

A PRE-ENTRANCE ORIENTATION PROGRAM
FOR NEW STUDENTS OF RILEY COUNTY HIGH SCHOOL

by

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THE PROBLEM AND DEFINITIONS OF TERMS

For many years orientation was not given a definite place in the educational systems of America. The current view of the 60's is much different--orientation is a necessary service, one that pays rich dividends in pupil adjustment. Willey and Strong (12, p. 177) believe the need for orientation grew out of an increased understanding of the individual, the mobile population, the increased enrollments, the larger curricula, the new geographic locations of schools, and the greater importance now given to extra-class activities. Orientation is no longer considered a paternalistic service, nor is it seen as an extra frill of modern education. Provision for orientation is now a definite part of the educational systems of America.

The Problem

Statement of the problem. It was the purpose of this study (1) to investigate the importance of orientation services in the educational program; (2) to present methods used in school orientation; and (3) to develop a pre-entrance orientation program for incoming students of Riley County High School.

Importance of the study. Imagine a person about to be sent on his first trip to the moon. This is something

possible, in this age of modern space travel, that many may soon encounter. Will this person be apprehensive, even fearful? Will he wonder what to wear, what to say, and how to act? Will his mind be filled with many questions and erroneous ideas as to what the trip will be like? The writer feels most persons would feel inadequate and would admit a need for help in adjusting to this totally new situation.

However, in education today, many seem to forget that pupils are continually encountering totally new situations, and usually it is taken for granted that no special aid or help is needed on their part. Houghton and Munson (6, p. 3) report that many educators do not realize the change from grade school to junior or senior high is often a change from a small, closely-knit group to a large frequently changing one; from the familiar setting of the neighborhood school to that of a strange one many miles away; from few activities to many activities; from familiar friends to many new faces; and from familiar teachers to unknown ones.

Many pupils cross the bridge successfully, but most need some help. New ideas, new situations, and different ways of doing things cause upsetting experiences among most pupils, and this is usually reflected in their academic achievement. In an era in which academic achievement plays such an important part in the future of the nation, educators cannot afford to let each new step of the educational ladder

cause serious adjustment problems for students. The schools have the obligation to make these educational advancements something easy and fluent for all students.

Wiley and Strong (12, p. 190) feel that a successful orientation program should prevent maladjustment by providing help with minor problems before they become major ones. From this statement it can be seen that all schools should make provisions for an orientation program, a program of prevention rather than one of cure. Orientation is one of the most significant services provided by a well organized guidance program.

Definitions of Terms Used

Orientation. Bennett (1, p. 134) states:

The term "orientation" is generally used to refer to those services provided to assist pupils in their adjustments to new school situations and in their best use of new school opportunities to achieve their educational objectives.

Frequently the term is applied to a variety of school activities provided at crucial points in the school program for the purpose of assisting pupils to make new choices or plans, educational or vocational, to avoid scholastic or personal-social difficulties, and to utilize new opportunities in the school environment at progressively higher levels.

Throughout this report, the term "orientation" shall be interpreted as meaning the group of activities and services planned by the school to help students adapt more easily to environmental changes. These activities are to help the

student become familiar with the physical facilities of the school; help him to know and understand school policies, traditions, regulations, citizenship standards, and why the school has them; to give him the opportunity to learn about the courses and extra-class activities available for his participation; and last, to make him feel accepted and belonging to his new school.

REVIEW OF THE LITERATURE

The important area of orientation has been covered by writers concerned with group guidance. These writers are in agreement as to the general methods and procedures to be used in the service of orientation. This review will contain a summary of the pertinent literature written on school orientation.

Literature on Orientation

The starting of a new school year--a pleasant thought for some students, an unpleasant thought for others. Many concerned with education think that only pleasant experiences arise from attendance at a new school; forgetting the fears of the unknown--the new teachers, the new physical facilities, the older pupils, the new activities, and the hustle and bustle of the starting of a school year.

Froehlich (3, p. 87) stresses that the problems of adjusting to a new school are not confined to the shy or to the less intelligent, but are common problems to all new students. Because these problems are common to all, group methods are one of the most effective ways to deal with helping students to adjust to school. These group activities and methods must be selected for each individual school situation.

History of Orientation. The history of orientation dates back to the year 1888 when Boston University offered a course for the specific purpose of orientating new students. This, according to Bennett (1, p. 28), was the only type of orientation offered in schools until about 1910. At this time the Junior High School became a fertile field for the development of orientation, using the home-room activity with great success. Around 1918 orientation had widespread development at all educational levels. The orientation program of this time has carried on to the present time, with no radical changes taking place. Provision for orientation is not something recently developed, but its place in the guidance services of the schools has changed from one of incidental provisions to one of definitely organized provisions. There is agreement that incidental happenings do occur to make the advancement from grade to high school easier for some, but education cannot, and must

not leave something as important as orientation to chance. Roeber, Smith, and Erickson (10, p. 182) emphasize there must be organized experiences that will make the transition from one school to another a cushioned one, avoiding the many confusions and disappointments. Each pupil must be helped to understand and feel at home in his new school.

According to Johnson, Busacker, and Bowman (8, p. 45), the development of orientation, as a definite provision in the guidance services of the schools, has paralleled its development in business, the Armed Forces, the Church, and other agencies. All came to recognize the importance of having a program in which the individual gains a feeling of belonging, security, and an understanding of the situation. These feelings in turn, will create better adjustment, more productivity, and a fuller life.

Houghton and Munson (6, p. 5) express that orientation is the building of the foundation on which a student's entire educational structure is to be erected. This preparation will make him a more effective student by providing continuity and fluency to the entire school program. Many of the wide gaps and obstructions that seem to confront students are filled by orientation. If these gaps are filled, and the obstructions are passed over early in the school program, the student will avoid a great many academic, social and emotional problems that, in more

serious cases, may lead to social isolation and eventual school drop-out.

When thinking about orientation, it must be kept in mind that it is somewhat of a reciprocal process. The service of orientation is geared to the needs of the students, but they are not the only ones who may profit from the activities. The school, the administrator, the teachers, and the counselors have a great opportunity to learn much about the individual students as the activities are being carried out. In most cases it gives them a first hand observation of the students reactions and behavior--a very important item in getting to know the student as an individual.

Principles for Orientation Services. An orientation program does not grow well "uncontrolled," but needs definite and specific planning of all activities. If specific planning is not carried out, many weaknesses will crop up, and the inadequacy of the specific program will be magnified. Experience in other areas have shown that many times a program or service that is not well planned will be a greater detriment than no program at all. Much criticism can be avoided by a program that is planned to keep abreast of the changing needs of the individual school.

It is stressed by Houghton and Munson (8, p. 10) that the orientation service should reach all pupils in new school situations. The service should not stop by only

having provisions for first graders, junior high students, or for high school and college freshmen. The transfer pupil and late registrants must not be forgotten. Their need in some cases is much greater than the regular enrolled student. Individual procedures will be required for this type of student if he is to have a satisfactory adjustment to the new school situation. With the increased mobility of the American family, a greater number of transfer and late registrants will be in the schools.

Orientation is a continuing process, one that is not confined to one period, one day or one week of the school year. Johnson, Steffle, and Edelfelt (9, p. 318) state "It is foolish to believe that any student could learn the 'rules of the road' of a new environment in a short period of time." The first day should cover such items as a knowledge of the school building and its rules. But as the year progresses, the pupils must make many more decisions concerning school activities and their goals. If a continuing orientation program is not established, all students will not be receiving the benefits needed for satisfactory adjustment. Even though all who could profit from the orientation program will not take part, it will be well worthwhile for the many who do accept it.

Froehlich (3, p. 89) recommends that the orientation program be well rounded, planned to serve all pupils in all

areas of need. This is possible only if it is kept in mind that orientation is not a cure for poor adjustment but that it is a preventive measure. The actual program should be one that is developed on past experiences in the particular school system involved. Pertinent ideas may come from all sources--present students, teachers, parents, current readings, and consultants. This type of program, developed by cooperative planning, will result in a service designed to assist pupils in making a wide variety of adjustments to the school. Much care should also be taken to assure the orientation program is directed toward helping the pupil to acquire ability to adjust rather than to become more dependent on the services of others.

When To Provide Orientation. Johnson, Busacker, and Bowman (8, p. 48) stress that orientation should take place at three specific times: pre-entrance to the new school, at the time of entrance, and the time subsequent to entrance. Pre-entrance orientation has the objective of creating a general picture of the school situation that will create favorable attitudes among the new pupils. Since pre-entrance orientation is generally held in the spring before advancement to high school, few details should be presented. At this early time the pupils do not feel a need for specific facts. Both parents and pupils should

be included in pre-entrance orientation. If parents are involved it gives them a better understanding of the school situation as well as providing some "shelter" for their son or daughter. The best time for pre-entrance orientation is while the pupil is still in his old school situation, a place of accepted security. Students will have an easier time of adjusting to school if they have a general understanding and a favorable attitude of the new school before it is actually entered.

Orientation at the time of entrance and through the first week of school should be concentrated. This time is probably one of the most important times in the life of the pupil. Wright (13, p. 73) states, "School is tremendously important, but it is also terrifying for a pupil to be a stranger, lost in a new situation." All needs, even trivial ones, must be incorporated into the plans of this first week; tours of the building, location of rest rooms, a trip through the lunch line, the meeting of school personnel, and going through the schedule of classes. The teachers must also be alerted to impose expectations of high school work gradually, not to take too much for granted from these pupils, and to look for opportunities to give assistance to those who seem to be having any adjustment problems. This attention to small detail will give an orientation program the needed strength to be effective.

Not all problems that pupils might have in adjusting to the new school can be anticipated. Even if they could they could not all be cared for during the first day or week. For this reason it is important that the planning of orientation be for the entire school year. Such a program as this will take care of low priority needs as well as providing for other needs as they arise. This third phase of orientation is usually carried on in home-rooms or in course work--hopefully in the English and Social Studies classrooms. This part of the orientation program has the responsibility of assuring that each pupil is making satisfactory adjustment to school. Orientation is a continuous process!

A successful orientation program will have the understanding and support of all school personnel. The faculty must feel they have a definite part in the program if it is to be totally effective. This feeling of belonging on the part of the faculty will come about only after in-service cooperative learning sessions--devoted to orientation philosophy and techniques. These sessions will provide increased insight into the problems of student adjustment and will give teachers a more realistic approach to the making of specific plans for orientation. Erickson (2, p. 63) emphasizes that counselors, teachers, and the administration have a cooperative responsibility for orientation. Orientation is a mutual process of learning on the part

of the new pupils, the faculty, and other school personnel, whereby each becomes better acquainted with each other.

Orientation Activities. Demming (23, p. 421), along with other authors concerned with specific orientation activities (6, p. 24) (1, p. 134) (10, p. 182) (3, p. 92), lists the following orientation activities that may be used in a variety of schools with minimum modification:

1. counselor visitation to the feeder schools;
2. student visitation to the receiving school;
3. Parent's Night at the high school;
4. Senior and Junior High counselors meet to identify pupils with special abilities and special disabilities;
5. summer enrollment for all new students;
6. special assembly at the start of school;
7. counselor-pupil initial get-acquainted interview;
8. orientation in classes;
9. home-room activities.

Each school has the responsibility to choose the activities that will best fit the needs of their incoming students. Some schools may choose to participate in only a few of the orientation activities while others may develop several more for their situation. What may work and be excellent for one school system may not even be needed in another.

Bennett (1, p. 138) gives us the following statement which summarizes what orientation does. "Orientation serves as a catalyzer within an institution to keep it flexible and responsive to a changing population, and at the same time is a conserver of intrinsic and enduring values."

SPECIFIC NEED AT RILEY COUNTY HIGH SCHOOL

In order that the reader have a better understanding of the school situation, the writer will give a brief background of Riley County High School. Riley County High School is a consolidated high school, made up of the communities of Riley, Leonardville, and Keats. In 1958, these three small agricultural communities recognized the need for the provision of a better educational opportunity for their children. They voted to disband their small high schools in favor of a new school, Riley County High School, which opened in the fall of 1959.

This situation, having pupils from three separate towns and from the adjoining rural area, increased the need for a pre-entrance orientation program for all incoming pupils. This program needed to be informative to both pupils and parents. After considering the existing needs of the new and incoming students, a pre-entrance orientation program, using colored slides was chosen. This program will be revised and evaluated as changes occur and new needs arise.

Heidelberg (21, p. 7) tells that using color slides for pre-entrance orientation is very effective with pupils, and a program such as this can be used as a powerful public relations tool. He believes that slides made in the school are colorful, stimulating, and illustrate in dramatic fashion the required subjects, elective subjects, and the popular activities of the school.

Stanowski (30, p. 1), who has developed a pre-entrance orientation program with the use of visual aids, concludes that using visual aids is the best and most appropriate method to create an intimate personal atmosphere for a group of incoming students. He states that "We couldn't take the teachers and classes into their school--could we? Why not photograph teachers, classes, and school? With color slides we could bring our school to the pupils." With personal encouragement from Mr. Stanowski, much reading, and further discussion, this writer undertook to devise a pre-entrance orientation program, with the use of color slides, for Riley County High School.

PROCEDURE FOR PRE-ENTRANCE ORIENTATION
AT RILEY COUNTY HIGH SCHOOL

During the first week of April, the Pre-entrance Orientation Letter (Figure 1) on page 15, the State and Local Graduation Requirements (Figure 2) on page 16, and the

April 1, 1963

Dear Future Falcon:

It is my pleasure to welcome all future Falcons to Riley County High School. The entire student body and faculty hope you will have a successful and enjoyable experience in our midst.

To make your enrollment easier and more effective, I have prepared a brief summary of the information you should know before enrollment. As you look this material over carefully, consider your interests, your needs, your goals, and your abilities.

I will visit your school sometime later this month to answer your questions and help you register for next year. At this time I will also present other valuable information to help you become better acquainted with Riley County High School.

Your parents are especially invited to attend this get acquainted session. Many of their questions will also be answered at this time. Your principal will inform you as to the exact date and time of this meeting.

I am looking forward to meeting both you and your parents.

Sincerely,

Gilbert Dyck
Counselor

Enclosure

Figure 1. Pre-entrance Orientation Letter.

State Minimum Requirements for Graduation

1. Four units of English.
2. One-half unit of U. S. Government.
3. One unit of American History.
4. One unit of Mathematics.
5. One unit of Laboratory Science.
6. One unit of Physical Education.
7. Remaining units may be selected from the various departments of the school.

A unit of credit is the credit given for the successful completion of the study of any subject requiring preparation outside of the recitation, with five recitations a week for a full school year of not less than thirty-six weeks. One-half unit of credit is given for the successful completion of one semester of work.

Local Requirements for Graduation

1. Four units of English.
2. One-half unit of U. S. Government.
3. One unit of American History.
4. One unit of Mathematics.
5. Two units of Laboratory Science including General Science.
6. One unit of Physical Education.
7. One and one-half additional units of Social Science including Driver Education.
8. A minimum of eight additional units from the various departments of the school.

The normal minimum student load is five units per year. Exceptions to this rule may be made for students with a grade average of less than "C". Also, students may enroll in six courses if they have at least a "B" average, the recommendation of the Counselor, and the permission of the Principal.

Figure 2. State and Local Graduation Requirements.

Activities and Courses Available to Freshmen (Figure 3) on page 18, should be sent to the parents of all eighth graders attending Riley, Leonardville, and Keats Grade Schools. Arrangements should also be made at this time for the actual day which the pre-entrance orientation program is to be given, preferably a day late in April.

On the scheduled day for orientation at each school, the counselor will present the pre-entrance orientation program for the eighth grade students and their parents. The program will consist of the showing of the color slides, an accompanying recorded narration, a discussion period, and the filling out of the Enrollment Blanks (Figure 4) on page 19.

Extra-class Activities in Which You May Participate

Student Council
 Y-Teens
 Hi-Y
 Future Teachers of America
 Future Farmers of America
 Future Homemakers of America
 Camera Club
 Pep Club
 Lettermen Club
 Band
 Vocal Music
 Football
 Cross Country
 Basketball
 Wrestling
 Gymnastics
 Track
 Golf

Freshmen Courses

* Algebra or General Math. 1 unit
 * General Science. 1 unit
 * English. 1 unit
 * Driver Education $\frac{1}{2}$ unit
 * Physical Education $\frac{1}{2}$ unit
 Vocational Homemaking. 1 unit
 Vocational Agriculture 1 unit
 German 1 unit
 Developmental Reading. $\frac{1}{2}$ unit
 Band $\frac{1}{2}$ unit
 Vocal Music. $\frac{1}{4}$ unit

* Required Courses

Figure 3. Activities and Courses Available to Freshmen.

RILEY COUNTY HIGH SCHOOL
ENROLLMENT INFORMATION

Name _____
Last
First
Middle

Address _____ Phone No. _____

Date of Birth _____
Year
Month
Day

Mother's Name _____ Occupation _____

Father's Name _____ Occupation _____

Check extra-class activities in which you plan to participate:

Y-Teens-----	FHA-----	Basketball-----
Hi-Y-----	FFA-----	Wrestling-----
Student Council--	FTA-----	Cross Country----
Camera Club-----	Vocal Music---	Gymnastics-----
Pep Club-----	Football-----	Track-----
RC Club-----	Band-----	Golf-----

Instrument
you play _____

Please fill in your schedule:

1st period _____

2nd period _____

3rd period _____

4th period _____

5th period _____

6th period _____

7th period _____

Figure 4. School Enrollment Blank.

ORDER OF SLIDES

SLIDE

1. Riley County Falcon.
2. Outside view of school.
3. Principal Hart sitting at his desk.
4. School bus arriving at school.
5. Pupils playing checkers in the student lounge.
6. Pupils playing volley-ball in the gym.
7. Concert band on the stage.
8. Marching band in parade.
9. Pep band at an athletic contest.
10. Marching band at Band Day.
11. Girls Trio.
12. Camera Club member working at the enlarger.
13. Future Farmers of America meeting--all officers.
14. Future Farmers of America--judging cattle.
15. Future Homemakers of America--cabinet meeting.
16. Future Homemakers of America--Style Show.
17. Y-Teens--members at a Y-Teen program.
18. Pep Club in Homecoming activities--parade.
19. Pep Club--Homecoming party with queen and attendants.
20. Student Council President.
21. Boy--wearing a Future Farmers jacket, holding a band uniform and a Pep Club sweater--looking bewildered.
22. Girl studying in library.

23. Freshmen English teachers sitting together.
24. Mrs. Timmons at the blackboard.
25. Mr. Litchfield working in the library.
26. Student Librarian--checking a book out for a pupil.
27. Counselor's office--Mr. Hooper by desk.
28. Mr. Prichard in science room.
29. Students working on an experiment.
30. Science Fair--Grand Champion.
31. Boy--in cafeteria, waiting to be served.
32. Cafeteria scene.
33. German class--using the language laboratory.
34. German class--looking through class notebooks.
35. Mr. Hall standing by German bulletin board.
36. Home Economics--Miss Church at the blackboard.
37. Home Economics--girls at the sewing machines.
38. Home Economics--girls cooking.
39. Home Economics--two girls showing their dresses.
40. Vocational Agriculture--Mr. Asher in classroom.
41. Vocational Agriculture--boys working in classroom.
42. Vocational Agriculture--boy welding.
43. Vocational Agriculture--boy working on shop project.
44. Vocational Agriculture--boy on tractor in shop.
45. Physical Education--Mr. Koftan in the gym.
46. Physical Education--boys exercising in the gym.
47. Physical Education--trampoline, high bar, parallel bar.
48. Physical Education--girls playing baseball.

49. Physical Education--girls playing badminton.
50. Driver Education--Mr. Hooper.
51. Driver Education--pupils looking under the hood of a car.
52. Driver Education--pupils changing tire on the car.
53. Mathematics--Mr. Newsom standing at the blackboard.
54. Mathematics--Mr. Koftan sitting at the desk.
55. Boy--loaded down with books and papers.
56. Class party--decorations.
57. Class party--students fixing punch.
58. Class party--master of ceremonies talking.
59. Class party--students dancing.
60. Junior-Senior Banquet--head table.
61. Junior-Senior Prom--band playing.
62. Junior-Senior Prom--decorations.
63. Junior-Senior Prom--students dancing.
64. Boy--holding basketball, football, and track shoes.
65. Letter award--in front of trophies.
66. Coaches Prichard and Koftan.
67. Football game scene.
68. Picture of cross country squad.
69. Coaches Koftan and Newsom in the gym.
70. Basketball game scene.
71. Coach Prichard--showing a boy a wrestling hold.
72. Wrestling match winner, hand held high by the referee.
73. Coaches Koftan and Newsom standing on the running track.

74. Boy--going over a hurdle.
75. Boy--pole vaulting.
76. Boys--making a hand-off during a relay.
77. School bus leaving school.
78. Graduation scene--girl receiving diploma.
79. Graduation scene--girl wearing cap and gown.

DIALOGUE FOR PRE-ENTRANCE ORIENTATION PROGRAM

(Slide 1) Counselor: "Upon entrance to Riley County High School you will suddenly become a mighty hawk with long spreading wings, known as a Falcon. You will need to learn to fly in the flock along with the more experienced Falcons. (Slide 2) We want you to learn to do this as quickly and easily as possible--watch carefully for the next few minutes and you will learn much about your school, your teachers, your courses, and your activities.

(Slide 3) This is your head Falconer, Mr. Hart. He is more commonly known as school principal. He would like to take this opportunity to welcome you to Riley County High School." Mr. Hart: "It gives me great pleasure to welcome this mighty group of Falcons. I hope you will enjoy your four year stay at Riley County High School. If you ever have any questions arise, please feel free to drop in and visit with me at any time. Again--welcome Falcons."

Counselor: "I am sure you all hope to become better acquainted with Mr. Hart.

(Slide 4) Stand back--the flock of older Falcons is coming. They generally arrive by bus, instead of flying. You too will be transported to and from school by a bus similar to this one.

(Slide 5) The 'Falcons' Nest' is open to all Falcons before school and at noon. You will want to spend your free time here where you can make new friends and enjoy recreation such as dancing, ping-pong, checkers, and chess.

(Slide 6) Your free time may also be spent playing volley-ball in the gym.

(Slide 7) Do I hear the band playing? Well, almost! Mr. Hall, would you please take a moment to explain the music program for freshmen." Mr. Hall: "I would be happy to. (Slide 8) First we have our marching band.

It performs at the half time of all home football games.

(Slide 9) At basketball games we use a smaller group

known as the pep band. (Slide 10) The band also takes part in Kansas State Band Day, plays at the Little American Royal, and presents two concerts during the school year.

(Slide 11) This is our girls' trio. We also have other ensemble groups that perform at various community functions and at music festivals. Each of you will have an opportunity to participate in the music program if you want to."

Counselor: "Thank you Mr. Hall.

You will want to participate in at least one organization next year. Sometimes it is very difficult to decide which one you would enjoy most. Let's take a quick look at our organizations. The President of each organization will tell you about their organization."

(Slide 12) Camera Club President: "A number of pupils have enjoyed the camera club in which they have learned the skills of photography. Picture taking, film developing, and printing from negatives are the basic activities of the camera club. Membership is open to all students interested in photography."

(Slide 13) President of the Future Farmers of America: "The Future Farmers of America is an organization for any boy interested in agriculture. (Slide 14) Future Farmers are trained in the development of agricultural leadership, cooperation, and citizenship."

(Slide 15) President of the Future Homemakers of America: "Our organization, the Future Homemakers of America, attempts to help girls to improve personal, family, and community living through interest in the home. (Slide 16) The year's activities are highlighted by the Future Homemakers of America Style Show. All girls taking Homemaking are eligible for membership."

(Slide 17) President of Y-Teens: "We welcome all girls to become members of Y-Teens. The purpose of our

organization is to build fellowship of women and girls devoted to the task of realizing in their lives those ideals of personal and social living to which they are committed as Christians."

(Slide 18) President of Pep Club: "We strongly urge all girls, and boys not participating in sports, to join the Pep Club. (Slide 19) The Pep Club promotes athletics and sportsmanship in the school and takes care of all Homecoming activities."

(Slide 20) Student Council President: "This group, the Student Council, develops citizenship, morale, student-teacher relations, and is a forum for student expression. It directs activities, charters school clubs and organizations, and promotes the general welfare of the school. Each class elects two representatives and each organization elects one representative to the Student Council."

(Slide 21) Counselor: "We want you to belong, but do not expect to belong to everything--or you might begin to look something like this student. (Slide 22) Do not forget to look like this once in a while. If you do not study and take advantages of your opportunities in school, you may be wasting much time.

Let's quickly look at the teachers of Riley County High School. (Slide 23) Your English teachers will be

Mrs. Timmons and Mr. Litchfield." (Slide 24) Mrs. Timmons: "In freshmen English we will try to help you to learn to read thoughtfully, communicate effectively, listen intelligently, and to think clearly and honestly. Your high school English courses are planned to meet these goals."

(Slide 25) Mr. Litchfield: "As freshmen you will be introduced to the library. We will spend several class sessions to help you to feel at home in the library. This will include the use of reference books, the card catalog, and other library procedure. We will spend the rest of our class time working on writing, developing better vocabularies, giving speeches, and developing skills in reading and all phases of language.

(Slide 26) Since I am also Librarian you will see me here in the library most of the time. I, or a student librarian, will always be ready to help you in your library work. The library is important to all students, use it often."

(Slide 27) Mr. Hooper: "While we are here in the library we will take a look into the guidance office. As your guidance counselor, I am here to serve you. Drop in early in the school year so I may get to know you better and also explain the guidance services more fully.

(Slide 28) Mr. Prichard will be your General Science teacher." Mr. Prichard: "General Science is a

course to help you develop an interest in the field of science as well as a basic knowledge of what each field of science covers. (Slide 29) You will have an opportunity to use some of the science equipment when performing your own experiments or class experiments. (Slide 30) The highlight of the year for science students is the Science Fair. Who knows, you may be a big winner."

(Slide 31) Counselor: "About this time of the day most students feel this way--hungry. (Slide 32) Excellent meals are served each day in the cafeteria for a cost of thirty cents a meal. If you wish you can bring your own lunch.

(Slide 33) After that fine lunch I know you are all ready to get back to the classroom. First let us visit Mr. Hall in German." Mr. Hall: "In German you will learn to speak the language as well as write it. (Slide 34) You will develop a speaking vocabulary of about one thousand words. (Slide 35) At the same time you will learn something about the country of Germany and the people who live there."

(Slide 36) Counselor: "Miss Church is your Home Economics teacher." Miss Church: "Freshmen girls will learn to use and care for the sewing machine and other equipment. (Slide 37) You will also select, purchase, and construct a garment from a suitable fabric such

as cotton. You will learn about good nutrition and how to plan, purchase, prepare, and serve family meals within a budget. (Slide 38) Freshmen girls will also learn to understand small children and how to care for them. I hope our unit on good grooming will leave you looking like this. (Slide 39) I will be out to visit all girls before the start of school. I am looking forward to meeting each of you at that time."

(Slide 40) Counselor: "Mr. Asher will be your Vocational Agriculture instructor." Mr. Asher: "In Vocational Agriculture we help boys to better understand the importance of supervised farming and we try to aid them in the establishment of a sound farming program. (Slide 41) You will spend time working on classroom projects and your record book. (Slide 42) Much time will be spent here in the shop, learning to weld and develop other mechanical skills used in farming. (Slide 43) Each of you will have the opportunity to work on some shop project during the school year. (Slide 44) I will also be out to visit you sometime during the month of August."

(Slide 45) Counselor: "Mr. Koftan will be your physical education teacher." Mr. Koftan: "Physical education will help you to develop a sound body, develop cleanliness, cooperation, to learn sportsmanship, and how to keep your body physically fit and healthy. (Slide 46)

We will also try to help you develop a wholesome attitude toward physical activity. (Slide 47) You will enjoy many physical activities during the year. These activities will consist of learning to tumble, to use the trampoline, to use the parallel bars, to use the high bar, group exercising, (Slide 48) playing baseball, and other individual or group sports." (Slide 49)

Counselor: "I will be your Driver Education teacher. (Slide 50) You will learn how to operate a car as well as other information and skills needed for safe, sportsmanlike driving. (Slide 51) Each of you will spend many hours behind the wheel, practicing what has been learned in the classroom. (Slide 52)

Your last hour of each day will be spent studying mathematics. You will be given a choice of taking either Algebra or General Mathematics. Mr. Newsom will teach Algebra and Mr. Koftan will teach General Mathematics." (Slide 53) Mr. Newsom: "Algebra will be somewhat of a new type of mathematics for most of you. I know you will enjoy studying such things as equations, sets, signed numbers, and symbols. Other high school mathematics is built upon your working knowledge of the fundamentals of Algebra." (Slide 54) Mr. Koftan: "In General Mathematics we continue the Arithmetic you started in grade school. You will study measurement and drawing,

basic algebra, and have much drill and practice in the use of numbers."

(Slide 55) Counselor: "Do you feel like this by now? Are you wondering if school is all work and no play? Of course it isn't! Let's take a look at some of the out of school activities all Falcons enjoy. (Slide 56) There will be class parties and all school parties. (Slide 57) Activities usually consist of eating, (Slide 58) a program, and dancing (Slide 59). You will all feel proud of the party sponsored by the Freshmen--usually the best of the school year. The highlight of the year is the Junior-Senior Banquet and Prom. (Slide 60) The Banquet is for Juniors and Seniors only. (Slide 61) The Prom is for all students of Riley County High School. (Slide 62) You will all look forward to the beautiful decorations and activities of the Prom. (Slide 63)

(Slide 64) Wait a minute. What are you trying to do? You don't need to remind us. We haven't forgotten athletics. (Slide 65) Will this be your goal? It will take a lot of hard work to win the award but it will be worth it. The year starts out with football. (Slide 66) Your coaches will be Mr. Prichard and Mr. Koftan. I know they want each of you boys to be out for football. (Slide 67) The end of a hard week of practice--will it be successful? We hope so. (Slide 68) Here we have

Mr. Newsom explaining the cross country program to the boys-- I am sure all runners not out for football will want to take part in the cross country program. (Slide 69) The cold weather outside doesn't bother the basketball team. Coaches Koftan and Newsom are planning your workout for the day. (Slide 70). The freshmen schedule consists of six freshmen games. Your opponents will be Waterville, Chapman, Linn, and Frankfort. You better start practicing now if you want to make the team. (Slide 71) For those of you not interested in basketball, wrestling may be the sport for you. (Slide 72) You always wrestle against someone your own size. It's always nice to be a winner! (Slide 73) At the first sign of spring coaches Koftan and Newsom begin planning your exercise for you. Who knows, you may be a hurdler. (Slide 74) You don't have to be a runner to take part in track. (Slide 75) It takes teamwork to win a relay. (Slide 76) Whatever your favorite sport is, the coaches urge you to give it a try.

(Slide 77) At the end of a busy day you will board your bus again and return home. You will probably look tired and be a bit exhausted as you leave, but remember-- in four years this will be you. (Slide 78) A graduate of Riley County High School." (Slide 79)

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A PRE-ENTRANCE ORIENTATION PROGRAM
FOR NEW STUDENTS OF RILEY COUNTY HIGH SCHOOL

by

GILBERT K. DYCK

B. A., Bethany College, 1957

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

It was the purpose of this study (1) to investigate the importance of orientation services to the educational program; (2) to present methods used in school orientation; and (3) to develop a pre-entrance orientation program for incoming students of Riley County High School.

The procedure employed in the gathering of data for the report was library research. The color slides, used in the pre-entrance orientation program, were taken by the writer. The recorded narration was made, under the direction of the writer, by the subject area teachers and by the president of each school organization.

For many years orientation was not given a definite place in the educational systems of America. The current view of the 60's is much different--orientation is a necessary service, one that pays rich dividends in pupil adjustment. The need for orientation grew out of an increased understanding of the individual, the increased emphasis on academic achievement, the mobile population, the increased enrollments, the larger curricula, the new geographic locations of schools, and the greater importance now given to extra-class activities.

The following principles should govern the planning of an orientation program:

1. definite and specific planning of all orientation activities must be carried out;

2. the orientation service should reach all pupils in new school situations;
3. orientation is a continuing process;
4. orientation should be planned to serve all pupils in all areas of need;
5. orientation should include some means of acquainting the parents of new pupils with the school.

Orientation should take place at three specific times: pre-entrance to the new school, the time of entrance, and the time subsequent to entrance. Pre-entrance orientation should develop a general picture of the school situation that will create favorable attitudes among the pupils. Orientation at the time of entrance should be concentrated, including all high priority needs of the new pupil. Orientation during the rest of the school year should be developed to assure that each pupil is making satisfactory adjustment to school.

The following orientation activities were used in a variety of schools with minimum modification:

1. counselor visitation to the feeder schools;
2. student visitation to the receiving school;
3. Parent's Night at the high school;
4. summer enrollment for all new students;
5. counselor-pupil initial get-acquainted interview;
6. special assembly at the start of school;
7. orientation in classes;
8. home-room activities.

After considering the orientation needs of Riley County High School, it was decided a pre-entrance orientation program, using color slides and a recorded narration, would be of much value and use to the new and prospective pupils of the area. This program, used in the spring before high school entrance, is to give all prospective pupils a general idea of the school, its personnel, its subjects, and its activities. This in turn should help each incoming pupil develop a better understanding and more favorable impression of the school and make his or her adjustment at the start of the new school year much easier and more effective.