language in either the seventh or eighth grade, but not in the ninth grade.

Students who begin their language in the seventh grade will earn credits as follows:

Grade 7	Spanish or French I	1 semester of high school credit
Grade 8	Spanish or French II	1 semester of high school credit
Grade 9	Spanish or French III & IV	2 semesters of high school credit

Students who begin their language in the eighth grade will earn credits as follows:

Grade 8	Spanish or French I	1 semester of high school credit
Grade 9	Spanish or French II	1 semester of high school credit

Although the above program is designed to include all students who show interest, we are as anxious as ever that students are successful in their pursuit of foreign language skills. As in the past we will probably have to limit the number of students who begin at each grade level. Final selection will be made by the junior high school administration on the basis

of the following standards which we have found most appropriate for selection:

1. Above average achievement in reading and oral expression.
2. Well-organized study habits and skills.
3. Ability to accept responsibility and demonstrate self-discipline.

To summarize success in language depends a great deal on the readiness of the student. A student who is not ready in the seventh grade may easily make the necessary educational growth during the year and be ready by the eighth grade. Furthermore, the educational philosophy underlying language teaching today calls for students studying a language for the purpose of becoming proficient in the language orally and aurally rather than just becoming familiar with it structurally as was the common approach in the past.

In support of this philosophy, colleges which require a foreign language as either an entrance or graduation requirement are beginning to determine the student's fulfillment of this requirement on the basis of performance and proficiency, as measured by tests, rather than the number of credits on the student's high school record which has been the practice in the past. In keeping with this point of view, students who plan to limit their foreign language to three years or less, but may need it for college entrance, should definitely consider leaving their language until the senior high school level to avoid a time gap between the time the student studies the language and the tests are taken.

We hope that this information has assisted you by clarifying questions which you might have had. However, if you have further questions you may contact me or the counselors at
. . . .

Sincerely yours,

Principal

APPENDIX E

QUESTION AND ANSWER SHEET FOR STUDENTS

ANSWERS TO YOUR QUESTIONS PERTAINING TO JUNIOR HIGH SCHOOL

I. School Hours

1. What are the school hours? School starts at 8:25 a.m. and is dismissed at 3:00 p.m. Each class is approximately one hour in length with five minutes between classes.
2. Are there any study periods? There are no study halls, but study time is often provided in class.
3. Will we go to classes the first day or just to homeroom? The schedule for the first day will be a short assembly, then homeroom, and regular classes.
4. What time should we arrive at school? Between 8:10 and 8:20 a.m.
5. Is there any recess? No, not in junior high.
6. How will I know where to go when school starts next year? You will report to the gymnasium.

II. Subjects

1. How many subjects do I take? Seven or possibly eight depending on electives.
2. Is there any choice of subjects? Yes, to some extent.
3. May girls take home economics? Not in 7th grade.
4. Are science courses available? All 7th graders will alternate science with physical education during each week all year.

5. What do we wear for physical ed? This will be explained by your P.E. teacher. You will be allowed ample time to get the proper clothing.
6. Is there much homework? You can expect more homework next year than you have now.
7. What grading system is used? Letter Grades A-B-C-D-F, which range from excellent to failing. C is average.
8. Do all subjects end with the semester? Most subjects are taught for the entire year. However, some are only one semester subjects, such as science, P.E., art, and music appreciation.
9. Are there class changes at the quarter and semester ends? There are some semester changes as in the subjects mentioned in item 8 above.
10. Will there be field trips of some kind? There may be some.
11. Do I get to choose any of my teachers? Your classes will all be assigned to you.
12. Will I be able to work on the school newspaper? Yes, if you do well in your English classes.
13. Why are there so many different teachers? There are over 20 different subjects taught in the three grades. This requires many teachers.
14. How large are the classes? Usually around 30 to 35.
15. Do teachers give homework on weekends and holidays? Sometimes.

16. Do I have to write in ink?

Some of your teachers will require the use of ink, and others will not. You should have a pen with you at all times.

17. Can you take Library or Office Practice in the 7th grade?

Sometimes. If you do, you will be taken from your P.E. classes, and are expected to turn out for intramurals.

18. Is there a regular library class?

You will be given library instruction during your English classes and when your classes visit the library.

III. Athletic Program

1. What program is available for girls?

Girls participate through their P.E. program and the after-school intramural program.

2. Are showers available?

Yes, each student is required to shower after each P.E. period.

3. Is tumbling taught?

Yes.

4. Are there any after-school sports?

Both 7th and 8th graders may participate in the intramural program. This is for boys and for girls separately. We also have a 7th and 8th grade basketball team which you may try out for.

5. When do you get to join school athletics?

7th graders may turn out for the school teams in basketball and track but not football.

IV. Library

1. Is there a school library? We have a full-time librarian and about 5,000 books in our library. This number is constantly.
2. Do students help in the library? Yes.
3. What is the fine on library books? 2¢ per day for overdue books. If the book is lost, the student must pay total cost of book.
4. Can you go to the library during a period? Yes, with your teacher's permission.

V. Music

1. Is there a band or orchestra? We have two bands and one orchestra.
2. Is there a Glee Club? Yes.

VI. School Activities

1. Are there any clubs? Yes.
2. Are there any Girl Scout troops? Yes.
3. Are there any square dance classes? No. There is a unit in dancing taught in the P.E. classes.
4. What are acceptable clothes for school? Any clothing in good taste for school wear is acceptable.
5. Are there school parties? Each homeroom is allowed one party per year.

- | | |
|--|--|
| 6. Do they have days when you wear certain kinds of clothes? | It is traditional at . . . that the girls wear white blouses and dark skirts on Wednesdays. This, however, is completely optional. Also there are "dress up" days during the year. |
| 7. What clubs can 7th graders join? | Many clubs, including French Club, Spanish Club, Drama Club, Pep Club, Camera, and Chess Club are open to 7th graders. Torch Club may be joined in the 8th grade on the basis of 7th grade grades, plus an activity. |
| 8. Can everyone take skiing lessons? | Many of our students do. However, this program is handled through the Highline Recreation Council and is not a direct part of our school program. |

VII. Supplies

- | | |
|--|---|
| 1. Are books and supplies furnished by the school? | All books and some supplies are furnished by the school. |
| 2. Are school supplies available for purchase at the school? | Yes, our bookstore sells supplies. |
| 3. Do you have to buy the books? | No. |
| 4. Do you have to have covers on your books? | This is a very good idea. Covers with the school emblem may be purchased at the school store. |
| 5. Should we bring any paper, pencils, or pens? | Bring paper, pencil, and a pen. |

6. Do you supply your own paper and pencils?

Yes, these may be purchased at the school store.

7. Do we bring any money with us?

Never bring any money other than lunch money or enough to cover the purchase of necessary school supplies.

VIII. Building Facilities

1. Is a map of the school available?

Yes, in the handbook which will be distributed to you at the beginning of the school year.

2. How many students are assigned to each locker?

Two.

3. Are books kept in lockers or in desks?

In the lockers.

4. May we pick our locker partner?

Yes, within certain limitations.

5. What rules are there for lockers?

These will be explained to you at the time your locker is issued.

6. Will our lockers be assigned the first day?

Probably.

7. Do the lockers have locks?

Each locker has a combination lock--no other locks are allowed.

IX. Student Government

1. Is there a Student Council?

Yes. 7th graders may participate in the Student Council as homeroom representatives.

- | | |
|---|--|
| 2. When do we get our Student Body cards? | About two or three weeks after school has started. |
| 3. May the girls and boys join the Girls' and Boys' Clubs in the 7th grade? | Yes. All students automatically belong to these clubs. |
| 4. Do you have to have a Student Body card to go to a game? | Yes, or a purchased ticket. |

X. Transportation

- | | |
|---|--|
| 1. What is the bus schedule? | This is published in the <u>Highline Times</u> a week before school commences. |
| 2. May we ride bicycles to school? | Yes. They are parked in stands under cover in the court by the shops. |
| 3. If necessary to stay after school, will bus transportation be available? | No. You must then provide your own transportation. |
| 4. Who is permitted to ride the regular bus? | Any student who lives 1 1/2 miles or more from school. |

XI. Lunch Program

- | | |
|--|---|
| 1. Are lunches served in the cafeteria or by a lunch cart? | Cafeteria. |
| 2. What is the cost of a lunch? | At the present time, 50¢. |
| 3. What do we do at lunch time? | Since the lunch period is only 30 minutes, it leaves very little time for activities. |

4. How many lunch periods are there?

Three

5. May we go home for lunch?

Only with a note from the parents.

6. Are there seconds in hot lunches?

No. However, the "super" lunch will be explained to you.

7. Can we purchase milk only?

Yes. At the present time it costs 5¢.

XII. Counseling

1. What happens when you are absent?

You must bring a written excuse from home.

2. When can you leave the school grounds?

Only at the end of the school day or with special permission.

3. What do I do if something of mine is stolen?

First report it to the office. Second, take better care of your belongings. We find that most articles that have been reported stolen have been lost through carelessness.

4. What happens if you get sick in school?

Report to the office.

5. When do we get our first report cards?

At the end of the first six weeks.

6. What are the rules of the school?

Rules will be outlined in the handbook.

7. What is necessary to get on the Honor Roll?

"B" grades or better.

8. How many students are there in the whole school?

About 1080.

9. What happens if you are tardy? Report to the office.
10. What is a passing grade? "D" is the lowest passing grade. Incidentally, it isn't a very good one.
11. What happens if you do not get all your homework done? This will be explained to you by your individual teachers. Just plan to get all your work done.
12. Are you allowed to leave the school if you have some kind of an appointment? Yes, if you bring a written excuse from home and report to the attendance office before school.
13. What happens if you get lost and are late to your next class? Report to the office.
14. What happens if you are late the first and second day of school? Report to your counselor.
15. Is a "C" grade very good? "C" means average.
16. How can you get transferred to different classes? Once you have enrolled in class you will not usually be able to transfer.
17. What are the reasons for being expelled? Let us concentrate on doing good work and staying in school rather than what it takes to be separated from the school and your friends.
18. Is there any chance to go to a different school? If you live in the . . . service area, you get to attend . . . Junior High School and no other.
19. Do they have an special help in junior high? Yes, that is the job of your counselor.

APPENDIX F

HANDBOOK

WELCOME TO . . . JUNIOR HIGH SCHOOL -----

Welcome to It is our hope that you will be happy here and that you will enjoy the fellowship of all the students. You will have the very best of facilities with which to work, and we hope you will enjoy and appreciate them and take good care of them.

This booklet is for you to read and refer to carefully regarding all activities and regulations here. . . . Please keep it and make use of it as a guide. It is for the purpose of answering many of the questions asked by new students.

The program is developed to help you prepare for high school. There are activities to fit every interest and ability. It is our hope that you will look into the activity of your interest and participate. Your primary aim in attending junior high should be to prepare yourself for the future. Your teachers are interested in your welfare and are here to make your days pleasant and educationally profitable. As a student, you should consider seriously what this opportunity means. What you get out of school depends entirely upon what you put into it.

. . . students have earned a superior reputation scholastically, athletically, and are the most friendly youngsters in the district. The opportunity is all yours.

We sincerely hope that your school days here will be pleasant and profitable.

Good luck this year,

Principal

GENERAL INFORMATION

1. Attendance

Lifetime habits of reliability, promptness, honesty, and sincerity are being formulated by you at the present time. It is essential that you come to school on time and every day, unless you are ill. There are, however, some emergencies that arise in your home which might cause you to miss school. If possible, these emergencies should be reported to the school by a written note ahead of time. In some instances a phone call will also be sufficient.

As important as good school attendance is, if you are ill, stay home until you are well; otherwise your illness may be prolonged. When you have been absent from school and return, you should do the following things:

- a. Bring a written note from your parents stating the date(s) and the reason for your absence, as well as the date of your return.
- b. Take this excuse to the attendance office upon your return to school where it will be processed and admission given to return to classes.
- c. Your counselor will contact your home when you are absent.

2. Tardiness

It is your responsibility to be in your room, seated, and prepared for study when the final bell rings. This procedure is a necessity if undue interruptions are to be eliminated. If, however, you are late in arriving at school due to uncontrollable circumstances, it will be necessary for you to report to the attendance office for an admit slip to class. If you are detained in going from one class to another you must ask the teacher of the class from which you were tardy to give you an admit slip.

3. Early Dismissal

Medical and dental appointments should be arranged ahead of time with the counselor or attendance secretary who will prepare an early dismissal form. It is vitally important to remember that when students find it necessary to leave the school during the school day because of injury or illness, they must check through a counselor or the attendance office.

4. Locks and Lockers

You will be assigned a locker, with one or two partners, to keep your books and personal belongings safe and in one place. It is the responsibility of each student to do his or her share in keeping the locker neat and clean. Locker and lock combinations will be assigned shortly after school starts in September.

5. Buses

As soon as the bus routes are established, schedules will be made available to you. All pupils are expected

to follow all instructions regarding bus conduct willingly and courteously. Careful attention should be given to instructions concerning:

- a. Loading and unloading procedure
- b. Conduct on the bus
- c. Waiting for the bus at your bus stop
- d. Safety rules
- e. Emergency bus schedules

Pupils who walk to school, as well as those who ride the bus should always keep in mind the following suggestions:

- a. Walk single file on the left side of the road facing traffic.
- b. If the road has shoulders for foot traffic, use them rather than the road.
- c. If cars are meeting or passing each other, step off the road and allow them to pass. Remember it is your safety we have in mind.

6. Fire and Other Drills

In each classroom is posted an emergency drill schedule. When these drills occur, leave your room quickly and quietly and without running or talking, to your designated safety area. When an "all clear" bell rings, go directly to your classroom.

Each teacher will instruct students on all drill procedures and take charge during practice drills.

7. Assemblies

Whenever there is an assembly, enter quietly and take seats with your class and teacher. Report promptly so that assemblies can be started on time. In order that all may get the fullest enjoyment from assemblies, everyone is asked to cooperate fully in carrying out the following suggestions:

- a. On arriving, fill all seats in your section. Do not attempt to save seats for friends.
- b. Exhibit courtesy toward the speaker. Refrain from whispering or making any disturbances during the assembly.

- c. Show appreciation to speakers or performers by applauding with your hands. (Never whistle and stamp your feet.)
- d. At the conclusion of any program, remain seated until you have been given instructions to leave.
- e. Upon being dismissed, go directly back to your classes in an orderly, quiet manner.

8. Gum

Gum chewing might seem like a harmless habit, but oftentimes it becomes very bothersome. People stick it on chairs and the unlucky person who sits in it has a cleaning bill to pay. So, as a very big favor to your fellow classmates, avoid chewing gum during the school day as well as at school functions.

9. Office Phones

A pay phone has been provided for your use in the school office. The office phones are used for school business and should not be used for students' personal business unless special permission is given.

10. Library

All students are urged to make full use of the library facilities. The librarian will be very happy to instruct students new to . . . on the use of the library, as well as to assist others whenever help is needed in locating information for study or research or in guiding recreational reading.

The librarian will also appreciate your complete cooperation in being prompt about returning borrowed books before school or before the date they are due; obeying the rules regarding the care of books; and respecting the rights of others by observing the quiet atmosphere necessary for any library.

Entire classes use the library often. Teachers make these arrangements in advance with the librarians.

11. School Grounds

. . . Junior High School won a national award the year it was built for its design and construction. The school grounds have since been landscaped in keeping with the original building plans. Your assistance and cooperation is urged in helping to keep the grounds free of litter and trash and in refraining from walking on the grass and flower beds.

12. #1 Bell Schedule -- Six Periods

Regular Day

7:50 A.M. Building opens

8:00 A.M. Teachers on duty

8:20 A.M. Warning bell. Students go to first period.

8:25 A.M. Second warning bell

8:30 A.M. Tardy bell. Begin first period

9:31 A.M. End of first period

9:35 A.M. Tardy bell for second period

10:20 A.M. End of second period

10:34 A.M. Tardy bell for third period

11:29 A.M. End of third period. Begin first lunch

11:33 A.M. Tardy bell for fourth period

11:55 A.M. Call bell for first lunch--pupils to pass to
class

12:00 NOON Tardy bell for 1st lunch. Begin second lunch

12:27 P.M. Call bell for second luncy--pupils to pass to
class

12:31 P.M. Tardy bell for second lunch. Begin third lunch

12:58 P.M. End fourth period

1:02 P.M. Tardy bell for fifth period

1:57 P.M. End fifth period

2:01 P.M. Tardy bell for sixth period

3:00 P.M. End sixth period

3:10 P.M. Clear building

A 10-minute warning bell will ring in the following: I-1,
I-2, S-3, Boys' Gym, and Girls' Gym, outside west.

#2 Bell Schedule

Activity Schedule

7:50 A.M. Building opens

8:00 A.M. Teachers on duty

8:20 A.M. Warning bell. Students go to first period

8:25 A.M. Second warning bell

8:30 A.M. Tardy bell. Begin first period

9:12 A.M. End of first period

9:16 A.M. Tardy bell for second period

9:58 A.M. End of second period

10:02 A.M. Tardy bell for third period

10:44 A.M. End of third period

10:48 A.M. Assembly

11:29 A.M. End of assembly. Begin lunch

11:33 A.M. Tardy bell for fourth period

11:55 A.M. Call bell for first lunch--pupils to pass to class

12:00 NOON Tardy bell for 1st lunch. Begin second lunch

12:27 P.M. Call bell for second lunch--pupils to pass to class

12:31 P.M. Tardy bell for second lunch. Begin third lunch

12:58 P.M. End fourth period

1:02 P.M. Tardy bell for fifth period

1:57 P.M. End fifth period

2:01 P.M. Tardy bell for sixth period

3:00 P.M. End sixth period

3:10 P.M. Clear building
 A 10-minute warning bell will ring in the following: I-1, I-2, S-3, East Gym, West Gym, outside west.

ACADEMICS

1. Study Habits

It is hoped that each student will develop the following habits of study:

- a. Plan carefully and budget your time.
- b. Learn to start promptly and follow through with the schedule.
- c. Listen to assignments and finish them on time.
- d. Organize materials for study and keep your notebook in order.
- e. Keep study equipment available and in good working order - pencils, notebooks, paper, reference books, and textbooks.
- f. Use cross references such as dictionaries, encyclopedias, audio-visual materials, thesaurus, etc.
- g. Put into practice reading study skills, note taking, outlining, and summarizing.
- h. Rely on yourself, not your friends.
- i. Study where it is quiet and well-lighted.

2. Meaning of Grades

The junior high school year is divided into two semesters and each semester into two quarters. Report cards are issued at the end of each quarter.

For many new students, this will be the first time they receive letter grades. This system will be used throughout high school and possibly college.

An "A" on a report card means that your work is outstanding, you are prompt, accurate, thoughtful, resourceful, and you do extra work and have good study habits.

A "B" means that you are a good conscientious worker, do all assigned work carefully, show initiative, and respond readily.

A "C" means you do average work, are cooperative but need prompting often. Your intentions are good; you require considerable direction from the teacher; your

citizenship is acceptable; and you show little interest or ability to achieve beyond the minimum requirements.

A "D" means that you do only the minimum work and usually that is unsatisfactory. You need prompting and some assignments may be missed; concentration is lacking; poor study habits are evident; and progress is slow.

An "F" means that you are failing in that particular subject. No credit is given for an "F" and the subject must be repeated for credit.

An "S" grade means that you are a steady worker but the work has been too difficult. This grade is a credit for senior high school only.

The incomplete or no grade is used when you have been absent from class for an extended period of time and where the quality of make-up work at the moment has not been determined. This grade must be made up within two weeks following issuance of report cards. All work completed for this change in grade must be done in accordance with teacher plans.

3. Honor Roll

All students whose quarter grades average "B" with only one "C", and with no "D's" or "F's", are on the Honor Roll. Students with straight "A's" are considered to be on the Grand Honor Roll.

4. Torch Society

You can qualify for Torch if you have good grades and an active interest in school. A "B" average is required for the year with only one "C" and no "D's" or "F's." Two "C's" are accepted if they are in non-solid subjects such as P.E. and Music. Students must qualify for Torch from the previous year's work. Because of this, no seventh graders are on Torch, but are encouraged to be on Honor Roll.

The major activities sponsored by the Torch Club are the banquet and the annual spring Torch dance. These are the year's only evening social affairs and are held for honor students of . . . only. Non-Torch students in 8th and 9th grades may attend the dance if invited by a Torch member.

5. Report Cards

Report cards indicating grade and written comments regarding progress will be issued every 6 weeks. It is the faculty's intent to keep students and parents informed so that improvement can be made in grades and social adjustment. The only grade that will be recorded on the permanent record will be the 3rd report period or semester grade.

Student and parent conferences are encouraged with teachers so there will be understanding of school objectives. The counselors will play a very important part in helping students to improve their work. We believe that a more frequent reporting period encourages improvement in work and is helpful in communicating with parents.

6. Counseling

Learn to know your counselor early. If you have any problems, take them to the counselors right away. Their job is to help you become successful in your work at . . . Junior High.

Your counselor, like your teachers, is especially interested in YOU. He helps to assign you to your classes, arranges your schedules, and talks with you about your absences. He wants to help you do your best to make good grades in all your subjects and to participate in school activities of your interest.

As time goes on and you plan to go into senior high, your counselor will talk with you about your future and help you choose studies which will best prepare you for it.

Learn to know your counselor as your friend to whom you can turn for proper guidance.

7. School Program

Diagram of School Program

7th Grade	8th Grade	9th Grade
English	English	English
Reading	U. S. History	Wash. Hist.-1 Sem. P.E. = 1 Sem.
World Geography	Mathematics	Science
Mathematics	Physical Ed.	Gen. Math. Algebra I (only) Algebra I & II
Science - 1 Sem. P.E. - 1 Sem.	Elective	Elective
Elective	Elective	Elective

7th Grade Electives

Arts & Crafts (1 Sem)
 Music App. (1 Sem)
 Beg. Instrumental
 Orchestra
 Band
 Glee Club
 Boys
 Girls
 Spanish I

8th Grade Electives

Science
 Spanish II
 Orchestra
 Band
 Beg. Instrumental
 Glee Club
 Boys
 Girls
 Art
 Home Economics
 General Shop

9th Grade Electives

French I
 Spanish I & II
 Speech & Creative
 Writing
 Orchestra
 Band
 Glee Club
 Choir
 Art
 General Shop
 Mechanical Drawing
 Home Economics

Every student is required to carry six (6) classes per day.

SCHOOL STANDARDS

1. Class Behavior

- a. Have all materials ready for work when you come to class.
- b. Respect other students' materials.
- c. Treat the class furniture and other materials with respect.
- d. Come in and be seated before the tardy bell rings.
- e. Learn to listen carefully.

2. Hall Behavior

- a. Keep to the right when walking in the halls.
- b. Socialize in small groups.
- c. Speak in a natural tone.
- d. Prevent serious accidents by walking only in halls and courts.

3. Locker

- a. Avoid pasting pictures and objects in locker or on the doors and you will avoid trouble during locker inspection time. Fines may be assessed on all lockers not kept neat or locked at all times.
- b. If locker sticks and will not open, report it to the office.
- c. The locker combination should not be known, even to your best friends.
- d. The floor of each locker should be used for storing items other than books. Keep all books on the shelf provided for that purpose.
- e. Never leave your locker combination set for quick opening. One day your books might disappear.
- f. Be sure when you shut the locker door, there is nothing in the way to get it stuck. Extra clothes should not be kept in lockers.
- g. Use only your own locker. Students moving into another locker without permission from the office will be fined.

4. Dress

- a. Girls are to wear no hair rollers, curlers, nor bandanas during school.
- b. Dresses and skirts should be a reasonable length and not tightly fitted.
- c. "Hair-do's" should be styles suitable for junior high school girls - not movie stars.
- d. Eye make-up should (if even used) be applied sparingly. No eye-shadow, please!
- e. No high heels for general school wear. For special school occasions, consult with your teacher or counselor for permission.
- f. No formal clothing should be worn to school.
- g. Do your best to be clean, neat, and well-groomed at all times.
- h. Wednesdays are special days for dress. Boys may wear white shirts and ties, if they have them. Girls may wear white blouses and dark skirts or middies and dark skirts, if they have them.

5. General Attitude

- a. Be a good sport in intramural and varsity sports.
- b. If you don't get your own way, watch your temper. (No one else wants it.)
- c. Try to agree to go along with the majority of the classmates.
- d. Volunteer for various groups and committees in class participation periods.
- e. Use trash cans to dispose of refuse. . . . is one of the cleanest schools in the district.

6. Desks

- a. Notes and pictures drawn on desks, chairs, or walls are not usually seen at
- b. Chewing gum on the underside of your desks is most unhygienic.
- c. Remember -- you will be held responsible for any damage you do.

7. Sportsmanship

- a. Show good school spirit at all games. Support the pep club and yell staff.
- b. Pay attention to what is happening. This way, you can learn the game as a spectator.
- c. Athletics should help one another.
- d. The important thing to remember is "It matters not who wins or loses, just how you play the game."
- e. Follow instructions on where to sit when away at games.
- f. Never "boo" the opposing team.

8. Cafeteria Standards

- a. If you are buying your lunch, line up without crowding or cutting in front of someone.
- b. Eat your food while seated in the lunchroom.
- c. Keep the table clean. Practice good table manners.
- d. Pick up any paper or other material from the floor before leaving your table area.
- e. No food is to be eaten outside the cafeteria during the lunch hour.

9. Office

- a. Always be polite and quiet in the office areas.
- b. Don't mob the office with your friends.
- c. Wait your turn if the office is crowded.
- d. Don't disturb the secretaries for unnecessary reasons.
- e. Use the telephone only when needed and as permission is granted.
- f. Don't gang around the phone while someone is talking.
- g. Be polite to all visitors in the office and other school areas.

10. Buses

- a. Get on the bus and find a seat.
- b. Don't save seats for your friends.
- c. Avoid eating food on the bus.
- d. Speak in an average tone of voice.
- e. Throwing objects about the bus is hazardous.
- f. The bus driver is in charge and is responsible for his bus. Your failure to cooperate might result in the loss of your privilege to ride.

11. Library

- a. Be reasonably quiet at all times.
- b. Learn to use the library effectively through your class visits.
- c. Avoid throwing books down on the check-in desk.
- d. Put chairs back under the desk after use.
- e. Don't arrange to meet all your friends there to visit.
- f. Ask the librarians, not your friends, for help.

CLUBS

1. Girls' Club

The association includes in its membership all of the girl students of the seventh, eighth, and ninth grades at . . . , who are currently enrolled. All women teachers are also members.

The object of this club is to foster . . . Junior High School spirit, to serve and promote the best interests of the school by supporting enthusiastically all of the activities undertaken by the school, and to assist in maintaining the highest social, moral, and intellectual standards among the members.

The Girls' Club cabinet chooses the Girl of the Month. Periodically, the Girls' Club holds assemblies for all of the members. The cabinet consists of the various committee chairmen chosen by the officers and advisor. The Mother-Daughter Tea is traditionally given in the spring. The officers are elected each spring for the following year.

2. Boys' Club

The function of this organization is to promote fellowship and citizenship on the part of all boys enrolled in this school. The purpose of this club is to organize the boys of . . . Junior High, to create interest in the boys' activities, to improve the school campus, and to promote the moral and social standards of its members. Each spring officers are elected for the following year.

3. Knights of Service

There is a teacher in charge of . . . Knights of Service. To join the organization you have to first ask one of the members to recommend you to the advisor, who will decide if you are capable of being a member. Membership is based on scholarship, leadership, loyalty, and character. You have to have at least a "C" average.

The purpose of the Knights of Service is to keep order on the school grounds, at assemblies, during the noon hour, and before and after school. Each member is given a green and white Knights of Service badge (armband) to wear during hours of duty.

4. Debate Club

The Debate Club is an organization for all students who wish to join. There is a teacher in charge who advises the members on their speeches. The club helps its members to become better public speakers and debaters. It is a very worthwhile club to join.

5. Ski Club

The Ski Club meets several times in the winter of each year for all people who wish to go skiing with the Highline Ski School. The students purchase tickets for six ski trips. Transportation and instruction are provided.

6. Pep Club

This organization is for all students. Officers are elected and once a year they sponsor a dance. This club promotes good sportsmanship and supports the cheer leaders in yells. They are active only during football and basketball seasons. The pep members all sit together during games to distinguish themselves as a loyal, enthusiastic cheering section.

7. Audio-Visual Club

The Audio-Visual Club is made up of individuals who are interested in running any audio-visual machines for educational purposes - machines such as projectors, tape recorders, amplifiers, etc. The club has meetings for briefings on the proper handling and care of audio-visual materials. Students are recommended for membership by teachers and cards are issued to those completing the training program.

8. Stage Crew

The Stage Crew is made up of boys who wish to help with all productions. The purpose of the Stage Crew is to keep the stage in running condition at all times and ready to work at an instant's notice. There are three basic functions of the stage crew:

- a. To see that all "mikes" and amplifiers are working properly.
- b. To handle the lighting during productions.
- c. To assist in any way the person in charge of stage use at the time.

9. Athletics

a. Girls' P.E.

Each girl participating in P.E. will be required to have the following articles:

- | | |
|------------------|-----------------------|
| 1) Blue shorts | 3) White tennis shoes |
| 2) White blouses | 4) White socks |

Each girl is responsible to do the following:

- 1) Clothes marked on the outside.
- 2) Lock gym clothes in baskets. Baskets and locks are supplied by the school.
- 3) Take clothing home to be cleaned every week.
- 4) Have her own clothes for class. No one can borrow clothes to wear.

A towel fee is included in the payment of fees at the beginning of the year.

b. Girls' Intramural Program

. . . has an after-school program on Monday, Tuesday, and Thursday open to any girl interested. Activities offered are:

- | | |
|---------------|---------------|
| 1) Volleyball | 3) Softball |
| 2) Gymnastics | 4) Basketball |

c. Yell Staff

Requirements for Yell Staff are:

- 1) Open to eighth grade girls.
- 2) The student must have received at least a "C" average (one "D" allowed) in the 1st semester and 3rd quarter of the eighth grade.
- 3) The student must be willing to cooperate with the advisor on regulations in regard to costume, practice, conduct, and standards.
- 4) The student body elects five yell staff members.
- 5) Each member of the staff must be a holder of a student body card.

BOYS

a. Insurance

All boys participating in athletics must have adequate insurance. Dawson Company in Seattle is providing a policy that will cover the required school insurance.

b. Towel Fee

A towel fee is charged for each sport.

c. Medical Examination

A state law requires that each boy participating in inter-scholastic athletics be examined by a doctor.

d. Football

Football practice begins the opening day of school. The team is open to all eighth and ninth grade boys. Approximately 45 suits are available. No boy will be cut from the squad unless he is ineligible, due to classwork or the breaking of training rules.

The season will consist of six games with other junior high schools in the Highline School District.

Athletes must furnish shoes, socks, supporters, and T-shirts.

e. Basketball

Basketball season begins in November. The varsity squad will be open to eighth or ninth grade boys. After practice begins, the junior varsity squad will be composed of about fifteen seventh and eighth grade boys.

The varsity will play a twelve-game schedule in the Highline Junior High School league. JV will play a six-game schedule.

Athletes must furnish shoes, socks, supporters, and practice gear.

f. Track

Track season begins in March. The track team will be open to all junior high boys. Athletes must furnish shoes, socks, and supporters.

g. Boys' Intramurals

An after-school program on Monday, Tuesday and Thursday is open to all boys interested. Activities offered are:

- | | |
|------------------|--------------|
| 1) Flag football | 5) Softball |
| 2) Basketball | 6) Golf |
| 3) Gymnastics | 7) Bowling |
| 4) Volleyball | 8) Ping pong |

h. Boys' P.E.

Each boy participating in P.E. will be required to have the following articles:

- | | |
|-------------------|-----------------------|
| 1) White shorts | 3) White tennis shoes |
| 2) White T-shirts | 4) White socks |

Each boy is responsible to do the following:

- 1) Have clothes marked correctly on the outside.
- 2) Lock gym clothes in baskets, furnished by the school.
- 3) Have his own clothes for class. No one can borrow clothes to wear.

A towel fee is included in the payment of fees at the beginning of the year.