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A SURVEY OF THE ORIENTATION SERVICES IN THE MANHATTAN  
JUNIOR HIGH SCHOOL

by

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## INTRODUCTION

When the junior high school came into existence about forty years ago, there was hope then it would solve many persistent educational problems. One of these problems, according to Noar (15), p. 3, was the difficulty in adjusting which children experienced when they went from the security of elementary schools, in which they were known and often loved, to the huge secondary schools in which it seemed to them, no one knew anybody and no one cared. Bennett (1), p. 31, feels the increased complexity of the junior high school program as compared with that of the elementary school created the need for orientation services to help young pupils adjust in the new environment.

To those who have worked in the public schools the following description by Shreve and Seymour (16), p. 148, will have a familiar ring.

Everywhere the cry is the same--the call of the sheep entering the fold for the first time! What's a homeroom? Where's the counselor's office? How do you get a locker? Is the gym teacher the coach? What's a registrar? I'm lost, where's the office? All teachers have heard these mournful cries on countless opening days at the beginning of the new term. The first day of school has traditionally been an exhausting experience for both teachers and children!

Schwartz (17), p. 31, further illustrates the pupil's adjustment problem in his article, in the Bulletin of the National Association of Secondary School Administrators, September 1956.

Probably the biggest event in an average youngster's life, next to his first day at school, is the academic, social, and emotional jump he takes when he goes from elementary to junior high school. It is a recognized fact by educators that merely changing schools itself can produce anxious moments, but the sudden change over from having one teacher all day long to having six or seven teachers in different classrooms for different subjects can be of much concern to a twelve year old.

It is recognized by authorities that many adaptations must be made by the

pupil when he enters the new school situation. Erickson (6), p. 49, lists a few of these adjustments as follows:

1. Learn the physical setup of the new building.
2. Adjust himself to many teachers after experience in elementary school with only a few teachers.
3. Accustom himself to more freedom in passing from class to class.
4. Learn to study in a large study hall.
5. Learn how to conduct himself.
6. Choose his subjects and his extra-curricular activities wisely.
7. Participate in athletic and intramural programs.
8. Learn how to organize and use his time wisely.
9. Develop initiative and responsibility.
10. Become dependable in working on his own.
11. Locate a "big brother" or "big sister" among the pupils.
12. Learn about sources of information and help.

The ease with which adjustments are made in the new school is largely determined by the type of orientation service which has been at hand to assist an individual in making adjustments within the school and in solving the orientation problems involved in contacts with new teachers and classmates.

As in many undertakings within our schools we do not always have complete success. So it is true in orientation procedures. Davis and Morris (4), p. 262, comment as follows concerning this:

It has been assumed that all transfer and orientation procedures are successful. This is expecting too much. The situation cannot be perfect, and certain cases of nonadjustment will appear, some of these, perhaps because of wrong procedures.

Due to the inadequacies which will arise in an orientation program

Froehlich (7), p. 102, suggests that it be evaluated in terms of its adequacy in meeting student needs. Recognizing that not all schools can evaluate their orientation programs from an angle of the effect they have on student adjustment, Froehlich recommends an intermediate step which can be taken by all schools by determining the extent to which their programs meet generally accepted criteria. Four such criteria of a well planned program of orientation, as reported by Froehlich, have been prepared by Fox and Lewis. They are speaking of orientation to seventh grade, but the criteria will apply to other grades as well. The four criteria they list are:

1. A good orientation program should familiarize the sixth-grade pupils with the junior high school while they are still in the elementary school.

2. Adequate provision should be made to help pupils feel at home the first day at the junior high school.

3. There should be a definite and carefully prepared program of orientation anticipating and meeting the needs of incoming seventh-grade pupils during the first weeks of school.

4. A good orientation program should also include some means of acquainting the parents of new pupils with the new school.

#### PURPOSE OF STUDY

The purposes of this study were: (a) to determine what constitutes a good orientation program, (b) to determine the adequacy of the present orientation program in the Manhattan Junior High School, and (c) to obtain information which may aid in improving the program.

#### METHODS USED IN THE STUDY

Considerable reading was done in the field of guidance and specifically in the area of orientation practices and procedures within the junior high

school. Attention was focused upon the place of orientation as one of the guidance services and also on establishing those practices which contribute to an adequate orientation program.

A rough draft of a questionnaire was prepared, based upon reading in the field of study. This rough draft was revised after consultation with the Guidance Director and Principal of the Manhattan Junior High School and also upon recommendations by a university professor who has an extensive background as a public school administrator and also is well recognized in the guidance field.

This revised questionnaire (appendix, p. 49) was administered to the author's 7th grade homeroom members, in the Manhattan Junior High School, changes were made such as vocabulary, time element involved, and the general understanding of the pupil in a questionnaire situation.

The final draft of the questionnaire was then given to all students enrolled in Manhattan Junior High as of May, 1958. The spring of the year was selected as the best time for administering such a questionnaire as all students would have had access to a complete cycle of orientation procedures.

The study was made on the basis of how the student functions within the school situation; his knowledge of school rules and regulations; his adjustment to teachers and classmates; and his awareness of the physical aspects of the new building.

## REVIEW OF LITERATURE RELATED TO THE PROBLEM

### Definition of Orientation

It is recognized by authorities that guidance in transfer from a school to a higher one is important. Many a pupil about to leave the sixth grade for junior high school has a good deal of fear of the unknown. Thus, unless careful guidance is provided, he may enter the junior high school with erroneous ideas as to what is before him, and fear of the unknown may color his attitudes for considerable time. Hence, it is necessary, states Davis (4), p. 256, to provide careful planning for his journey to his new world. The specific guidance service which functions at that time is that of orientation.

Margaret Bennett (1), p. 133, defines orientation in the following statement:

Orientation is a mutual process of learning on the part of new students, the faculty, the student body of an institution, whereby each group becomes better acquainted with the other and participates in an outgoing process which will help the new students to become an effectively functioning part of the institution, and help the institution to become responsive to the needs of a changing student body.

Froehlich (7), p. 81, defines this same guidance function as "the service which is given to students to help them adjust to the new school".

Hamrin (10), p. 113, states "To orient pupils means to help them become accustomed to the school plant, to the organization and methods of the school".

Contrary to current thinking, orientation is not of recent origin.

Froehlich (7), p. 81, states:

Providing for the orientation of new students is not a new procedure. This phase of the guidance program antedates many other services. There is a new angle to it in that orientation is now recognized as a service for which definite provisions must be made. It is no longer considered a paternalistic service, nor is it viewed

as an extra frill that makes students a little happier. The current view of most educationalists is that orientation service is a necessary service, one that pays dividends in student adjustment.

#### Purposes of Orientation

An orientation program is designed to serve many purposes according to Roeber et al. (16), p. 181, and is basically a most valuable information-giving process. Super, as quoted in Humphreys (11), p. 189, feels that orientation has two major purposes:

The purpose of orientation is dual, it may be factual, conducted in order to disseminate information presumably needed by the participants, or it may be attitudinal, designed to inculcate or develop attitudes which facilitate self-orientation. Or it may, of course, be designed to do both of these things.

Margaret Bennett in her book, Guidance In Groups (1), p. 134, outlines the purposes of orientation as follows:

1. To help the newcomer become acquainted with the new institution--its history, traditions, purposes, physical plant and facilities, faculty and student body, rules and regulations, curricular and extracurricular opportunities and special services--in order that he may adjust himself happily in the new environment through participating effectively in its life, and that he may utilize its opportunities for furthering his personal development.

2. To guide the newcomer in a re-consideration of his goals and purposes in relation to increased self-knowledge and in perspective of his new opportunities for personal development as a basis for wise choices of experiences.

3. To assist the newcomer to improve his skill in making desirable adjustments within the new environment and in utilizing his various new opportunities and thus contribute to his increased skill in self direction.

4. To guide the newcomer in the interpretation and integration of his varied experiences in a wider social environment, in order to help him to broaden and deepen his perspective on life and plan intelligently for the future.

5. To provide opportunities for the faculty and student body to become acquainted with the newcomers, to become aware of their

needs and their potential contributions within the institution, and in cooperation with them to re-examine and adapt curricular and extra-curricular opportunities in the light of this new understanding.

### Responsibility for Orientation

Kaplan (12), p. 206, thinks that orientation should be emphasized early in the year so the student will know where he stands in his relationship with the school, what is expected of him, and most important, what he can expect from the school. In line with good administrative practices the superintendent and principal in cooperation with the guidance director are responsible in seeing that the students gain this information. In referring to the responsibilities of the guidance director McDaniel (13), p. 388, states:

Several phases of the program are the special responsibilities of the counselor. It is his task to discover which problems that are troubling students can be treated through the group activities scheduled in the orientation program. It is also his task to make sure that students in the orientation program learn that counseling service exists and is intended to help them.

An important duty of the counselor is that of investigation. Erickson (6), p. 67, suggests that the school counselors should do some research work to determine the problems and needs of pupils and parents during the orientation period. This information should be used as a basis on which to build the orientation program.

As in many other endeavors undertaken by the public schools, all of the members of the teaching staff have certain responsibilities in the execution of a successful orientation program. Kaplan (12), p. 208, states that better teaching is possible only with better orientation. Therefore every teacher must be willing and able to carry part of the responsibility for

better orientation. Briggs (2), p. 84, feels that the curriculum frequently offers the best opportunity to achieve this purpose. Many guidance problems, opportunities for group thought, and self understanding can be handled in a classroom situation by the group method.

#### Practices and Procedures

Perhaps the most popular avenue for orientation activities is the homeroom. In referring to this approach Froehlich (7), p. 13, says that:

Orientation may be cared for through the homeroom, providing the homeroom is not merely an administrative device in which roll is taken and announcements read. Homerooms of value in the orientation process are those in which the students have an opportunity to participate and to get help on the problems which they feel are real.....A successful orientation program prevents maladjustments by providing help with minor problems before they become major ones.

In some junior high schools certain responsibilities of the orientation process are extended to the students who have been previously enrolled in the school. Wrenn and Dugan (21), p. 14, comments:

Present trends indicate a consistent use of students in planning and conducting orientation activities. This would imply that the orientation program is an all-school instructional undertaking and that all of those within the school should provide opportunities for all new students to acquire pertinent information about that which lies ahead.

It is a simple matter to plan one assembly or homeroom program and let it go at that. Experience indicates, states Roeter et al (16), p. 181, that an effective orientation program is a process whereby varied activities are organized to provide a continuous orientation of pupils. Gruhn and Douglas (9), p. 286, suggests that these activities should be provided with respect to the following:

1. The customs and traditions of the school--its history, songs and yells, special sports events, and honor and awards.

2. Extraclass activities--assemblies, clubs, music, organizations, social functions, athletics, pupil government organizations, pupil publications, and speech groups.

3. Certain administrative policies--the marking system, use of textbooks and equipment, basis for promotion and failures, use of the library, participation in extraclass activities, the cafeteria, transportation, home work, and final examinations.

4. Rules and regulations--school hours, excuses for leaving classes or the building, absence and tardiness, changes in pupil programs, use of automobiles and bicycles, payment of fees and fines, mutilation of school property, correct conduct, transfer or withdrawal from school, library rules, makeup work for absence, responsibility for valuables, and fire drills.

Smith (19), p. 169, recommends that the orientation activities should provide the following information:

1. The plan or layout of the school plant.
2. Policies governing school attendance.
3. Policies and opportunities relating to part-time jobs.
4. The nature and purposes of cocurricular activities.
5. History and traditions of the school.
6. Community agencies offering services to pupils.

Other activities which are worthy of consideration by a Guidance Committee are presented by Erickson and Happ (6), p. 182,

1. Visitations to "sending" school.
2. Visitations to "receiving" school.
3. Counselor visitations to homes.
4. Orientation exercises (opening of school).
5. Orientation exercises (continuing types).
6. Orientation for late enrollees and transfer students.

Froehlich (7), p. 86, proposes certain orientation devices and activities:

1. Students visit their future home.

2. Personnel from the high school visit the lower school.
3. The student handbook.
4. Small group meetings.
5. Get-acquainted quiz.
6. The homeroom.

McDaniel (13), p. 14, suggests that the orientation activities should be designed to help new students to become acquainted with the school, to know the staff and physical plant, to understand the structure of courses and requirements, to know school customs and activities, to become acquainted with one another, and to develop a sense of purpose and belonging.

#### Transfer Students

The emphasis in most orientation programs is based upon the needs of the students coming in from the "sending" schools, which in most cases are considered to be the adjacent local schools. This is no doubt due to the realization that the great majority of the new students do come from these schools. However, another important aspect to be considered is the plight of the "transfer" student who enters the school during the year. In referring to this problem Spalding (20), p. 153, states that:

Experience shows that schools are doing a great deal to help incoming classes to adjust successfully to their new schools. Much less is being done for the pupils who enter during the year. Attention to the problems of these pupils will pay good returns in improved pupil success and better school morale.

That this problem created by the transfer student is a real one and becoming more prevalent each day is substantiated by Futter (8), p. 88, in the following statement:

More than 33 million Americans moved from one house to another last

year. The phenomenon of the "rapidly changing community" will soon be commonplace. The extension of free way systems leading from metropolitan centers to outlying suburban communities and the development of other rapid transit systems, coupled with the increased number of births, lead us to predict that rapidly growing and therefore changing communities will continue to be part of the American scene. This mobility is especially true in the South and West. The per cent of people by regions who moved from one house to another between March, 1955 and March, 1956 was:

Northeast.....	14.2%
North Central.....	21.1%
South.....	22.9%
West.....	27.8%

In a survey made by Spalding (20), p. 151, concerning the problems of the transfer student he found the most difficult problems from the student's viewpoint were as follows, in order of difficulty:

1. Leaving old friends and making new ones.
2. Getting used to new school regulations and procedures.
3. Adjusting to new type of teaching and different methods.
4. Adjusting to larger school.
5. Getting used to building and finding way around.
6. Getting adjusted to new teachers.
7. Overcoming language difficulty (foreign students).
8. Getting records from former school.
9. Adjusting to greater difficulty of studying.
10. Adjusting to new standards.
11. Catching up on work missed.
12. Getting used to bigger classes.
13. Making up required subjects not currently taken.
14. Adjusting to differences in discipline and standards of conduct.
15. Gaining confidence of new teachers.

In lieu of the problems of the transfer student Spalding (20), p. 152, suggests the following services be made available to this individual:

1. Home-room teachers given information about new pupils.
2. Parents required to come to school to help pupils register.
3. Full day taken to register new pupils and introduce them to school.
4. Pupil introduced to president of council and other leaders.
5. Follow-up by director of guidance after transcript arrives.
6. Foreign pupils assigned to a pupil who speaks their language.
7. Club for pupils interested in travel and foreign relations invites foreign pupils to become members.
8. Pupils admitted to activities without charge.
9. Pupils sold activity tickets at reduced rates.
10. Tutoring arranged at parents expense when needed.
11. Foreign pupils given work with reading consultant and speech therapist when needed before entering classes.
12. An adviser visits home as soon as possible after new pupils arrive.
13. Conferences arranged between teachers and parents.
14. New pupil checks in with all personnel such as counselor, vice principal, librarian, etc.

#### Evaluation

Another consideration when planning an orientation program is the matter of evaluation. It is only through evaluation that the school may gain insight as to the degree by which various practices and procedures meet the needs of the new students. An evaluation might be based upon the following principles presented by Froehlich (7), p. 84:

1. Orientation programs should reach all students in new school

situations.

2. Orientation is a continuing process.

3. Orientation programs should be planned to assist students in a wide variety of areas.

In an evaluative study made by Mennes (14), p. 66, it was found that the new students indicated the following preferences concerning those devices, practices, and procedures which were used in the orientation process:

1. Student hand book.
2. Orientation unit in social studies.
3. Help from students through student council.
4. Special assemblies.
5. Group guidance.
6. Help from teachers.
7. Individual conferences with counselors.
8. Parent conferences.
9. Help in subject field.
10. Tests and personal folder.
11. School bulletins and newspaper
12. Social activities.

Current literature indicates that due to the constant increase in school enrollment and the migratory characteristics of the American family in this decade, there is an increasing need for school orientation. It is the responsibility of the school principal and guidance director, in cooperation with the entire faculty, to plan, inaugurate, and evaluate certain orientation practices and procedures which will aid all students in adjusting to the school.

A BRIEF DESCRIPTION OF THE MANHATTAN JUNIOR  
HIGH SCHOOL ORIENTATION PROGRAM

The largest portion of students who enter the Manhattan Junior High School come from the seven local elementary schools and four large rural schools within the immediate area. In addition to this group there are also many students entering the junior high school from other schools. This is due to the proximity of Fort Riley and the large construction work at the site of the Tuttle Creek Dam Project. It is with this diversified background in mind that the school has organized a series of activities designed to help new students to become acquainted with the school.

In the Manhattan schools, considerable planning has been done to bring about better articulation between the elementary schools and the junior high school. It has been suggested by Erickson and Happ (6), p. 182, that visitation to the "sending" schools and visitations to the "receiving" schools are worthy of consideration.

In the spring of the year the Principal or Guidance Director from the junior high school visit the "sending" schools and give a short informal talk about the junior high school, answers any questions, and leaves materials which may help to acquaint the student with the new school. Included in this material may be the school handbook, school newspaper, and combination locks with which the student may experiment.

The next activity provided for the new junior high student is called "Move Up Day". On this day all pupils in the junior high school go to their new homerooms, at which time they will meet their homeroom teacher for the following school year. It is on "Move Up Day" that the 6th grader has an opportunity to become acquainted with new school friends and get the feel of

his new surroundings.

Shortly after "Move Up Day" a "Parent's Nite" is held for all 6th grade parents. Here they are provided an opportunity to meet the 7th grade faculty and gain information concerning the school's policies, rules, and regulations. This procedure is recommended by Froehlich (7), p. 102, as he feels that a good orientation program should include some means of acquainting the parents of the new pupils with the new school.

Davis and Morris (4), p. 256, in referring to items of importance in this transfer process emphasizes the need for "knowledge of the child". This knowledge is gained through the use of culmulative records. In the Manhattan schools culmulative records are started when the child enters elementary school and are transferred to the junior high at the end of the 6th grade year. During the summer months preceding the students entrance into the junior high school these records are used to plan classes, and also in anticipating the needs of the new students.

The students who will come into the junior high school from rural schools are also given consideration when planning orientation procedures. As suggested by Burnell and Kirkwood (3), p. 451, in an article in the 1951 issue of the National Educational Association Journal, the rural pupils who will enter the 9th grade visit the junior high school at which time they participate in a regularly scheduled day of school. Visits are also made by the Principal to the four rural schools which send pupils to the 9th grade. This visit is basically the same as that made to the local elementary schools.

In an article concerning the plight of the transfer student Spalding (20), p. 150, expressed the feeling that much less is being done for these people than for those who enter the school as a member of an incoming class. In the

Manhattan Junior High school this transfer student is interviewed and enrolled by the Principal. The parent is encouraged to be present. After the interview the new student is then taken on a tour of the building and at this time is introduced to his new teachers. Upon entering his first class he is assigned to a student, who is familiar with the school schedule, so that he may aid him on his way from class to class. If no culmulative record follows the student he is given a Honmon-Nelson Intelligence Test and a new culmulative record is started.

The greatest portion of the orientation activities must be provided after the pupils enter the junior high school. Gruhn and Douglas (9), p. 286, in the book The Modern Junior High School, state that the most popular avenue for such activities is in the homeroom. This is true in the Manhattan Junior High School as many phases of the orientation process are carried out within this group unit. Such things as assembly seating, tardy and absence procedure, bell schedule, texts needed, culmulative records, recording of grades, cafeteria procedures, and locker assignments are presented and discussed within the homeroom.

Briggs (2), p. 84, states that a student handbook is an important orientation device which will explain the school rules, list offerings, and opportunities. The "Black and Gold", the handbook made available to all students in Manhattan Junior High School, is discussed in the homeroom. It is also used as a guide for teaching an orientation unit to all seventh grade social studies classes. This procedure is suggested by Gruhn and Douglas (9), p. 286, in their discussion concerning the modern junior high school.

Other devices which aid in orientation are announcements which are read twice daily to all students and the Junior Hi News which serves to keep the

students informed of the results of past events and also informs them of future events.

Another device suggested by Froehlich (7), p. 13, is the assembly. During the second week of the fall term all the teachers in the Manhattan Junior High are introduced during a special assembly. During the third week of school an "organization assembly" is held at which time all organization sponsors and officers are introduced to the student body. It is at this time that the president of each organization gives a brief review of the purposes of the organization and invites membership.

In referring to the orientation of the 7th grader, Kaplan (12), p. 207, states that in an ideal situation the teacher should visit the student's home and meet the parents. The faculty members of the Manhattan Junior High School are given two afternoons in the fall semester in which they may visit the parents of their homeroom members. The parents may in turn visit the school on "Back To School Night", and go through their child's class schedule. This procedure is suggested by Drake (5), p. 54, in an article in an issue of the School Executive.

Many phases of the school program are explained through the Parent-Teacher Association and the administration further endeavors to orient the parents through a letter sent at the beginning of the school year, which summarizes school policies and lists the dates of important school functions. This letter is supplemented each six weeks by a summary of school events which is sent home with the pupils report card.

## FINDINGS

In the following tables and discussion are given the results of this study of junior high school orientation practices and procedures.

## General Orientation Procedures

Table 1. Responses of Pupils of Manhattan Junior High School to Questions Concerning General Orientation Procedures, All Grades Included.

Section A	: Yes	: No	: ?	: Total:	: Yes	: No	: ?
Question Number*							
1	279	257	105	641	44	40	16
2	485	147	11	643	76	23	1
3	433	183	29	645	67	28	5
4	118	513	13	644	18	80	2
5	618	17	1	636	97	3	0
6	576	60	7	643	90	9	1
7	148	452	40	640	23	71	6
8	490	145	9	644	76	23	1
9	231	259	149	639	36	41	23
10	479	94	80	653	73	15	12
11	57	547	51	655	9	83	8
12	181	423	39	641	28	66	6
13	316	202	119	637	50	32	18
14	599	35	4	638	94	5	1
15	227	343	68	638	36	53	11
16	153	466	24	643	24	73	3
17	488	88	65	641	76	14	10
18	483	120	43	646	75	19	6
19	281	265	79	625	45	42	13
20	470	135	31	636	74	21	5
21	427	174	36	637	67	27	6
22	307	286	47	640	48	45	7
23	262	321	55	638	41	50	9
24	155	468	28	651	24	72	4
25	493	109	33	635	78	17	5
26	604	47	1	652	93	7	0
27	21	591	29	641	3	92	5

\* A copy of the questionnaire appears in the appendix, p. 49.

Table 2. Responses of Pupils of Manhattan Junior High School to Questions Concerning General Orientation Procedures, by Grades.

Section A Question Number	7th Grade			8th Grade			9th Grade		
	: Yes	: No	: ?	: Yes	: No	: ?	: Yes	: No	: ?
1	58%	24%	18%	46%	40%	14%	30%	53%	17%
2	84	15	1	78	21	1	65	32	3
3	58	35	7	68	26	6	73	25	2
4	13	84	3	18	80	2	23	76	1
5	96	4	0	97	3	0	98	1	1
6	85	14	1	93	7	0	91	9	0
7	29	63	8	23	69	8	22	76	2
8	53	45	2	88	11	1	83	16	1
9	45	32	23	31	41	28	36	45	19
10	62	22	16	72	12	16	83	11	6
11	11	79	9	6	91	3	10	79	11
12	29	65	6	29	65	6	27	68	5
13	34	36	30	39	39	22	74	20	6
14	90	9	1	94	5	1	97	3	0
15	53	36	11	23	65	12	35	56	9
16	22	75	3	19	79	2	31	63	6
17	67	22	11	73	15	12	87	6	7
18	61	28	11	83	12	5	80	16	4
19	59	28	13	43	45	12	54	35	11
20	59	28	13	65	32	3	95	4	1
21	48	43	9	59	35	6	91	8	1
22	45	46	9	46	47	7	53	41	6
23	43	45	12	44	49	7	36	56	8
24	24	67	9	26	71	3	21	77	2
25	79	16	5	78	17	5	76	19	5
26	92	8	0	91	9	0	95	5	0
27	3	89	8	3	94	3	3	93	4

Table 3. Comparison of Responses of Pupils Entering Manhattan Junior High School from Local Elementary Schools with Responses of Pupils Entering from Other School Systems, to Questions Concerning General Orientation Procedures.

Section A Question Number	Local			Transfers		
	: Yes	: No	: ?	: Yes	: No	: ?
1	55%	31%	14%	17%	68%	15%
2	97	2	1	15	80	5
3	73	22	5	49	46	5
4	18	80	2	18	81	1
5	97	3	0	98	2	0
6	91	8	1	84	13	3
7	12	81	7	53	42	5
8	81	18	1	62	36	2
9	46	26	28	9	81	10
10	76	13	11	67	15	18
11	7	87	6	12	75	13
12	24	70	6	39	56	5
13	50	32	18	48	32	20
14	94	5	1	93	6	1
15	41	47	12	19	73	8
16	25	71	4	22	75	3
17	79	13	8	69	16	15
18	78	16	6	62	28	10
19	46	42	12	43	42	15
20	73	22	5	77	18	5
21	66	28	6	26	70	4
22	47	47	6	40	50	10
23	41	51	8	42	48	10
24	17	78	3	37	56	7
25	79	15	6	73	23	4
26	93	7	0	93	7	0
27	3	91	6	7	91	2

Seventy-six per cent of the total student body indicated that they had visited the junior high school before entering as 7th grade students. Eighty-four per cent of the 7th grade students noted that they had visited the junior high school prior to entering the school.

Sixty-seven per cent of the total student body stated that a faculty member had visited their home during the school year. By grade level, seventy-three per cent of the 9th grade homes were visited; whereas only fifty-eight per cent of the 7th grade homes were visited. It may be noted that only

forty-nine per cent of the homes of students entering from other schools had been visited.

Seventy-three per cent of the total student body indicated that their parents had been invited to visit the school. This per cent increased from sixty-two per cent at the 7th grade level to eighty-three per cent at the 9th grade level.

Seventy-five per cent of the total student body had observed information in the local newspaper relative to the opening of school in the fall. Ninety-three per cent of all students received a copy of the junior high school newspaper regularly.

Forty per cent of the total school enrollment indicated that their sixth-grade class was not visited by a representative of the junior high school. It should be noted that only thirty-one per cent of the students entering the junior high school from the local elementary schools indicated that their elementary school had not been visited. In contrast to this, sixty-eight per cent of the students who entered the junior high school from other schools indicated that their elementary schools had not been visited.

Eighty per cent of the student body indicated that they had at no time been taken on a formal tour of the junior high school building. The responses given by grade level were quite similar.

Only twenty-three per cent of the total student body had been interviewed by the principal or guidance director. In relation to this, fifty-three per cent of the students entering the junior high school from other schools indicated that they had been interviewed by one of these two individuals.

Seventy-three per cent of the students enrolled in the junior high school felt that no classroom teacher had assisted them in solving a problem which

did not concern classwork. By grade level this per cent diminished from seventy-five per cent as indicated by the 7th grade to sixty-three per cent by the 9th grade students.

Only forty-five per cent of the student body felt that a particular teacher had taken a special interest in them. These per cents by grade level were: 7th grade, fifty-nine per cent; 8th grade, forty-three per cent; 9th grade, fifty-four per cent. There was very little difference in the responses given by the students coming from the local elementary schools and those coming from other schools.

Twenty-four per cent of all students enrolled in the junior high school indicated that it was difficult to adjust to this school. Little difference was reported by grade level, but it should be noted that thirty-seven per cent of the students entering the junior high school from other schools felt that it was difficult to adjust to this school. In contrast to this only seventeen per cent of those pupils coming from the local elementary schools noted difficulty in adjustment to the junior high school.

Nineteen per cent of the students felt that they did not receive enough help in adjusting to the junior high school. Little difference was reported by grade level. Twenty-three per cent of the students who entered the junior high school from other schools indicated the need for more help in adjustment to school in contrast to only fifteen per cent of the pupils coming from the local elementary schools.

## Educational Orientation Procedures

Table 4. Responses of Pupils of Manhattan Junior High School to Questions Concerning Educational Orientation Procedures, All Grades Included.

Section B-1						%	%	%	%
Question Number	1	2	3	4	Total	1	2	3	4
1	133	150	163	185	631	21	24	26	29
2	15	59	563		637	2	9	89	
3	10	15	613		638	2	2	96	
4	12	436	181		629	2	69	29	
5	582	14	42	1	639	91	2	7	
6	622	6	5	5	638	97	1	1	1
7	592	24	22		638	93	4	3	
8	10	549	43	1	603	2	91	7	
9	576	16	38		630	91	3	6	
10	25	470	129		624	4	75	21	
11	20	12	599		631	3	2	95	
12	10	608	17		635	2	95	3	
13	6	12	626		644	1	2	97	
14	125	24	482		631	20	4	76	

  

Section B-2				%	%
Question Number	True	False	Total	True	False
1	626	17	643	98	2
2	603	23	626	96	4
3	126	515	641	20	80
4	619	18	637	97	3
5	278	370	648	43	57
6	596	41	637	94	6
7	532	102	634	84	16
8	552	87	639	87	13
9	152	489	641	24	76
10	527	113	640	82	18
11	21	619	640	3	97
12	42	599	641	7	93
13	61	578	639	10	90
14	87	557	644	13	87
15	150	483	633	24	76
16	29	610	639	5	95
17	21	621	642	3	97

Table 5. Responses of Pupils of Manhattan Junior High School to Questions Concerning Educational Orientation Procedures, by Grades.

Section B-1 Question Number	: 7th Grade				: 8th Grade				: 9th Grade			
	: 1	: 2	: 3	: 4	: 1	: 2	: 3	: 4	: 1	: 2	: 3	: 4
1	20%	16%	36%	28%	25%	22%	28%	25%	18%	27%	16%	39%
2	6	8	86		1	10	89		1	10	89	
3	4	5	91		1	1	98		0	2	98	
4	2	77	21		3	62	35		1	71	28	
5	83	3	14		94	2	4		96	1	3	
6	97	2	0	1	98	0	1	1	96	0	2	2
7	89	4	7		92	5	3		98	1	1	
8	3	92	5		3	88	9		1	93	6	
9	89	3	8		98	2	9		96	3	2	
10	7	66	27		3	78	18		2	80	18	
11	4	4	92		3	2	95		3	0	97	
12	3	93	4		1	95	4		1	97	2	
13	2	3	95		1	1	98		0	1	99	
14	27	5	68		14	2	84		20	5	75	

Section B-2 Question Number	: 7th Grade		: 8th Grade		: 9th Grade	
	: True:	: false:	: True:	: false:	: True:	: false:
1	98%	2%	97%	3%	97%	3%
2	94	6	98	2	97	3
3	23	77	16	84	21	79
4	97	3	97	3	98	2
5	47	53	43	57	39	61
6	92	8	95	5	92	8
7	84	16	43	57	83	17
8	81	19	89	11	88	12
9	31	69	23	77	19	81
10	79	21	80	20	88	12
11	4	96	3	97	3	97
12	7	93	6	94	7	93
13	11	89	9	91	8	92
14	18	82	11	89	12	88
15	26	74	23	77	22	78
16	11	89	2	98	2	98
17	7	93	4	96	1	99

Table 6. Comparison of Responses of Pupils Entering Manhattan Junior High School from Local Elementary Schools with Responses of Pupils Entering from Other School Systems, To Questions Concerning Educational Orientation Procedures.

Section B-1 Question Number	Local				Transfers			
	1	2	3	4	1	2	3	4
1	20%	26%	26%	26%	25%	16%	25%	32%
2	2	9	89		1	9	90	
3	2	2	96		1	4	95	
4	2	70	28		3	66	31	
5	92	3	5		87	2	10	
6	98			2	98	1	1	
7	93	3	4		93	5	2	
8	1	93	6		2	88	10	
9	92	2	6		91	3	6	
10	4	77	19		4	69	37	
11	3	2	95		4	11	95	
12	4	95	1		1	97	2	
13	1	1	98		0	3	97	
14	22	4	74		13	4	83	

  

Section B-2 Question Number	Local		Transfers	
	True	False	True	False
1	98%	2%	96%	4%
2	95	5	94	6
3	80	20	21	79
4	97	3	98	2
5	44	56	39	61
6	93	7	92	8
7	85	15	82	18
8	85	15	90	10
9	23	77	26	74
10	82	18	84	16
11	3	97	4	96
12	7	93	5	95
13	9	91	11	89
14	15	85	10	90
15	22	78	24	76
16	4	96	6	94
17	3	97	3	97

Ninety-six per cent of the total student body noted that in choosing next year's subjects the choices would be based upon those in which they would have an interest and aptitude. This per cent increased from ninety-one per cent at the 7th grade level to ninety-eight per cent at the 9th grade level.

Sixty-nine per cent of the student body indicated that education is important to them as it would prepare them for a future job. Twenty-nine per cent indicated that education was important as it would prepare them for more education.

Ninety-one per cent of all students had an adequate knowledge as to what constitutes an elective course. This increased from eighty-three per cent at the 7th grade level, to ninety-six per cent at the 9th grade level.

Ninety-one per cent of the total student body felt they would talk to their classroom teacher if they had trouble in a class-room subject. This per cent increased from eighty-nine per cent at the 7th grade level to ninety-six per cent at the 9th grade level.

In regard to the importance of a college education, ninety-five per cent of the students felt that it would prepare them for later life. The per cent by grade level increased from ninety-three per cent for 7th grade to ninety-seven per cent for the 9th grade.

Ninety-seven per cent of the student body felt that grades were important to their future occupation. There is very little difference according to grade levels or students coming from in or out of the local schools.

Ninety-seven per cent of the student body did not think that a college education is only for those who have a good deal of money.

Ninety-three per cent of the total school enrollment indicated that students who make good grades are not "sissies". This per cent increased from ninety-three per cent at the 7th grade level to ninety-seven per cent at the 9th grade level.

In reference to homework, twenty per cent of the total student body felt that you didn't need to do homework in order to be a good student. This varied

somewhat by grade level with twenty-three per cent at the 7th grade, sixteen per cent at the 8th grade, and twenty-one per cent at the 9th grade.

Twenty-four per cent of the students noted that report cards were sent home only for the parents benefit. This per cent diminished from thirty-one per cent at the 7th grade level to nineteen per cent at the 9th grade level. Forty-one students failed to respond to this question.

Thirteen per cent of the students felt that if you dislike a subject you shouldn't try very hard to get it. The per cents by grade level were: 7th grade, eighteen; 8th grade, eleven; 9th grade, twelve.

#### Occupational Orientation Procedures

Table 7. Responses of Pupils of Manhattan Junior High School to Questions Concerning Occupational Orientation Procedures, All Grades Included.

Section C-1									
Question Number	1	2	3	4	Total	%	%	%	%
1	16	227	390		633	3	36	61	
2	35	388	213		636	5	62	33	
3	67	447	131		645	10	69	21	
4	37	9	590		636	6	1	93	
5	22	124	54	433	633	3	20	9	68

  

Section C-2					
Question Number	True	False	Total	% True	% False
1	175	458	633	28	72
2	150	479	629	24	76
3	388	225	613	63	37
4	428	208	636	67	33
5	405	216	621	65	35
6	28	608	636	4	96
7	263	373	636	41	59
8	42	597	639	7	93
9	532	101	633	84	16
10	90	548	638	14	86
11	60	580	640	9	91
12	105	533	638	16	84
13	508	126	634	80	20

Table 8. Responses of Pupils of Manhattan Junior High School to Questions Concerning Occupational Orientation Procedures, by Grades.

Section C-1	: 7th Grade :				: 8th Grade :				: 9th Grade			
Question Number	: 1 :	: 2 :	: 3 :	: 4 :	: 1 :	: 2 :	: 3 :	: 4 :	: 1 :	: 2 :	: 3 :	: 4 :
1	3%	54%	43%	%	3%	43%	54%	%	1%	11%	85%	%
2	5	64	31		6	62	32		6	57	37	
3	6	57	37		2	74	24		23	73	4	
4	10	2	88		6	1	93		3	1	96	
5	6	25	12	57	4	25	10	61	1	10	4	85

  

Section C-2	: 7th Grade :		: 8th Grade :		: 9th Grade	
Question Number	: True:	: False:	: True:	: False:	: True:	: False:
1	35%	65%	30%	70%	18%	72%
2	27	73	22	78	24	76
3	61	39	70	30	58	42
4	59	41	63	37	78	22
5	77	23	57	43	61	39
6	7	93	2	98	5	95
7	47	53	46	54	32	68
8	10	90	4	96	7	93
9	80	20	82	18	90	10
10	16	84	17	83	10	90
11	8	92	10	90	10	90
12	27	73	17	83	7	93
13	73	27	80	20	86	14

Table 9. Comparison of Responses of Pupils Entering Manhattan Junior High School from Local Elementary Schools with Responses of Pupils Entering from Other School Systems, To Questions Concerning Occupational Orientation Procedures.

Section C-1 Question Number	Local				Transfers			
	1	2	3	4	1	2	3	4
1	3%	37%	60%	%	1%	32%	67%	%
2	5	59	36		8	66	26	
3	10	70	20		13	67	20	
4	6	92	2		6	1	93	
5	3	20	9	68	5	18	7	70

  

Section C-2 Question Number	Local		Transfers	
	True	False	True	False
1	29%	71%	23%	77%
2	25	75	20	80
3	63	37	66	34
4	68	32	68	32
5	64	36	64	36
6	4	96	5	95
7	40	60	44	56
8	6	94	7	93
9	84	16	85	15
10	13	87	16	84
11	11	89	5	95
12	17	83	15	85
13	79	21	84	16

Sixty-one per cent of the total student body noted that the occupational file was found in the library. The per cent increased markedly by grade levels as the 7th grade responded with forty-three per cent, the 8th grade with fifty-four per cent, and the 9th grade with eighty-five per cent.

It was indicated by sixty-nine per cent of the students that occupations are discussed in the classrooms "sometimes". This per cent also increased by grade level from fifty-seven per cent in the 7th grade to seventy-three per cent in the 9th grade.

Sixty-eight per cent of the students checked that the best place to find occupational information would be an occupational file. The increase by grade level was from fifty-seven per cent in the 7th grade to eighty-five per cent

in the 9th grade.

Ninety-three per cent of the total school population expressed the belief that you must be interested in the job you choose. This was quite consistent for all grade levels.

Only fourteen per cent of the students indicated that it takes less education to get a good job than it did 20 years ago. This per cent by grade level decreased from sixteen in the 7th grade to ten per cent in the 9th grade.

Eighty-four per cent of the students thought that a girl should plan for a life's occupation. To be noted here is a twenty per cent gain from the 7th to 9th grade level as the 7th grade responded with seventy-three per cent, the 8th grade, eighty-three per cent, and the 9th grade, ninety-three per cent.

Only sixty-one per cent of the students knew of the exact location of the occupational file while thirty-six per cent thought it was to be found in the guidance director's office. By grade levels there was a marked increase in knowledge of the correct location. The 7th grade had a forty-three per cent response as to the correct location, the 8th grade fifty-four per cent, while eighty-five per cent of the 9th grade knew the correct location of the file.

## Personal-Social Orientation Procedures

Table 10. Responses of Pupils of Manhattan Junior High School to Questions Concerning Personal-Social Orientation Procedures, all Grades Included.

Section D-1							:	%	:	%	:	%	:	%	:	%
Question Number	: 1	: 2	: 3	: 4	: 5	: Total	:	1	:	2	:	3	:	4	:	5
1	331	76	229			636	:	52	:	12	:	36	:		:	
2	350	72	204			626	:	55	:	12	:	33	:		:	
3	337	221	78			636	:	53	:	35	:	12	:		:	
4	34	178	428			640	:	5	:	28	:	67	:		:	
5	265	231	141			637	:	42	:	36	:	22	:		:	
6	286	273	79			638	:	45	:	43	:	12	:		:	
7	63	135	79	111	233	621	:	10	:	22	:	13	:	18	:	37

  

Section D-2						:	%	:	%
Question Number	:	Yes	:	No	: Total	:	Yes	:	No
1	:	432	:	198	: 630	:	69	:	31
2	:	337	:	296	: 633	:	53	:	47
3	:	230	:	399	: 629	:	36	:	64
4	:	457	:	171	: 628	:	73	:	27
5	:	404	:	230	: 634	:	64	:	36
6	:	430	:	203	: 633	:	68	:	32
7	:	533	:	103	: 636	:	84	:	16
8	:	484	:	145	: 629	:	77	:	23
9	:	154	:	466	: 620	:	25	:	75
10	:	458	:	170	: 628	:	73	:	27

Table 11. Responses of Pupils of Manhattan Junior High School to Questions Concerning Personal-Social Orientation Procedures, by Grades.

Section D-1	7th Grade					8th Grade					9th Grade				
Question Number	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	53%	34%	13%			51%	11%	38%			52%	12%	36%		
2	49	18	33			59	9	32			56	13	31		
3	45	42	13			55	34	11			58	29	13		
4	11	29	60			2	27	11			5	27	68		
5	40	48	12			46	34	20			39	29	32		
6	53	31	16			38	52	10			45	42	13		
7	9	32	8	19	32	5	26	14	20	35	13	11	15	15	46

  

Section D-2	7th Grade		8th Grade		9th Grade	
Question Number	True	False	True	False	True	False
1	64%	36%	74%	26%	67%	33%
2	58	42	55	45	48	52
3	34	66	46	54	29	71
4	67	33	78	22	72	28
5	54	46	62	38	73	27
6	58	42	72	28	72	28
7	77	23	87	13	86	14
8	78	22	82	18	71	29
9	25	75	21	79	29	71
10	67	23	73	27	78	22

Table 12. Comparison of Responses of Pupils Entering Manhattan Junior High School from Local Elementary Schools with Responses of Pupils Entering from Other School Systems, To Questions Concerning Personal-Social Orientation Procedures.

Section D-1		Local					Transfers				
Question Number		1	2	3	4	5	1	2	3	4	5
1		52%	11%	37%			52%	16%	32%	%	%
2		55	13	32			55	13	32		
3		54	32	14			50	42	8		
4		5	27	68			6	32	62		
5		43	34	23			41	41	8		
6		45	42	13			44	46	10		
7		9	21	13			9	24	13	19	35

  

Section D-2		Local		Transfers	
Question Number		True	False	True	False
1		70%	30%	69%	31%
2		51	49	59	41
3		33	67	46	54
4		70	30	79	21
5		65	35	59	41
6		67	33	67	33
7		84	16	83	17
8		77	23	77	23
9		26	74	22	78
10		75	25	68	32

Sixty-seven per cent of the total school population stated that they had many close school friends, while twenty-eight per cent felt that they had two or three close school friends. Eleven per cent of the 7th grade felt they had only one close school friend, whereas this decreased to five per cent at the 9th grade level. It should be noted here that the responses of those entering from other schools were nearly the same as those coming from the local schools.

Forty-five per cent of the students reported that the pupils in the school had helped them some in becoming adjusted to the school's routine and procedures while forty-three per cent indicated they had been helped a great deal by the pupils in becoming adjusted to the school's routine and procedures. There was little difference in the responses given by those coming from other

schools and those coming from the local elementary schools.

Eighty-four per cent of the students felt that they had been able to get into activities in which they were interested. This per cent increased from seventy-seven in the 7th grade to eighty-six per cent in the 9th grade. There was practically no difference in the responses given by the transfer students and those coming from the local schools.

Of all students enrolled, seventy-seven per cent reported that the school had provided adequate opportunities to make and meet new friends. This per cent decreased from seventy-eight per cent in the 7th grade to seventy-one per cent in the 9th grade. The response of the transfer students was exactly the same as that given by the students coming from the local elementary schools.

Thirty-six per cent of the pupils felt that their homeroom teachers did not understand them very well. By grade level the responses were: 7th grade, thirteen per cent; 8th grade, thirty-eight per cent; 9th grade, thirty-six per cent.

Thirty-three per cent of the students reported that their classroom teachers did not understand them very well. The responses given by the respective grade levels were similar as were the responses given by the transfer students.

Twenty-two per cent of the students thought that the homeroom teacher had helped them very little in adjusting to the school. Forty-eight per cent of the 7th grade indicated that they had been helped a great deal by the homeroom teacher, whereas only twenty-nine per cent of the 9th grade students felt that they had been helped a great deal while only thirty-four per cent of the students coming from the local schools gave this same response.

Forty-seven per cent of the student body indicated that they would not like to have the same homeroom teacher next year. By grade levels the per cents were: 7th grade, forty-two; 8th grade, forty-five; 9th grade, fifty-two. Forty-one per cent of the transfer students indicated dissatisfaction with homeroom teachers in contrast to forty-nine reported by those students coming from the local elementary schools.

Concerning the homeroom group, sixty-four per cent of the students indicated they would not like to be with this same group for another year. This attitude was most pronounced in the 9th grade as seventy-one per cent felt they would not like to be with the same homeroom group another year in contrast to fifty-four per cent in the 8th grade. There was also a marked contrast in the feelings expressed by the transfer student and those coming from the local schools, as only fifty-four per cent of the transfers expressed dissatisfaction with the homeroom group, whereas sixty-seven per cent of the pupils coming from the local schools expressed dissatisfaction with this same group.

Twenty-five per cent of the students noted that school tended to make them unhappy. By grade level the per cents were; 7th grade, twenty-five; 8th grade, twenty-one; 9th grade, twenty-nine. Twenty-two per cent of the transfer students felt that school made them unhappy in contrast to twenty-six per cent of the students coming from the local schools.

Orientation to School Rules, Regulations,  
and Physical Plant

Table 13. Responses of Pupils of Manhattan Junior High School to Questions Concerning Orientation to School Rules, Regulations, and Physical Plant Procedures, all Grades Included.

Section B-1					: % : % : %		
Question Number	: 1	: 2	: 3	: Total	: 1	: 2	: 3
1	5	8	624	637	1	1	98
2	23	605	9	637	4	95	1
3	8	7	622	637	1	1	98
4	605	22	10	637	95	4	1
5	295	326	11	632	47	52	1
6	603	25	8	636	95	4	1
7	20	609	8	637	3	96	1
8	16	543	75	634	3	85	12
9	66	513	43	622	11	82	7

  

Section B-2					: % : %	
Question Number	: True	: False	: Total	: True	: False	
1	74	558	632	12	88	
2	546	69	615	89	11	
3	57	579	636	9	91	
4	562	68	630	89	11	
5	609	23	632	96	4	
6	71	563	634	11	89	
7	39	582	621	6	94	
8	603	21	624	97	3	
9	422	206	628	67	33	
10	376	274	650	58	42	
11	142	482	624	23	77	
12	399	225	624	64	36	
13	56	565	621	9	91	
14	67	557	624	11	89	
15	501	116	617	81	19	
16	603	26	629	96	4	
17	27	606	633	4	96	
18	149	465	614	24	76	

Table 14. Responses of Pupils of Manhattan Junior High School to Questions Concerning Orientation to School Rules, Regulations, and Physical Plant Procedures, by Grades.

Section E-1 Question Number	: 7th Grade :			: 8th Grade :			: 9th Grade		
	: 1 :	: 2 :	: 3 :	: 1 :	: 2 :	: 3 :	: 1 :	: 2 :	: 3 :
1	2%	3%	95%	1%	0%	99%	1%	1%	98%
2	4	92	4	3	96	1	3	96	1
3	2	1	97	1	1	98	1	2	97
4	92	7	1	96	2	2	97	2	1
5	45	51	4	40	59	1	55	43	2
6	91	6	3	97	3	0	97	3	0
7	2	96	2	3	96	1	5	94	1
8	2	88	10	2	92	6	4	78	18
9	16	78	6	9	82	9	8	87	5

  

Section E-2 Question Number	: 7th Grade :		: 8th Grade :		: 9th Grade	
	: True:	: false:	: True:	: false:	: True:	: false:
1	10%	90%	7%	93%	18%	82%
2	85%	15	90	10	90	10
3	13	87	7	93	8	92
4	87	13	90	10	91	9
5	96	4	95	5	98	2
6	15	85	6	94	13	87
7	6	94	4	96	9	91
8	98	2	96	4	96	4
9	71	29	70	30	62	38
10	56	44	61	29	62	28
11	22	78	21	79	25	75
12	63	37	69	31	59	41
13	9	91	5	95	13	87
14	17	83	10	90	13	87
15	81	19	89	11	74	26
16	90	10	99	1	97	3
17	6	94	4	96	3	97
18	32	68	14	86	29	71

Table 15. Comparison of Responses of Pupils Entering Manhattan Junior High School from Local Elementary Schools with Responses of Pupils Entering from Other School Systems, to Questions Concerning Orientation to School Rules, Regulations, and Physical Plant Procedures.

Section E-1 Question Number	Local			Transfers		
	1	2	3	1	2	3
1	1%	1%	98%	0%	1%	99%
2	3	96	1	7	92	1
3	2	1	97	0	1	99
4	94	4	2	96	3	1
5	45	53	2	50	48	2
6	95	4	1	95	5	0
7	3	95	2	3	96	1
8	2	87	11	2	84	14
9	10	83	7	12	80	8

  

Section E-2 Question Number	Local		Transfers	
	True	False	True	False
1	12%	88%	8%	92%
2	89	11	83	17
3	11	89	9	91
4	90	10	85	15
5	96	4	96	4
6	12	88	10	90
7	6	94	6	94
8	97	3	96	4
9	67	33	70	30
10	60	40	60	40
11	23	77	23	77
12	63	37	65	35
13	8	92	10	90
14	9	91	16	84
15	84	16	76	24
16	95	5	98	2
17	4	96	6	94
18	25	75	29	71

Ninety-five per cent of the students enrolled in the junior high school knew where real tickets could be obtained. Ninety-five per cent of all students indicated that library books could be borrowed for a period of two weeks. By grade levels the per cents were: 7th grade, ninety-two; 8th grade, ninety-six; 9th grade, ninety-seven.

As to returning to school after an absence, ninety-five per cent of the

students noted that one should obtain an excuse from the guidance office or the principal's office. Ninety-one per cent of the 7th grade students expressed this same opinion.

Eighty-nine per cent of the school population indicated that they knew the location of the guidance offices. Eighty-five per cent of the 7th grade students indicated that they had knowledge of this location. Seventeen per cent of the transfer students did not know the location of these offices.

Ninety-six per cent of all the students were aware of the need of a pass slip after being tardy to class. Ninety-seven per cent of the student body indicated that an excuse from their parents was needed upon returning to school after being absent.

Eighteen per cent of the students did not know the correct location of the school nurse's office. This lack of knowledge was most pronounced at the 7th grade level. Twenty-two per cent of the 7th grade students noted that they did not know the location of this office.

Twelve per cent of the total student body noted that you may run in the halls if you are going to be late to class. By grade level, eighteen per cent of the 9th grade students indicated that you may run in the halls in contrast to only ten per cent of the 7th grade students.

Eleven per cent of the students felt that it was not necessary to wait for dismissal when the bell rang at the end of a class period. By grade levels the per cents were: 7th grade, fifteen; 8th grade, six; 9th grade, thirteen.

Responses indicated that thirty-three per cent of the students thought they had not been informed by the classroom teachers concerning the exit to use in case of a fire drill. Twenty-nine per cent of the 7th grade noted that

this information had not been given to them and thirty-eight per cent of the students in the 9th grade.

Forty-two per cent of the school enrollment indicated that the office telephone could be used for purposes other than business.

It was indicated by nineteen per cent of the students that persons, other than those enrolled in the junior high school, may attend the school parties. By grade levels the per cents were: 7th grade, nineteen; 8th grade, eleven; 9th grade, twenty-six.

Twenty-four per cent of the students indicated that a key lock may be used on the pupil's locker. By grade levels these per cents were; 7th grade, thirty-two; 8th grade, fourteen; 9th grade, twenty-nine.

#### SUMMARY

The major purposes of this study were; (1) to determine what constitutes an adequate orientation program, (2) to determine the adequacy of the present orientation program in the Manhattan Junior High School, and (3) to obtain information which would contribute to the present orientation program.

In reviewing the literature it became evident that an adequate junior high school orientation program is based upon certain principles:

1. Whenever pupils move from one school to another a need for orientation has been created.
2. The constant increase in school enrollment has brought about an increased need for orientation services in the schools.
3. The problem of the transfer student should be considered when developing an orientation program.
4. All members of the teaching staff have certain responsibilities in the execution of a successful orientation program.
5. The most popular avenue for orientation activities is the homeroom.

6. Orientation is a continuous process.
7. The orientation program must be evaluated.
8. A good orientation program should include some means of acquainting the parents of the pupils with the new school.
9. Orientation should reach all students in new school situations.

A questionnaire, based upon the related literature, was given to all students enrolled in the Manhattan Junior High School as of May, 1958. The spring of the year was selected as the best time for administering such a questionnaire as all students would have had access to a complete cycle of orientation procedures. This questionnaire was based upon how the student functioned within the school situation.

The orientation program of the junior high school studied was quite satisfactory in the area of general school orientation procedures. Data, based upon the responses given by the students, indicated that pupil visits were made to the "receiving" school, over sixty-seven per cent of the homes had been visited by the school faculty, and the parents visited the "receiving" school. It was also indicated that the school had used the local newspaper extensively as a means of communication with the pupils.

In other respects the desired results had not been attained in the area of general orientation procedures. There has been limited visitation to the "sending" school by a faculty representative. A considerable number of students noted that they had never been taken on a formal tour of the school building. A lack of interest in the problems of the students was indicated and adjustment to the new school seemed to be rather difficult for about one-fifth of the students. Over three-fourths of the pupils had not been interviewed by the principal or guidance director upon entering the new school. In comparison to

this a much higher per cent of the transfer students had been interviewed by these same individuals.

In the area of educational orientation procedures the junior high school's orientation program has in some respects been quite satisfactory. The students appeared to have an adequate basis for choosing school subjects and a knowledge of the need for education in our society. It was also indicated by the students that they would have felt free to talk to a classroom teacher if they were having trouble with a particular school subject and that grades were important to their future occupations.

In other respects the desired results had not been obtained in the area of educational orientation as one-fifth of the students felt that home work was not needed in order to be a good student and nearly one-fourth of the pupils stated that report cards were sent home only for the parents benefit.

The junior high school's orientation program was in some respects satisfactory in the area of occupational orientation procedures. Data, as provided by the students, indicated that a majority of the students felt that occupations were discussed in the classroom at various times and manifested some knowledge as to where occupational information could be found. Many students expressed the belief that a major factor in job selection would be "interest" and that an individual needs more education to get a good job than was required several years ago.

In the area of occupational orientation procedures, the most unsatisfactory response, as reported by the students, was in reference to the correct location of the occupational file. This was probably due to the lack of emphasis on the file until the 9th grade year.

In many respects the personal-social adjustment of the junior high school

students was quite satisfactory. Information provided by the students indicated that most all of the students felt that they had close school friends and that the school provided adequate opportunities for the student to make and meet new friends. It was also felt by about three-fourths of the students that they were able to get into many of the school activities in which they were interested. In this area the responses given by the transfer students were quite similar to those of the pupils who entered from the local elementary schools.

In other respects the data indicated that orientation in the area of personal-social adjustment had not attained the desired results for one-third of the students reported that their homeroom and classroom teachers did not understand them very well. Nearly one-half of the students felt that they would not like to have the same home room teacher for another term and one-fifth of the pupils indicated that this teacher had aided them very little in adjusting to the school. Approximately two-thirds of the pupils expressed no desire to be with the same homeroom group for another year. Exactly one-fourth of the student body reported that school tends to make them unhappy.

Responses given by the students in the area of school rules, regulations, and physical plant, indicated that a majority of the pupils were well oriented in this category. Nearly all students showed an adequate knowledge of absent and tardy procedures, the location of most of the pupil personnel services, and the proper procedures to be used in the library.

In other respects the desired results had not been attained in the area of orientation to school rules, regulations, and physical plant, for nearly one-fifth of the student body were not familiar with the correct location of the school nurse's office. One-tenth of the students felt that one might run in

the hall and that it was not necessary to wait for dismissal when the bell rang at the end of a class period. Nearly one-third of the students indicated they had not been informed by the classroom teacher concerning the proper exit to use in case of a fire drill. Over two-fifths of the pupils indicated that the office telephone could be used for purposes other than business, while one-fourth of the students felt that it was proper to use a key lock on the wall lockers.

After surveying the current literature in the field of orientation practices and procedures and studying the information provided by the pupils, it became evident that the overall orientation program in the Manhattan Junior High School consisted of many activities which are recommended by authorities in the field.

The study also revealed areas in the orientation program in which the desired results had been attained to a satisfying degree, also other areas in which increased effectiveness or revision of procedures would be necessary to achieve the same degree of success. Increased insight into the orientation program and increased appreciation of its values by all staff members could contribute much to increased effectiveness in those areas in which the desired degree of success had not yet been attained.

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APPENDIX

DIRECTIONS TO STUDENTS

On the following pages you will find questions concerning the orientation activities in Manhattan Junior High School. We would like to know in what areas the school orientation has been successful. Your answers will be treated with the strictest confidence and in no case will they be used to cause you any embarrassment. If you will answer these questions honestly and thoughtfully, the school will endeavor to improve the conditions which your answers indicate need improvement.

- (Check one)
1. Entered this school as a 7th grader from Manhattan elementary schools. \_\_\_\_\_
  2. Entered this school from another school other than Manhattan as a:
    - 7th. grader. \_\_\_\_\_
    - 8th. grader. \_\_\_\_\_
    - 9th. grader. \_\_\_\_\_
- You are now in the:
- 7th. grade. \_\_\_\_\_
  - 8th. grade. \_\_\_\_\_
  - 9th. grade. \_\_\_\_\_

Section A

Directions: Indicate your answer by drawing a circle around "yes", "no", or "?". Try to answer all questions "yes" or "no". If you are certain that you cannot answer "yes" or "no" then use "?".

- Yes No ? 1. Was your sixth grade class ever visited by a representative of the Junior High school?
- Yes No ? 2. Did you visit this junior high school before entering as a 7th grade student?
- Yes No ? 3. Has a member of the junior high faculty ever visited your home?
- Yes No ? 4. Have you at anytime been taken on a formal tour of this building?
- Yes No ? 5. Have you ever received a school handbook (Black & Gold)?
- Yes No ? 6. Has a map showing the floor plan of this building ever been made available to you?
- Yes No ? 7. Were you interviewed by the principal or guidance director upon entering this school?
- Yes No ? 8. Have you ever received a student directory?

- Yes No ? 9. Were your parents invited to visit the junior high school while you were in the sixth grade?
- Yes No ? 10. Were your parents invited to visit the junior high school while you were enrolled as a student in this school?
- Yes No ? 11. Did you write an autobiography (life story) while in the sixth grade?
- Yes No ? 12. Have you ever been interviewed by your homeroom teacher?
- Yes No ? 13. Have your parents received a letter from the junior high school principal during this school year?
- Yes No ? 14. Were you assigned a permanent locker at the beginning of the school year or when you entered school?
- Yes No ? 15. Before entering this school as a 7th grader were you given a physical exam?
- Yes No ? 16. Has any junior high school classroom teacher assisted you in solving a problem which did not concern your school work?
- Yes No ? 17. Have the teachers of this school been introduced to the students during an assembly period?
- Yes No ? 18. Have you ever seen information in the local newspaper relative to the opening of the school in the fall?
- Yes No ? 19. Do you feel that any teacher in this school has taken a special interest in you?
- Yes No ? 20. In your regular classwork are occupations ever discussed?
- Yes No ? 21. In your regular classwork are future educational plans ever discussed?
- Yes No ? 22. During the homeroom period are educational plans discussed?
- Yes No ? 23. During the homeroom period are occupations ever discussed?
- Yes No ? 24. Do you feel that it was difficult to adjust to this school?
- Yes No ? 25. Do you feel that you were given enough help in adjusting to this school's program and procedures?
- Yes No ? 26. Do you receive a copy of the junior high newspaper regularly?
- Yes No ? 27. Have you ever seen your guidance record?

## Section B-1

Directions: Place the number of your choice in front of the number of the question. Use best answer only.

- Example: 2 0. Dwight Eisenhower is the (1) Sec. of War; (2) President of the U.S.; (3) Sec. of State.
- \_\_\_ 1. The person I would ask to give me educational information would be: (1) the principal; (2) a classroom teacher; (3) my homeroom teacher; (4) the guidance director.
- \_\_\_ 2. The following students are required to take physical education: (1) only the 7th grade; (2) only those interested; (3) all students.
- \_\_\_ 3. In choosing the subjects I will take next year I will make the choice according: (1) to what my friends take; (2) to those which are the easiest; (3) to those in which I have an interest and aptitude.
- \_\_\_ 4. Education is important to me in that it will: (1) keep me indoors during the cold winter months; (2) prepare me for a future job; (3) prepare me for more education.
- \_\_\_ 5. An elective course is one: (1) which a student may choose to take; (2) which a student must take; (3) which all students vote to take.
- \_\_\_ 6. The library is for the use of: (1) all students; (2) only those students who like to read; (3) only those students who need certain information; (4) those assigned work in the library.
- \_\_\_ 7. The following students are required to take band: (1) only those interested in band; (2) only those who own an instrument; (3) all students.
- \_\_\_ 8. In our school the Federation Council officers are: (1) appointed by the principal; (2) elected by the student body; (3) elected by last year's council.
- \_\_\_ 9. If I were having trouble with a classroom subject; I would talk (1) to my classroom teacher; (2) the guidance director; (3) my homeroom teacher.
- \_\_\_ 10. My personal school record is kept in: (1) my homeroom; (2) the principal's office; (3) the guidance director's office.
- \_\_\_ 11. Which one of the following might be a reason for low grades: (1) eating a good breakfast; (2) getting enough exercise; (3) loss of sleep.
- \_\_\_ 12. A college education is important as it will: (1) allow me to see many basketball games; (2) allow me to join a fraternity or sorority.

13. The name of our school paper is the: (1) Black & Gold; (2) Junior Hi Times; (3) The Junior Hi News.
14. Tests are given for the purpose of: (1) finding out what the student doesn't know; (2) flunking students; (3) to find out what the student does know.

### Section B-2

Below you will find several statements. Some of them are true and some are false. Read each statement carefully. If you think it is true underline "true" before it. If you think it is false, underscore "false". Mark all questions.

Example: True False 0. Mr. Burnett is the principal of our junior high school.

- True False 1. The homeroom sponsor should be the student's friend.
- True False 2. Mathematics courses are taken by all students in this school.
- True False 3. You don't need to do homework in order to be a good student.
- True False 4. My grades are important to my future occupation.
- True False 5. All students can pass in all subjects.
- True False 6. A student should talk to his teacher if he makes a low grade.
- True False 7. A student earns his "F's" as well as his "A's".
- True False 8. A student should study at home regularly.
- True False 9. A report card is sent home only for the parents benefit.
- True False 10. A person who graduates from high school will earn more money during his lifetime than the person who does not graduate.
- True False 11. A college education is only for those who have a good deal of money.
- True False 12. Most students who make good grades are "sissies".
- True False 13. Good grades in school have nothing to do with success in later life.
- True False 14. If you dislike a subject you shouldn't try very hard to get it.
- True False 15. The purpose of Y-Teens and Hi-Y are to entertain.
- True False 16. The homeroom meets during the second hour.

True False 17. Spanish is a required course for all students.

Section C-1

- \_\_\_\_\_ 1. A file containing vocational information is found in the: (1) woodworking shop; (2) guidance director's office; (3) library.
- \_\_\_\_\_ 2. Future occupations are discussed in the homerooms: (1) often; (2) sometimes; (3) never.
- \_\_\_\_\_ 3. Future occupations are discussed in the classroom: (1) often; (2) sometimes; (3) never.
- \_\_\_\_\_ 4. A very good knowledge of mathematics would be needed by: (1) a hotel clerk; (2) a fry cook; (3) a surveyor.
- \_\_\_\_\_ 5. The best place to find information about various occupations would be through: (1) the newspapers; (2) visits to various places which employ people; (3) books; (4) occupational file.

Section C-2

- True False 1. The most important consideration in accepting a job would be the salary paid.
- True False 2. Every person may become an engineer.
- True False 3. Your father's occupation will not influence your choice of an occupation.
- True False 4. Your height must be considered when entering certain occupations.
- True False 5. Interest is more important toward success in a job than aptitude.
- True False 6. Very little education is needed to become a newspaper editor.
- True False 7. You should have definitely decided upon your future job by the time you are 16 years of age.
- True False 8. You need not be interested in the job you choose.
- True False 9. A bridge painter is exposed to more dangers than a grocery clerk.
- True False 10. It takes less education to get a good job than it did 20 years ago.
- True False 11. Students with poor school grades should not try to obtain more education but should get a job.

True False 12. A girl should not plan for a life's occupation.

True False 13. An individual's home environment influences the choice of a career.

#### Section D-1

- \_\_\_ 1. Do you feel that your homeroom teacher understands you: (1) well; (2) very well; (3) not very well.
- \_\_\_ 2. Do you feel that your classroom teachers know you: (1) well; (2) very well; (3) not very well.
- \_\_\_ 3. Do you feel that your homeroom teacher is trying to help you: (1) some; (2) a great deal; (3) not at all.
- \_\_\_ 4. Do you have a feeling that you have: (1) only one close school friend; (2) two or three close school friends; (3) many close school friends.
- \_\_\_ 5. Do you feel that your homeroom teacher has helped you in adjusting to this school: (1) some; (2) a great deal; (3) very little.
- \_\_\_ 6. Have the pupils in this school helped you in becoming adjusted to this school's routine and procedures: (1) some; (2) a great deal; (3) not at all.
- \_\_\_ 7. If I had a personal problem I would feel free to talk to: (1) a classroom teacher; (2) my homeroom teacher; (3) the guidance persons; (4) all of these; (5) none of these.

#### Section D-2

- Yes No 1. Do you feel that you are a real part of your homeroom?
- Yes No 2. Would you like to have the same homeroom teacher next year?
- Yes No 3. Would you like to be with the same homeroom group of students next year?
- Yes No 4. Do your teachers encourage you to join in extracurricular activities such as pep club, athletics, Y-Teens, etc.?
- Yes No 5. Did most of the classroom teachers tell you at the beginning of the year exactly what they expected from you?
- Yes No 6. Do you find that some of your teachers are very hard to get acquainted with?
- Yes No 7. Have you been able to get into the school activities in which you are interested?

Yes No 8. Does this school provide adequate opportunities for you to meet and make friends?

Yes No 9. Do you find that school tends to make you unhappy?

Yes No 10. Do you feel that you are included in most of the school activities?

#### Section E-1

- \_\_\_ 1. Most all of our school assemblies are held in the: (1) bandroom; (2) boys gym; (3) auditorium.
- \_\_\_ 2. Meal tickets are purchased: (1) at the cafeteria; (2) at the guidance office; (3) in the home ec. room.
- \_\_\_ 3. When a student becomes sick he should report to: (1) the janitor; (2) the coach; (3) the school nurse.
- \_\_\_ 4. Library books may be borrowed for: (1) two weeks; (2) one week; (3) one semester.
- \_\_\_ 5. The signal for fire drills is: (1) a whistle; (2) loud bell; (3) three shots.
- \_\_\_ 6. If you have been absent you should obtain an excuse from: (1) the guidance office or principal's office; (2) the physical education office; (3) your homeroom teacher.
- \_\_\_ 7. Grade cards should be returned to: (1) your classroom teacher; (2) your homeroom teacher; (3) the principal's office.
- \_\_\_ 8. If you have lost a book you would first check with: (1) a friend; (2) the "lost and found"; (3) your class teacher.
- \_\_\_ 9. The school nurse's office is located: (1) on the main floor in the west wing; (2) on the main floor in the east wing; (3) on the third floor in the east wing.

#### Section E-2

- True False 1. If you are late to class you may run in the hall.
- True False 2. The boys counselor's office is in the west wing of the building.
- True False 3. At times you may leave your locker open.
- True False 4. The "lost and found" is in the principal's office.
- True False 5. A pass slip is needed if you are tardy to a class.

- True False 6. It is not necessary to wait for dismissal when the bell rings at the end of the class period?
- True False 7. It is alright to leave school without permission.
- True False 8. If you have been absent you should bring a note to school from your parents or guardian.
- True False 9. All of your teachers have informed you concerning the exit to use in case of a fire drill.
- True False 10. The office telephone should be used for business purposes only.
- True False 11. All bicycles should be placed on the east side of the building.
- True False 12. Sack lunches should only be eaten in the main dining room of the cafeteria.
- True False 13. It is a good plan to go to your locker between every class.
- True False 14. Unsatisfactory reports are sent out every 8 weeks.
- True False 15. Only students enrolled in this school may attend the parties.
- True False 16. Daily announcements are read during the 2nd and 5th hours.
- True False 17. Only students who are out for athletics may purchase activity tickets.
- True False 18. You may use a key lock on your locker.

A SURVEY OF THE ORIENTATION SERVICES IN THE MANHATTAN  
JUNIOR HIGH SCHOOL

by

LYLE BURTON WELCH

B. S., Kansas State University, 1949

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY  
OF AGRICULTURE AND APPLIED SCIENCE

1959

The purposes of this study were: (1) to determine what constitutes a good orientation program, (2) to determine the adequacy of the present orientation program in the Manhattan Junior High School, and (3) to obtain information which may aid in improving the program.

Considerable reading was done in the field of guidance and specifically in the area of orientation practices and procedures within the junior high school. A rough draft of a questionnaire was prepared, based upon the reading in this area. This rough draft was revised after consultation with the Guidance Director and Principal of the Manhattan Junior High School and also upon recommendations by a university professor who has an extensive background in the field of guidance.

This revised questionnaire was administered to the author's 7th grade home room members, in the Manhattan Junior High School, who served as a pilot group. After certain revisions the final draft of the questionnaire was given to all students enrolled in Manhattan Junior High School as of May, 1958. The study was made on the basis of how the students function within the school situation.

Data, provided by the students, indicated that the junior high school's orientation program was in some respects quite satisfactory.

In the area of general school orientation pupil visits were made to the "receiving" school and many home visits were made by the school faculty. Provisions were also made so that the parents might visit the "receiving" school. It was also indicated that the school had used the local newspaper as a means of communication with the parents and pupils.

In the area of educational orientation the students appeared to have an adequate basis for choosing school subjects and a knowledge of the need for

education in our society. It was also indicated by the students that they would feel free to talk to a classroom teacher if they were having trouble with a particular school subject and that grades were important to their future occupation.

In reference to occupational orientation, the majority of the students responded that occupations were discussed in the classrooms at various times and they also manifested some knowledge as to where occupational information could be found. Many pupils expressed the belief that a major criteria in job selection would be "interest" and that an individual needs more education to get a good job than was required several years ago.

In responding to questions in the area of personal-social adjustment many students indicated that they had close school friends and that the school provided adequate opportunities for the student to make and meet new friends. It was also felt by a high per-cent of the pupils that they were able to get into many of the school's activities in which they were interested.

Probably the most satisfactory area of orientation concerned school rules, regulations, and physical plant. Nearly all students showed an adequate knowledge of absent and tardy procedures, the location of most of the pupil personnel services, and the proper procedures to be used in the library.

Data, provided by the students, indicated that the junior high school's orientation program was unsatisfactory in some respects.

In the area of general school orientation there had been limited visitation to the "sending" school by a faculty representative. A considerable number of students noted that they had never been taken on a formal tour of the new building. Over three-fourths of the pupils had never been interviewed by the principal or guidance director upon entering the new school.

In the area of educational orientation one-fifth of the students felt that homework was not needed in order to be a good student and nearly one-fourth of the pupils stated that report cards were sent home only for the parents benefit.

In reference to occupational orientation, many students did not know the proper location of the occupational information file which is located in the school library.

The responses given in the area of personal-social adjustment indicated that over one-third of the student body felt that their homeroom and classroom teacher did not understand them very well. Nearly one-half of the students felt that they would not like to have the same homeroom teacher for another school year and one-fifth of the pupils indicated that this teacher had aided them very little in adjusting to the school. Approximately two-thirds of the pupils expressed no desire to be with the same homeroom group for another year. Exactly one-fourth of the student body reported that school tends to make them unhappy.

In the area of school rules, regulations, and physical plant nearly one-fifth of the student body were not familiar with the correct location of the school nurse's office. One tenth of the students felt that one might run in the halls and that it was not necessary to wait for dismissal when the bell rang to end a class period. Nearly one-third of the students indicated they had not been informed by the classroom teacher concerning the proper exit to use in case of a fire drill. Over two-fifths of the pupils indicated that the office telephone could be used for purposes other than business, while one-fourth of the students felt that it was proper to use a key lock on the wall lockers.

After surveying the current literature in the field of orientation practices and procedures and studying the information provided by the pupils, it became evident that the overall orientation program in the Manhattan Junior High School consisted of many activities which are recommended by authorities in the field. The study revealed areas in the orientation program in which the desired results had been attained to a satisfying degree, also other areas in which increased effectiveness or a revision of procedures would be necessary to achieve the same degree of success. Increased insight into the orientation program and increased appreciation of its values by all staff members could contribute much to increased effectiveness in those areas in which the desired degree of success had not yet been attained.

