ORIENTATION SERVICES IN OREGON SECONDARY SCHOOLS

by

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ORIENTATION SERVICES IN OREGON SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

The word orientation today seems to have many and varied meanings. It originated from the word orient which meant to define a position with reference to the East. Orientation was therefore the determination of the position of the East. Then the word broadened its scope of meaning to include the faculty possessed by certain birds for finding their way home from long distances. Then its meaning came to include the finding of the way for man.

Wherever man has congregated he has had the problem of finding his way in the new situation, therefore it was only natural that within the schools this problem of finding the way, this problem of adjustment was present. The schools have made an effort to solve this problem by personally helping each student answer his or her questions involving the newness of the situation. To this act they have attached the word orientation. In 1937 the State Superintendent of Instruction of Oregon published a pamphlet entitled "Oregon Orientation, A Course of Study," (1, p.1) in which the State Superintendant
wrote,

The problem of adjustment is particularly acute for boys and girls just entering high school. Many of them have spent the preceding years in one-room rural schools and only a limited number will have enjoyed the varied program of the junior high. The complex activity of the larger high school with its new arrangement of classes, changed conditions for study, etc. will prove baffling and discouraging to many pupils unless they receive encouragement and assistance. The fact that the holding power of the school is weaker between the ninth and tenth grades than at any other point is probably due in part to the difficulties which pupils experience in becoming properly adjusted to the life of the high school.

A course in orientation was thus prepared by the State Department of Education especially for ninth graders to help meet the needs of beginning high school students. This course contained four units entitled: (a) Your School, (b) Studying Effectively, (c) Getting Along With People and (d) Looking Ahead.

From these titles we can see that Orientation as a service was broadening even further and including other phases of the student's life besides 'How To Study'.

The objective of orientation as stated by The Maine Department of Education in their Guidance Bulletin Number 1 in 1948, (9, p.36) was:

...to create an atmosphere that will tend to make the student successful and happy in his high school career and to avoid school-leaving.
Ruth Seeger (21, p.2) states that orientation courses fall into three classes: (1) Those that orient the student to the new life, (2) those dealing with methods of study and (3) those dealing with integrated subject matter.

Orientation then is a process of acquainting people with their new environment. This process becomes a service rendered by the public schools to their new students. It is but one of several guidance services performed in our high schools today. Hamrin, (11, p.2) lists as two of the six elements of an organized guidance program: (1) Pre-admission and orientation, and (2) individual study services.

Pre-admission services are included in this study as part of the orientation program, which Hamrin considers to be the first aspect of guidance. This program, recognizing that orientation is a continuing process, uses the techniques of counseling, individual study, group activities and the dissemination of educational and even vocational information. Orientation services are those techniques performed with the new individual in his new situation or just prior to entering his new environment. Chapters II and III are divided into five parts. These parts refer to various phases or divisions of orientation and are as follows:
## Part I
Those Orientation Services Performed In The Spring Or Summer

## Part II
Those Orientation Services Performed The First Week Of School In The Fall

## Part III
Orientation Services Performed The First Term Or Semester For New Students

## Part IV
Orientation Of New Teachers

## Part V
Orientation Of Parents Of New Students

### The Need for Orientation in the Guidance Program

As early as 1925, Lemon (15, p.8) showed a need for orientation of freshmen through his experimental study of guidance and placement of freshmen at the University of Iowa in the lowest decile of the Iowa Qualifying Examination.

Several studies concerning the fears and problems of high school and junior high students have been made. Cunliffe (5, p.56), using the Mooney Problem Check List, found that among 700 Corvallis High School students in 1949, adjustment to school and school work ranked first as a problem over the problems of future plans, courtship, sex, morals, religion, home or family relations. Through use of the Mooney Problem Check List, Pierson (19, p.125) also found the social adjustment to school a big problem as he states,
The need of the Portland schools indicate the guidance programs should have more emphasis placed on helping the students make better adjustments and wiser choices in their school work and with their problems involving personal psychological relations. Only 17 per cent of those in the sample indicated they had anyone in mind with whom they wanted to talk over their problems.

Keenan (14, p.78) found adjustment to school a big problem in the Albany High School where in 1949 she used the Mooney Problem Check List as a basis for her findings.

Wade (23, pp.1-84) by use of the same method, found the same thing true in the Oregon City Junior High in 1951.

Matson (17, p.43) made a survey of the guidance situation in Portland in 1948 and after his study came to the following conclusion,

The child entering school for the first time or changing schools, comes in contact with new and more formal experiences and ways of doing things. He needs help in adjusting himself to new situations.

Goheen (8, p.49) after studying the fears of 200 High School pupils in Portland in 1950 makes the following statement,

The fears of older children, adolescents and adults are progressively more concerned with social situations which might cause embarrassment, loss of prestige and social position. Much of both the formal and informal education of all of these groups should involve information and skills that lead to the prevention of strong fears, through recognition, comprehension and subjugation of their causes.
From these studies it is obvious that a need exists for some form of orientation service that will tend to alleviate some of the social problems of the high school students and help them get acquainted and become adjusted to their school environment.

Orientation, as previously stated, is the first guidance service rendered and for that reason perhaps is one of the most important, without which many of the other elements of guidance would go unnoticed. The extent of the orientation program, for example, has an affect upon the counseling services as Hamrin (11, p.125) states,

A prerequisite to good counseling is an informed student body. This informing can best take place through the orientation services which begin in the spring and are continued the first semester of the school year. The service performed in occupational information can also be started as part of orientation. This may be done by presenting a theme such as, 'After Graduation What?' during orientation week. An assembly may be called at which time the students fill out questionnaires on their wishes and plans for post-graduation years, what jobs they are interested in, and what post high school education they are considering. These along with aptitude, achievement, interest and intelligence tests can be used as a basis for much of the other guidance carried on the remaining four years.

Mathewson (16, p.168) states that it is the responsibility of the school to have an orientation program that will bring about appropriate experiences so the new student may, (1) select appropriate courses in
line with his individual needs, interests, abilities and circumstances, (2) make choices of various types of experience in the whole school curriculum, including co-curricular activities, (3) plan a total educational program and (4) make a choice of a suitable and feasible type of advanced training program, college or otherwise, in line with individual requirements and social demands.

Becoming adjusted to any new situation is the greatest challenge anyone ever has. The manner in which a student orients himself is an indication of how well he will adjust to other situations outside of school and therefore is a key to life adjustment and thus success.

**Purpose of the Study**

The primary purpose of this study is to ascertain the extent of orientation services in Oregon Secondary Schools. Additional questions which will be considered in this study are:

1. Does the size of the school regulate in any way the technique used in orientation?
2. What orientation services seem to have worked best?
3. What orientation services did not work well?
4. How may the orientation services be improved?

It is hoped this study will stimulate the thinking of school administrators to try new orientation techniques.
and to inform them of those practices now in existence. It is further hoped this study will stimulate research considering the values of the various techniques of orientation from the student's viewpoint.

Scope and Procedure of Study

Because of the nature of the study the school administrator of each secondary school in Oregon was contacted. To reach all of these schools at practically the same time and to limit the expense involved, the questionnaire survey method of collecting data was selected. It was decided to consider only the following areas for investigation:

I. Those services concerning pre-secondary school students performed in the spring before the students become enrolled in the secondary school.

II. Those services performed the first week the secondary school students are enrolled.

III. Those services performed throughout the first term or first semester the secondary school students are enrolled.

IV. Those services performed in orientation of new teachers.

V. Those services performed in orientation of parents of new students.

The questionnaire was formulated by use of current literature in the field and was submitted to an Oregon
State College class in Research Procedures for criticism. The constructive criticism received through this test run helped greatly in completing the construction of the questionnaire.

A mailing list was compiled from The Oregon School Directory by counties of all the principals of all the secondary schools in Oregon. This was sent to the State Supervisor of Occupational Information and Guidance, Glen Weaver, in the fall of 1953 and brought up to date.

November 1, 1953, was chosen as the date to mail the questionnaires along with an introductory letter, as by then the principals would be familiar with the various techniques in question. Before the questionnaires were sent, Mr. Weaver mentioned the study in a newsletter to all principals and also verbally mentioned it to those principals he saw early in the fall. This extra service on Mr. Weaver's part contributed to a good return.

On the selected date, 220 questionnaires were mailed with addressed and stamped return envelopes enclosed. Two weeks later the follow-up post cards were mailed and a month later they were mailed again.

An arbitrary grouping of the schools into three classes was made. A Class I school was defined as any high school containing more than 150 students. A Class II school as any high school having between fifty and 150
students, and a Class III school as any high school having enrolled less than fifty students. This particular breakdown in the return was chosen because it was felt by the writer that if any differences in techniques existed this particular grouping would best show those differences.

Table I shows the distribution and returns of the questionnaire by counties. Seven counties returned 100 per cent of their questionnaires and only two counties had less than a 50 per cent return. Seventy-four per cent of the questionnaires were returned. Of the 162 returned questionnaires six were not usable. Reasons given for not filling out the questionnaire were either because the recipient was unfamiliar with the system or that the administrator felt his school too small for orientation procedures. In four of the six cases letters were sent to the writer and some of the orientation services of the school were mentioned.
### TABLE I

THE DISTRIBUTION AND RETURNS OF THE QUESTIONNAIRE BY COUNTIES

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<td>Linn</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Malheur</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Marion</td>
<td>10</td>
<td>8</td>
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<tr>
<td>Morrow</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Multnomah</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Polk</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Sherman</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Tillamook</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Umatilla</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Union</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Wallowa</td>
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<td>4</td>
</tr>
<tr>
<td>Wasco</td>
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<td>2</td>
</tr>
<tr>
<td>Washington</td>
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<td>7</td>
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<tr>
<td>Wheeler</td>
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<td>2</td>
</tr>
<tr>
<td>Yamhill</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Totals         | 220                | 162             |
Table II shows a comparison of the number of questionnaires mailed and returned according to classes. All questionnaires returned are included in Table II. It appears safe to assume from Tables I and II that the sampling is adequate, since the majority of schools in 95 per cent of the counties answered and since comparatively the same percentage of large and small schools answered as exist in Oregon and the over-all return of 74 per cent is considered quite high for this type of research.

TABLE II

COMPARISON OF RETURNS TO THOSE SENT ACCORDING TO SCHOOL SIZE

<table>
<thead>
<tr>
<th>School Size</th>
<th>Mailed No.</th>
<th>Mailed Per Cent</th>
<th>Returned No.</th>
<th>Returned Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I (over 150)</td>
<td>114</td>
<td>52</td>
<td>95</td>
<td>59</td>
</tr>
<tr>
<td>Class II (50-150)</td>
<td>73</td>
<td>33</td>
<td>42</td>
<td>26</td>
</tr>
<tr>
<td>Class III (less than 50)</td>
<td>33</td>
<td>15</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100</td>
<td>162</td>
<td>100</td>
</tr>
</tbody>
</table>

Of the usable questionnaires, ninety-five were Class I; forty-one were Class II, and twenty were Class III, for a total of 156.

A Unisort Analysis Card was then used on which was keyed the Yes and No answers from the questionnaire. Also on the card was noted the class of school, the
presence of comments on each question, the name and address of school, grades included and total enrollment. The appendix includes the questionnaire, the introductory letter, and the follow-up card.

Limitations of the Study

The study was restricted to the opinions and interpretations of only one individual in each school. In the test run in Research Procedures in Education, Ed. 512, previously mentioned, members of the class belonging to the same high school faculty would occasionally disagree on the answer to a question, which points out the limitation of the questionnaire method. Other limitations of the study were:

1. The danger of those answering according to their philosophy rather than the actual practice.

2. Interpretation of the question.

3. All questions were not answered by all the recipients.
CHAPTER II

SECONDARY SCHOOL ORIENTATION SERVICES

The present chapter is designed to explain and define the areas which will be covered in the study of orientation services in the secondary schools of Oregon. It is not within the realm of this study to examine and review each specified service; however, the general categories will be designated, and some of the more important services discussed.

Orientation of Pre-High School Students

This service is sometimes referred to as pre-admission orientation and may take place in April and/or May of the year the new students will be transferring.

Traxler (22, p.6) states:

The first duty of those charged with the development of a guidance program is to build a plan that will enable the school to know its pupils. This is the major strategy of guidance.

To do this there must be early contact between the high school and the various grade schools or junior high schools that will be sending students to it in the fall.

Hamrin (11, p.84) states:

It is usually the responsibility of the receiving school to initiate cooperation with the contributing school or schools.
A bridge needs to be securely anchored at both ends. The bridge can be started, however, from both ends simultaneously. The first step as suggested by Erickson (6, p.12) is for the counselors from the receiving school to contact pupils and teachers in the sending schools, and provide them with information needed in helping pupils plan their future school program. Usually at this time a questionnaire is filled out by feeder school pupils and should include name, age, birthday, likes in school subjects and activities, parents' background, how well student thinks he is adjusted in present school, church affiliation, home situation, health condition, social activities, outside work, use of leisure time plus a problem check list of a personal nature.

Jordan (13, pp.110-12) points out that his high school faculty planned a visitation day when the entire staff visited the feeder schools for the purpose of answering further questions about the high school, after the counselor had made the initial visit.

Goeden (7, pp.88-92) suggests a student handbook be distributed at this time entitled, 'Planning For High School' which will give the course offerings and suggested areas of high school study. In an assembly the prospective high school students were given a screen-slide talk, 'Floor Plans and Traffic Rules'.
Parents are often invited to attend these pre-school orientation conferences to assist in course selection or to make suggestions. On this subject Hamrin (11, p.84) conducted the following experiment:

In a medium-size township high school in a metropolitan area, individual pre-school conferences were held with the parents of one-half of the entering high school students. The results of this experiment showed that the children of counseled parents had an apparent and statistically substantial advantage over the children of uncounseled parents.

The pupils from the sending school then should have an opportunity to visit the receiving school, meet their new counselors and teachers and learn about the school. This is done in Kalamazoo Michigan Public Schools as reported by Erickson (6, pp.53-58). Ronalds (20, pp.84-90) suggests the 8th grade students be assigned a freshman guide who would take him along to his regular classes. Also he suggests an eighth grade night program for parents in May which would consist of (a) panel by students—questions and answers about scheduling, discipline and mechanics of classes, then, (b) some form of entertainment as a musical program, swim exhibition, etc. Hamrin (11, p.84) suggests the administering of tests for achievement, aptitude and interest while the student is still in a school where he feels at home. The results of these should help the student and
counselor choose courses and direct their assignment to special sections of subjects, where such exist. It is suggested the last 4 issues of the high school newspaper be given to eighth grade students. Articles in the third issue are by high school freshmen for the purpose of disseminating information about the high school through the experiences of a student who has been in high school only a short time. The articles point out experiences in which the new students might anticipate upon entering high school.

The final phase of pre-high school orientation is the transferring of records from the sending school to the receiving school. Any material which is pertinent to understanding the incoming student better should be sent. Crow (4, p.62) states that usually school records consist of scholastic achievement and attendance records. Few schools record health habits, leisure time activities and information on areas of special ability and aptitude. School records should contain these items and should be transferred for best orientation services.

Orientation During the First Week of School in the Fall

The first week of school in the fall is taken up almost entirely with orientation. Teacher orientation will be treated in a later section of this chapter, so
will be omitted at this time. The new student entering the high school has many adjustments to make. Erickson (6, p.49) lists them as follows:

1. Learn the physical set-up of the new building.

2. Adjust himself to many teachers after experience in the 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 extracurricular activities wisely.

7. Participate in athletics and intramural programs.

8. Learn how to organize and use his study 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.

In large schools the first day is often given over entirely to freshmen. Orientation to the physical plant is one of the first services rendered to the students by the school. This may be accomplished by posting temporary signs at conspicuous places in hallways and by the assigning of faculty members or upperclass students for conducted tours of the building. Students are assigned
lockers, homerooms, given schedules and attend short period classes. An orientation assembly may be held each day to acquaint the student with more of the school's rules, traditions, songs, personnel, services and offerings. One assembly may cover the cumulative record as suggested by Goeden (7, pp. 88-92). This assembly may be called 'Record Day'. The theme is "Your record is you" and in this assembly a realization is gained by the students that all the things they do and the tasks they accomplish are noted, and that from this record they are judged. Another assembly might be called "New Pupils Activities Day" in which the new students are shown the accomplishments of various extracurricular organizations through skits, plays, exhibits, tours, etc. Movies or slides can be very effectively used in these assemblies. Watkins (24, p. 54) from his data on Guidance Practices in Utah Secondary Schools, points out that orientation assemblies are carried on by 67 per cent of the schools of that state.

The student handbook, if available, should be given out by the end of the first day, with some time spent in assembly or small groups to look it over. Provision for collecting fees should be made during registration. At least two tours of the library are suggested by Goeden (17, pp. 88-92) in which the students
learn the use and rules of the library.

Wright (27, p.21) suggests that each new student be assigned an upperclassman, Big Brother or Big Sister, who would be charged with the responsibility of orienting the new student. This should include discipline, scholarship and social adjustment and should be a two-year relationship. Watkins (25, p.54) reports only 14 per cent of the schools of Utah had a Big Brother, Big Sister program in 1950.

Barbour (2, pp.33-36) suggests this as the time to assign pupils to their homeroom teachers where much of the first semester orientation will be carried out. Within the homeroom he suggests first that a hospitable atmosphere be created, then have the members get acquainted, either by self-introduction or other device. Ronalds (20, p.86) suggests this be done by having one student introduce another, both of whom are strangers and then have a 'know your students' quiz. Other early orientation that may be left to the homeroom includes acquainting the pupils with the geography of the building, teaching personnel, and their routine. Also, there may be talks about regulations of the school and student government and finding something for each student to do, not sending the same student on an errand each time. Counselors may visit the homeroom and meet the counselees as a group, possibly to
arrange for individual conferences. Quizzes may be given about the physical plant, to make that phase of orientation more real to the students.

Orientation During the First Term

Many of the services that began during the first week will continue throughout the first term or semester. The homeroom, English, Social Studies or World Geography classes may include an orientation unit. A study by Mort (28, pp.1-98) revealed that about half the orientation of new students was taken care of by units in subject matter courses or by the homeroom, and that these units were covered more adequately in the larger schools than the smaller ones. Also it seemed that girls received more from the instruction than boys. Some of the sixty-six subjects treated in the homeroom include (1) attitudes of students toward purposes of education, (2) student adjustment to school life, (3) appreciation of school opportunities, (4) selection of vocation, (5) acquaintance with school, grading system and graduation requirements. If the school has a handbook the homeroom usually studies it very carefully. Often through the homeroom, the school faculty is brought in and participates in various discussions about aspects of school life. The homeroom is the best place, as pointed out by Erickson (6, pp.53-58) for
discussion of study habits, history of school and where personal problems may be indicated. An autobiography may be written in the homeroom or in the English Unit on orientation, which later will be inserted in the student's record. Counselors are often called upon to lead the group orientation classes as pointed out by Hitchcock (12, p.73) in his study of counselors' jobs in the United States. He states that 67 per cent of 825 schools answering his questionnaire, used counselors to lead the group orientation classes. Hamrin (11, p.12) suggests the following:

Every freshman is enrolled in a one-semester course in community civics. The first unit for thorough study is the Student Handbook, which tells the history of the school, the school creed, the departments of the high school, the student organizations and activities, student publications, awards given by the school, and many other things. Broad fields of occupations and various types of colleges and universities are also discussed in this course. Any testing that is done early in the freshman year is done in this class. In this first course, it is usually easy to select those who need individual help early in their high school life.

It is suggested by Hamrin (11, p.91) that during the first semester every freshman be given three aptitude tests--academic, mechanical and clerical; three achievement tests--arithmetic, reading, and science; and a vocational interest inventory. The results of these tests and their implications for his educational plans
are discussed with the student by his homeroom teacher in a personal conference.

A welcome issue of the school paper should be published as soon as possible, a play day for the new pupils should be conducted in the physical education classes and all classes should be organized in such a way that all groups from the sending schools are amalgamated and the class feels solidarity. Also within the classes the purpose of the course, what is to be done and how it is to be done should be made clear, as vagueness in assignments makes for sloppy work and insecurity which is bad for the beginner in any school. There should also be a method for checking incoming students for reading ability, and a way to make arrangements to help those who have reading difficulties. Reading disability too often means failure in all school work, and a failing or near-failing student can be neither successful nor happy.

Orientation services for the transfer student should include many of the services already mentioned. Schools should have a permanent faculty and student welcoming committee that would be available, and trained to orient the late coming student or the student who transferred in from another high school. Hamrin (11, p.99) has this to say about orientation of the transfer student:
In the rush of opening week the plight of the upperclassman who has just transferred from another school is often forgotten. Provision should certainly be made for him in any complete orientation program, for if he is sensitive his problem is not so easily solved as that of the freshman. While friends are enthusiastically greeting their pals whom they haven’t seen since June, they are not likely to notice the newcomer; they may thoughtlessly push past him and give him the impression that he is being purposely ignored. The Dean of Girls is aware of this need and has held meeting of the new upperclassmen and has had their snapshots placed on the bulletin board to introduce them a week or two after the opening of school, but less is done for the boys for the opening days of school. It would be well to provide each new student with a host, who would introduce him and give him the information about the school which he needs.

Orientation of the New Teacher

Most of the teacher orientation takes place the week preceding school in the fall. This week is usually termed in-service training, for which the teacher is paid his regular salary. The administrator can build morale of his staff and determine to a great extent the success of his whole program through an effective orientation program for his new teachers. For success of the school program the teachers must be adjusted. To do this Hamrin (11, p.46) suggests:

The school officials can help the staff members to find comfortable living conditions, to orient themselves socially and professionally, thus making them feel at home. It is also worth while to orient
teachers in the use of community resources, and recreational facilities, and to help them enjoy a normal social life.

Woodward (26, p.58) found in 1948 that 68 per cent of the first class districts of Oregon have pre-school teacher orientation and that some are carrying on rather extensive programs that include such items as:

(1) School policy
(2) School plant
(3) Available teaching materials
(4) Teacher promotion
(5) Philosophy of curriculum
(6) Grading system
(7) Use of audio visual aids and school equipment
(8) Discipline
(9) Classroom organization
(10) Available guidance services
(11) Community resources
(12) Student problem cases
(13) State retirement system

The older teachers should have a part in setting the in-service training program up in the fall. This should be done before school lets out in the spring.

Carr (3, p.9) states:

Orientation of new teachers actually begins with the interview in Richmond, Indiana.
Impressions gained are lasting and often determine attitudes. Applicants are treated with courtesy and frankness. Desired qualifications are stated and questions regarding philosophy and working conditions are answered. Candidates are permitted to visit classrooms and talk with teachers at work.

The faculty Big Sister and Big Brother plan is used, in which an experienced faculty member introduces a newcomer to the resources and services of the school. School bulletins and teacher handbooks are used in many schools as teacher orientation techniques or tools. Faculty tours of the community resources are popular, and are often conducted by boards of education, service clubs or Parent Teacher Association groups. The keynote seems to be an informal, relaxed program.

Gunkle (10, pp.313-26) made a comprehensive study in 1949 of the Teacher Orientation In Selected High Schools Of Cook County, Illinois, outside of Chicago. From this study and rather exhaustive reading in the area of teacher orientation he came to the following conclusions:

1. Less than half of the schools involved in the study conduct any special orientation for new teachers.

2. Teachers were made familiar with the general routine of the school.

3. Only about three-fourths of the teachers were informed about the educational philosophies and policies of their respective schools.
(4) A better understanding of school organization is needed.

(5) Teachers are not versed in the procedures to follow in solving problems.

(6) Discussions of classroom problems, both real and apparent, are not commonly held.

(7) Teachers are not getting the help they desire.

He went on to state that it would seem that the superintendent or other administrator would be relieved of a number of problems, both significant and insignificant, if a rather comprehensive orientation program were held for new teachers. The philosophical principles and policies of education should not escape the new teacher. If teachers also had a better understanding of school organization the efforts of the administrator and his line and staff officers toward a more efficient organization would be facilitated.

Orientation of Parents of New Students

A well informed parent is an understanding parent. Proper parent orientation can eliminate problems before they occur and can do much to improve the public relations of the school. In the well organized plan, letters will be sent to parents preceding a meeting or program which will invite them to attend. These letters may state information about the school which they might
desire to know.

Barbour (2, pp.33-36) suggests the following parent orientation services:

(1) A tea for the new mothers presented by the home economics department.

(2) A program given at the Parent Teachers Association which honors the new group of parents.

(3) Parent Teacher Association groups from each school arrange a joint meeting for discussion and questions pertaining to the new school.

(4) Parents are invited to a meeting at the new school at which student representatives tell of the program.

(5) The teachers should plan late afternoon and evening office hours in which to meet parents and discuss with them the course of study or other problems of their children.

Parents may be required to come to school to sign the program of studies their child has chosen. This affords an opportunity for the parents to meet the school personnel, tour the building and in general gain a feeling of belonging to the school situation.

Home visits may be an effective technique of parent orientation. Hitchcock (12, p.95) states that out of 828 schools contacted in his study, 62 per cent of the counselors made home visits. Watkins (24, p.72) in his study of Utah Guidance Practices found 60 per cent of the schools making home visits. Counseling
is carried on with the parent in regards to pupil failure, family problems, pupil behavior, vocational and educational problems. The Guidance Services Booklet For Oregon (25, p.71) recommends that conferences with parents be one of the orientation services. It also suggests that parents as well as faculty members be consulted in the planning of an orientation program itself.

The parents of new students are often treated in the same manner as parents of students in higher grades. Through a special conference, assembly, or other function these parents should be told about the services available to them and to their children. This may also be accomplished through a parent handbook which explains administrative procedures such as attendance, late entrance, absences, building hours, bell schedule, fees, grading system, student load, honor roll, make-up work, graduation requirements, accident insurance, use of telephone, social events, cafeteria, parking, library facilities to parents, bus rules and a school calendar.
CHAPTER III

ORIENTATION SERVICES IN THE OREGON SECONDARY SCHOOLS

(Results of the Survey)

A questionnaire (Appendix A) was developed in accordance with the general categories which were discussed in Chapter II. An effort was made to develop a questionnaire that contained clear questions that could be interpreted only one way and which could be completed easily and rapidly by the respondents, yet would contain factual information that would be enlightening to the writer.

Questionnaires were distributed to each of the 220 secondary school principals in the State of Oregon. These principals were selected from the 1952-1953 Oregon School Directory, and then brought up to date by the State Department of Education, Division of Occupational Information and Guidance Services, Salem, Oregon. Principals from 162, or seventy per cent of the schools responded. Table I, page 11, indicates the response by counties.

Six of the respondents sent back their information in the form of letters or cards that could not, as such, be used in the study. The distribution as to size of school, is as follows:
PART I

This part of the study pertains only to those services performed in the preceding spring before students become enrolled in the high school. The following questions were asked in Part I of the questionnaire:

1. Which faculty members make specific visits in the spring to one or more of the feeder schools that will be sending students to your school in the fall? None___ Principal___ Counselors___ Teachers___

The School Districts of Oregon are arranged in such a way that often, even in the smaller communities, one high school will receive students from several grade or junior high schools in its area. These outlying schools are referred to as feeder schools by the high school. Table III shows that Class III schools do not practice spring visitation as often as the larger schools. The reason for this may be due to no feeder schools for that high school other than the one contained in the same building. Eighty-two per cent of the schools do make visits, and the principal is the most frequent faculty member used.
TABLE III
FACULTY MEMBERS MAKING VISITS

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Principal</td>
<td>9</td>
<td>32</td>
<td>74</td>
<td>115</td>
</tr>
<tr>
<td>Counselors</td>
<td>0</td>
<td>2</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td>6</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

Twenty-seven Class I schools send both principal and counselor or principal and teacher to the feeder school. Eleven schools send all three. In the Class II schools, three send both principal and teachers and two send all three. Class III schools send only the principal.

2. Do these members usually make more than one visit?
   Yes    No

More than one visit is made by less than half the schools, as shown in Table IV.
TABLE IV

FACULTY MEMBERS MAKING MORE THAN ONE VISIT

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>7</td>
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<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

3. Is this done on school time?   Yes   No

It was assumed that a special effort would be made by the faculty visitors to make their school visits during school time, when they could come in contact with the students that will be coming to them in the fall. Also it was assumed that if a faculty member did this on school time he would be receiving pay for the visit and that a planned visit would ensue. From Table V it appears that most visits are made during school time. This question was also included in the questionnaire to avoid a yes answer if an incidental visit was made which was irrelevant to the orientation services.
TABLE V
VISITS MADE WHILE SCHOOLS WERE IN SESSION

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
<th>Classes</th>
<th>Total</th>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>per</td>
<td>II</td>
<td>per</td>
<td>I</td>
<td>per</td>
</tr>
<tr>
<td>No. cent:</td>
<td>No. cent:</td>
<td>No. cent:</td>
<td>No. cent:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Yes   | 8 | 40 | 34 | 83 | 78 | 82 | 120 | 77 |
| No    | 5 | 25 | 3  | 7  | 6  | 6  | 14  | 9  |
| Not answered | 7 | 35 | 4  | 10 | 11 | 12 | 22  | 14 |

Total | 20 | 100 | 41 | 100 | 95 | 100 | 156 | 100 |

4. Do students from your high school visit feeder schools with the specific aim of telling about your high school program in an organized way? Yes  No

COMMENTS

This is one service that is carried on more by the large schools than the smaller ones. There seems to be no explanation for this except the greater degree of organization for this sort of service that the larger schools tend to have. Table VI indicates the response to this question.
TABLE VI

VISITS TO FEEDER SCHOOL BY HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>per</td>
</tr>
<tr>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>6 30 9 22 42 44</td>
</tr>
<tr>
<td>No</td>
<td>11 55 28 68 50 53</td>
</tr>
<tr>
<td>Not answered</td>
<td>3 15 4 10 3 3</td>
</tr>
<tr>
<td>Total</td>
<td>20 100 41 100 95 100</td>
</tr>
</tbody>
</table>

Comments indicate that students going to the feeder schools in the spring are usually upperclassmen who have been carefully screened and trained. The student body president, or president of the girls' league or boys' alliance usually makes the visit. In one school, the Vocational Agriculture students make the visitation. In other schools the only visit is by a group that entertains, such as a play cast or band that puts on an assembly program for the feeder school. Sometimes psychological tests are given on this occasion and often pre-registration is completed besides explaining the school system in brief to the prospective high school students. One school used the panel as a method of informing the new students and in another the high school students gave the commencement addresses in the outlying schools.

Some schools have the feeder schools visit them,
where the prospective students can be given a tour through the building and register. In some of the smaller schools especially, the junior high and high school are in the same building so there is no reason for a spring visitation.

5. Is any duplicated material about your school left at the feeder school? Yes No
If so what?

Table VII indicates the Class III schools do not use this service to a very great extent, while a large percentage of Class I and II schools follow this practice.

The most common materials left are booklets, pamphlets or information sheets dealing with high school programs of studies or the school schedule. Sometimes this information is in the form of a handbook for prospective students. Other materials frequently left include school papers, news items, health record requirements, physical examination forms, graduation requirements, registration materials, campus map, bus regulations, list of activities, high school forecast card, yearbook, posters, free passes to some games, book list and book price list and college entrance requirements.

In the smaller schools the comment was made that a great deal of material was taken home by present high schooler who was in the same family with a prospective
high school student.

**TABLE VII**
DUPLICATED MATERIALS AT FEEDER SCHOOLS

<table>
<thead>
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<td>41</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>156</td>
</tr>
</tbody>
</table>

6. Are individual cumulative records received from feeder schools on all incoming students? **Yes**  **No**

This question is very conclusive. The word "all," would tend to limit the number of yes answers, but this was not the case according to Table VIII, which shows that regardless of school size, individual cumulative records are received from all students in a high percentage of the schools of Oregon.
TABLE VIII
CUMULATIVE RECORDS RECEIVED

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<td>100</td>
<td>95</td>
<td>100</td>
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</tr>
</tbody>
</table>

7. Are any personal information questionnaires filled out by incoming students, or by their teachers, that will be available to their teachers in the fall? Yes  No

This question was directed at finding out more about the type of material asked for during pre-orientation visits. The personal information questionnaire is one of the best sources for orientation counseling. Table IX indicates that about two-thirds of all the schools have some sort of information about the new student before he ever enters the school.
TABLE IX
PERSONAL INFORMATION QUESTIONNAIRES

<table>
<thead>
<tr>
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<td>per</td>
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<td>No. cent</td>
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<tr>
<td>Yes</td>
<td>11</td>
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</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Do you feel the information you receive is adequate so that need for remedial classes, special classes, etc. are known in time for programming? Yes  No

This question asks for a matter of opinion which delimits its validity. Nevertheless it was felt by the writer that these data were pertinent to the study. It was also felt that often information is received, thus making it look like that service is functioning properly, yet the information is not adequate and the program is not as satisfactory as it might appear. This hypothesis is partially correct since, from Table X, 40 per cent feel they do not receive adequate information. In the large schools especially, programming must be completed before registration can begin, yet the necessary information to do this is not in the high school administrator's hands. This presents a problem that could partially be
solved through a better orientation program in the spring.

**TABLE X**

**ADEQUACY OF INFORMATION FROM FEEDER SCHOOLS**

<table>
<thead>
<tr>
<th>Classes</th>
<th>III per</th>
<th>II per</th>
<th>I per</th>
<th>Total per</th>
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<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

9. Are there any organized group visits of incoming students to the high school?  Yes  No

This question was asked to obtain data on one of the more popular recommended orientation practices. Many of the smaller schools have their eighth graders in the same building or just adjacent to the high school building and therefore do not carry on an organized group visit since the incoming students are already familiar with the physical plant. Interviewing and scheduling can be done more easily at the feeder school under these conditions. Table XI shows this is practiced by more of the larger schools. It is evident that school visitation is part of the orientation program of many schools.
TABLE XI

GROUP VISITS TO HIGH SCHOOL

<table>
<thead>
<tr>
<th></th>
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<td>II</td>
<td>I</td>
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<td></td>
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<tr>
<td></td>
<td>No. cent</td>
<td>per</td>
<td>No. cent</td>
<td>per</td>
<td>per</td>
<td>No. cent</td>
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<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

10. Do these prospective new students visit actual classes in normal operation? Yes  No

By an examination of Table XII this practice is found to be carried on by 40 per cent of the schools. The larger schools seem to have found a greater need for this technique. Writers in the field disagree as to the effectiveness of this service. This seems to be reflected also by the data.
TABLE XII

HIGH SCHOOL CLASS VISITATION BY GRADE SCHOOL PUPILS

<table>
<thead>
<tr>
<th>Classes</th>
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<td>No. cent</td>
<td>No. cent</td>
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<tr>
<td>No</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

11. Does your school have a printed student handbook?
   Yes  No

   The word printed may have been misconstrued to include any material which is reproduced for distribution. The question was asked to find out the number of schools having a bound pamphlet containing descriptive material about the functions of the school. Mimeographed material, unless bound in a permanent nature would not be considered a student handbook. Handbooks are expected to be used an entire year, even as teaching material, and are designed to be a part of the student's permanent notebook, with a cover stating its identity. Each year more schools are producing these handbooks as they have proven of great value to the student. The writer views with alarm the number of Class I schools that answered in the negative to the above question, as shown in Table XIII. It is
hoped this service will be found in more of the orientation programs of all schools in the future.

TABLE XIII
PRINTED HANDBOOKS

<table>
<thead>
<tr>
<th>Classes</th>
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<tbody>
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<td>13 65 18 44 29 31 60 38</td>
</tr>
<tr>
<td>Not answered</td>
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</tr>
<tr>
<td>Total</td>
<td>20 100 41 100 95 100 156 100</td>
</tr>
</tbody>
</table>

12. Is the student handbook distributed prior to school opening? Yes No

Part I of the questionnaire, the phrase, 'prior to school opening' referred to the spring of the year the students would enter the high school. The advantages to this practice are found in giving the student longer exposure to material about the school, and thus a greater chance for orienting himself. However, students would also have a greater chance to lose the handbook, which would prove a disadvantage. Table XIV indicates that 42 per cent of the schools distributed handbooks. If, however, only those ninety schools having a printed handbook are considered, 72 per cent of them distributed their
handbook prior to school opening.

**TABLE XIV**

**EARLY DISTRIBUTION OF HANDBOOK**

<table>
<thead>
<tr>
<th></th>
<th>III per</th>
<th>II per</th>
<th>I per</th>
<th>Total per</th>
</tr>
</thead>
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</tbody>
</table>

13. Please list and discuss one or more of your most promising practices, that you have used for orientation of students prior to school opening.

The answers following this and other similar questions in the questionnaire have been the most enlightening and have given greater value to the study than any other part, by allowing the principals to express themselves in their own words. They cooperated willingly with this phase of the study and have contributed many suggestions. It was assumed that schools do consider some practices better able to do the job than others and for that reason comments on this practice were encouraged.

The most promising practice seems to center around the day when the feeder school students come to the high school for an organized visit. Several schools
do this in the spring, and include the registration of student and conducted tours of the building. Usually there is a general meeting where the principal, teachers and student leaders explain various functions of the school. Some schools allow the students to visit actual classes in operation at this time. One school runs through the fall schedule, to iron out difficulties. This last service however is done only after the high school personnel have previously visited the feeder schools and have completed fall class registration. Several schools allow the feeder school students to visit in groups of thirty. Upon arrival at the high school, this group is divided into four or five smaller groups according to interest, and a student of the high school takes them on a conducted tour. Some schools invite the prospective freshmen to a night meeting, to be accompanied by their parents, where schedules and activities are explained and tours of the building conducted. One school had a 'Greenie Hop' in the spring for all freshmen which serves as a get together meeting for all students.

Another very popular service is that of high school personnel visiting the feeder schools to explain the high school program, give out printed material and discuss rules, regulations and requirements. One school calls in students during summer for interviews and schedule
adjustments. Another requires the parent to sign the schedule card on which the student has outlined his course of study. One principal reported he had each feeder school eighth grader address a card to himself which is collected and then mailed in the fall announcing freshmen day, pre-registration and building orientation the week before school opening in the fall. This phase of orientation has been given the name 'Bridging The Gap' by several schools.

14. What orientation services prior to school opening in the fall have you tried that haven't worked well?

It is assumed that the best efforts of teachers in orienting students will not always be successful. The following comments are in response to the above question. One principal wrote, "We have some difficulty with a few junior high school teachers feeling we are overstepping our boundary by coming to them in the spring and having visitation. This is especially true of the junior high dean of girls who feels she should handle those services." One principal felt he could not depend on the feeder schools to interpret, to the students, any printed material sent by mail for orientation. It was suggested by another principal that the giving of Algebra Prognostic tests, to determine whether students should take General Mathematics or Algebra, was a waste of time, and
that the Junior High Arithmetic grades were better indications. Other comments on orientation services that did not work well were: student meetings, mailed notices, pre-registration before school starts, a full day of freshmen visitation, having parents and students come to office, pre-school enrollment of freshmen, students desiring to change schedules they made out in spring, and too much reading material. Evidently there can be too much of a good thing. Many of the questionnaires were either blank or had 'none', or 'everything has been successful.'

PART II

Part II of the study pertains to those orientation services performed during the first week of school in the fall or whenever a new group arrives. The following questions were asked in Part II of the questionnaire:

1. Is at least part of the first day the new students arrive for school used in acquainting them with the physical plant? Yes No

The larger the school, the more this service becomes a necessity. Table XV shows a higher percentage of Class I and III practice this service than Class II. The class III schools are so small that a tour of the physical plant is only a matter of minutes. This
technique of orientation should be an integral part of all school programs.

TABLE XV

PHYSICAL PLANT ACQUAINTANCE

<table>
<thead>
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<th></th>
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<td>156</td>
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</tbody>
</table>

2. Are tours of the building conducted primarily by students, either before or during the first week? Yes No

Often a tour from the student's point of view has more orientation value than a tour conducted by a faculty member. About half the schools, as shown in Table XVI, use students for their conducted tours.
### TABLE XVI

**STUDENT CONDUCTED TOURS**

<table>
<thead>
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<th>Total</th>
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<td>41</td>
<td>100</td>
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</tbody>
</table>

3. Do the new students receive by the end of the first day a printed student handbook that is theirs to keep? Yes  No

Tables XIII and XIV refer to the student handbook and its distribution prior to school opening. Table XVII refers to the distribution of the handbook by the end of the first day. The Class III and Class II schools appear to distribute their handbooks earlier in more schools, than the Class I group. In the latter group, 47 per cent distribute it prior to school opening, and 74 per cent by the end of the first day. These data show that early distribution of the handbook is accepted by more schools.
TABLE XVII

DISTRIBUTION OF HANDBOOK BY THE END OF THE FIRST DAY

<table>
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<tr>
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<th>:</th>
<th>:</th>
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<td>No. cent</td>
<td>No. cent</td>
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<td>41</td>
<td>100</td>
<td>95</td>
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</table>

4. Is time spent with the class in explaining the student handbook thoroughly? Yes No

Table XVIII shows that 60 per cent of the schools explain their handbook thoroughly.

TABLE XVIII

HANDBOOK EXPLANATION

<table>
<thead>
<tr>
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<td>No. cent</td>
<td>No. cent</td>
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<td>41</td>
<td>100</td>
<td>41</td>
</tr>
</tbody>
</table>
5. Does each new student have an upperclassman specifically assigned to him?  

Yes  No

The assigning of upperclass students to new enrollees is a frequently suggested practice by writers in the field. This question was included because the writer believed this service was not being carried on in the Oregon schools. Table XIX shows that this is an unpopular procedure, regardless of school size.

**TABLE XIX**

**ASSIGNING UPPERCLASSMEN TO NEW STUDENTS**

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per</td>
<td>per</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>80</td>
<td>34</td>
<td>83</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

From the comments it was found that only upperclass girls were used. The small schools did not believe this service necessary because the students were in the same building or an adjacent wing and were therefore familiar with the school plant, activities and scheduling. The large schools commented that the mechanics of such a service were too difficult and the organization too
complex, in which case classroom teachers acted as counselors and worked with the regular counselors. The second class schools used the 'big sister' plan where the freshmen girls were assigned junior or senior girls as guides or sponsors. One school used upperclass girls and boys as proctor teachers.

6. Are quizzes of any sort used by the school in general to find out if students are oriented to physical plant? Yes  No

This question was asked to see if the schools are making an effort to measure the effectiveness of their program. This effort is apparently not being made as the data in Table XX shows. Ten per cent of all schools have such a practice, and these are almost entirely the Class I schools.

TABLE XX
PHYSICAL PLANT QUIZ

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. cent: per:</td>
</tr>
<tr>
<td>Yes</td>
<td>0 0 1 2 14 15</td>
</tr>
<tr>
<td>No</td>
<td>17 85 39 96 73 77</td>
</tr>
<tr>
<td>Not answered</td>
<td>3 15 1 2 8 8</td>
</tr>
<tr>
<td>Total</td>
<td>20 100</td>
</tr>
</tbody>
</table>
7. Are signs of a temporary type displayed which show directions around school?  

Yes  No

This is a practice shown by Table XXI to be carried on by about a third of the schools, and more frequently by the larger schools, perhaps due to necessity. Its importance is seen as an aid to quick physical plant orientation.

**TABLE XXI**

TEMPORARY DIRECTION SIGNS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>No. Cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Is it a general practice for most homeroom teachers to require each student to become acquainted with several strangers in the room by the end of the first day?  

Yes  No

Two-thirds of the schools answered in the negative, regardless of school size, as shown in Table XXII. This large percentage is due primarily to the lack of home-

rooms.
TABLE XXII
SCHOOLS REQUIRING ACQUAINTANCE WITH NEW STUDENTS

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
</tr>
<tr>
<td></td>
<td>No. cent; No. cent; No. cent; No. cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>30</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>55</td>
<td>26</td>
<td>63</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

9. Is proof of the acquaintance mentioned above requested by the homeroom teacher? Yes No

It was assumed this proof would not be requested by any other faculty member, and that proof constituted written or oral expression to the class about those strangers. From Table XXIII only about one-fifth of the schools responded to this question in the affirmative. From Table XXII, forty-eight schools use this method, and from Table XXIII, twenty-nine schools, or 60 per cent of those using the method, ask for proof.
TABLE XXIII

PROOF OF ACQUAINTANCE

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
<th>per</th>
<th>per</th>
<th>per</th>
<th>No. cent: No. cent: No. cent: No. cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>III</td>
<td>II</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>20</td>
<td>10</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>65</td>
<td>29</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

10. Is the schedule run through briefly the first day?

Yes

The data from Table XXIV indicate this practice is carried on by most schools, large and small. A full day of classes the first day would not allow time for other orientation services.

TABLE XXIV

FIRST DAY ABBREVIATED CLASSES

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
<th>per</th>
<th>per</th>
<th>per</th>
<th>No. cent: No. cent: No. cent: No. cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>III</td>
<td>II</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>75</td>
<td>40</td>
<td>98</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>
11. Is there time provided in the schedule during the first week for students to make written indications of some of their personal problems?
   Up to individual teacher  Yes  No

   The principal had a chance to leave this problem up to the teacher if no specific time was allotted in the schedule. Thirty-four per cent of the principals answered that this was done, as shown in Table XXV.

   TABLE XXV

   PERSONAL PROBLEMS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III</td>
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<td>per</td>
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<td>per</td>
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<td></td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>22</td>
<td>34</td>
<td>36</td>
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<tr>
<td>No</td>
<td>10</td>
<td>50</td>
<td>14</td>
<td>34</td>
<td>28</td>
<td>30</td>
<td>52</td>
</tr>
<tr>
<td>Up to individual teacher</td>
<td>7</td>
<td>35</td>
<td>17</td>
<td>42</td>
<td>29</td>
<td>39</td>
<td>53</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
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<tr>
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<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>156</td>
</tr>
</tbody>
</table>

12. Do all students have a personal counselor or advisor, other than class advisor?  Yes  No

   The reason for asking this question was to find out the number of schools starting their individual counseling during orientation week. The data in Table XXVI show that 45 per cent answered Yes. The larger schools follow this procedure much more frequently than the smaller ones.
This is an indication of a more organized guidance program in the larger schools.

**TABLE XXVI**

**PERSONAL COUNSELOR**

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III</td>
<td>II</td>
<td>I</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>15</td>
<td>12</td>
<td>29</td>
<td>52</td>
<td>58</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>75</td>
<td>29</td>
<td>71</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

13. Is some of the regular school time allotted daily during the first week for the class members to get acquainted and ask questions? Yes No

About two-thirds of the schools do this, according to Table XXVII. Having shown in Chapter II the necessity for such a service, the writer views with alarm the data showing forty-nine schools, or 31 per cent that answered in the negative to this question.
TABLE XXVII

TIME ALLOTED FOR QUESTIONS

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per</td>
<td>per</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>40</td>
<td>30</td>
<td>73</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>50</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

14. What other services have you practiced during the first week?

The answers to this question and other similar discussion type questions, adds value to the data since these answers are written by the principal and cannot be misinterpreted. The following are some additional practices:

1. Begin school in the fall by having only freshmen attend the first day; freshmen and sophomores the second day; only upper classmen the third day, and then the fourth day having the whole school attend.

2. Devoting the first two days to freshmen only.

3. The giving of standardized tests in Mathematics and English Achievement to all freshmen and transfer students. (Five schools did this)

4. All school general assembly for introducing student body officers, class advisors and new teachers.

5. Wearing name tags in school or at special social events.
6. Allowing time for individual consultation.
7. Handbook discussion at assemblies or in classes.
8. Starting an orientation class using a selected series of life adjustment booklets, bound together, as the text.

15. Have any of the above-mentioned services not worked well?

There were very few comments to this question. Most of the principals felt their orientation program had worked out well. Several expressed the opinion that no one service was the answer, that each had its part. One principal, however, who was very much against orientation, wrote the following:

In many schools teachers have found that students prefer to get into class routine as soon as possible. Very often the year will go as does the first week. If the school opens with a week of 'horsing around' it continues to function in like fashion.

This particular individual was a principal of a high school enrolling only nineteen students, which perhaps explains his attitude.

Other first week orientation services creating problems were:

1. Finding it difficult to get medical people to come to school and give medical examinations at an appointed time.
2. Poor orientation assemblies, usually due to not having a well thought out technique by the student council members in charge.


**PART III**

This part of the study pertains to those orientation services performed throughout the first term or semester the new students are in the high school. The following questions were asked in Part III of the questionnaire:

1. Is there a course on orientation given the incoming students the first term or semester?  Yes  No

Questions one, two and four of this part of the questionnaire were asked to survey the number of schools offering course credit for studies in orientation and to find out the manner in which this study was introduced. Table XXVIII shows about half the schools were offering orientation as a course, with the first and second class schools a little more inclined to do so.
### TABLE XXVIII

**SPECIAL ORIENTATION COURSES**

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
</tr>
<tr>
<td>No. cent: No. cent: No. cent: No. cent</td>
<td>7</td>
<td>35</td>
<td>20</td>
<td>49</td>
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<tr>
<td>Yes</td>
<td>10</td>
<td>50</td>
<td>21</td>
<td>51</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not answered</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

2. **Is there a unit in a subject matter course on orientation?**

   Yes  
   No 

This is practiced more frequently as viewed from the data in Table XXIX, than the service discussed in question one of Part III. From the findings of the two questions it appears that some schools have both, since 49 per cent have courses and 65 per cent have units in other courses.
TABLE XXIX

ORIENTATION UNITS IN OTHER COURSES

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per: per: per: per</td>
</tr>
<tr>
<td></td>
<td>No. cent: No. cent: No. cent: No. cent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>40</td>
<td>27</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>45</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

3. Is there a homeroom full length period every day?
   Yes  No

The presence of the homeroom program as discussed in Chapter II, seems to be lacking as shown from the data in Table XXX, since only about one-fifth of the schools answered Yes to the above question. The writer believes the homeroom idea is sound in its theory because it designates specific time for guidance, but due to poor management and uncooperative effort on the part of the school faculty, along with a lack of understanding, has not become popular.
TABLE XXX

HOMEROOM PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III</td>
<td>II</td>
<td>I</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>25</td>
<td>8</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>60</td>
<td>33</td>
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<td>75</td>
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<tr>
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<td>15</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

4. Is there a unit given in homeroom on orientation?
   Yes     No

Table XXX showed thirty schools as having homerooms that meet every day, and Table XXXI shows thirty-two schools as giving units on orientation in the homeroom. This evidence shows some homerooms do not meet every day but do give a unit in orientation when they meet. The data indicate most schools having homerooms, present orientation units in them.
### Table XXXI

**SCHOOLS PROVIDING A UNIT ON ORIENTATION IN HOMEROOM**

<table>
<thead>
<tr>
<th>:</th>
<th>Classes :</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
</tr>
<tr>
<td>:</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>22</td>
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<tr>
<td>No</td>
<td>15</td>
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<td>32</td>
<td>78</td>
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<td>15</td>
<td>4</td>
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</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

5. In the homeroom, do the teachers make an effort to acquaint the students with the rules and regulations of the school? Yes No

From Table XXXII, ninety-seven schools answered Yes, while in Table XXX the data show only thirty affirmative replies. The conclusion is again that not all homerooms meet every day. This service is practiced by 62 per cent of the schools, which shows that somewhere in the curriculum most schools are making an effort to acquaint the students with their rules and regulations.
TABLE XXXII
ACQUAINTING STUDENTS WITH REGULATIONS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>per</td>
<td>per</td>
</tr>
<tr>
<td></td>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>?</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

6. In the homeroom, do the teachers make an effort to acquaint the students with each other? Yes No ?

The data from Table XXXIII show that half the schools make an effort to acquaint the students with each other in the homeroom. Most of the schools do this more at mixers and social affairs, but, as shown, does become a popular technique of the classroom.
TABLE XXXIII

MAKING ACQUAINTANCES IN THE HOMEROOM

<table>
<thead>
<tr>
<th>Classes</th>
<th>: III :</th>
<th>: II :</th>
<th>: I :</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>: No. cent :</td>
<td>: No. cent :</td>
<td>: No. cent :</td>
<td>: No. cent :</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>50</td>
<td>21</td>
<td>51</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>30</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td>?</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

The 6 per cent circling the ? evidently did not understand the question.

7. What other services have you found applicable to the homeroom?

Some schools use an extended class period for the homeroom. These classes are usually English I, Social Studies or World Geography. A program of group guidance is carried on during this period along with personal counseling, movies on prom behavior and driver education. Sometimes special assistance is given with course difficulties. Cafeteria count, reading of the daily bulletin, daily announcements, student counsel elections, student drives, sales and items of general school decorum often take up valuable guidance time. Some schools allow time for discussion of student problems and
grievances, learning of football rules, school traditions, school songs, etc. Two schools use the National Forum Guidance Series as a very effective guide to homeroom guidance.

8. Do you have a "How To Study" unit given as such, in any class that meets regularly for new students? Yes No

This is one of the oldest orientation services practiced in the secondary schools, as pointed out in the introduction. It is still popular, as the data from Table XXXIV show.

TABLE XXXIV
HOW TO STUDY

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per</td>
<td>per</td>
<td>per</td>
<td>per</td>
</tr>
<tr>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>40</td>
<td>24</td>
<td>58</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>45</td>
<td>17</td>
<td>42</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>
9. Is an autobiography written by each student placed in the counselor's or homeroom file?  Yes  No

The autobiography technique of gaining personal information about a student is a more recent guidance practice. Table XXXV shows this to become more popular as the school becomes larger and where less personal contact between faculty and students is enjoyed.

<table>
<thead>
<tr>
<th>TABLE XXXV</th>
<th>AUTOBIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
</tr>
<tr>
<td>III Classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>III</td>
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<tr>
<td>No. cent:</td>
<td>20</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>Not answered</td>
<td>4</td>
</tr>
</tbody>
</table>

10. Are all new students taken to the library in small groups, to have the location of books and files explained to them along with regulations of the library?  Yes  No

This question was answered in the affirmative by 84 per cent of the schools, which shows, from the data in Table XXXVI, it is an orientation service in most schools, large or small.
TABLE XXXVI
LIBRARY ORIENTATION

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per</td>
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<tr>
<td></td>
<td>No. cent</td>
</tr>
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<td>14</td>
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<tr>
<td>No</td>
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<tr>
<td>Not answered</td>
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</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

11. Does the counselor or advisor interview every student sometime during the semester? Yes No

Table XXXVII indicates over half the schools interview all the students, which seems to the writer a good indication that schools have more complete guidance programs than was anticipated. In some schools only those students indicating special problems are interviewed.
TABLE XXXVII
SCHOOLS INTERVIEWING ALL STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>III</td>
<td>II</td>
<td>I</td>
<td>Total</td>
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<td>per</td>
<td>per</td>
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<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
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<td></td>
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<td>64</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not answered</td>
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<td>20</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<td>156</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Is there a record showing that each student has a personal interview with a faculty member?
   Yes       No

This question is directed in reference to question (11), and the results from Table XXXVIII show that about one-third of the schools do keep records, with the larger schools practicing this to a greater extent. Of the eighty-six schools reporting they interviewed all students, fifty-one, or 59 per cent, reported keeping records. Most writers agree that much of the worth of an interview is lost if a record is not kept.
TABLE XXVIII

RECORD OF PERSONAL INTERVIEW

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>No. cent:</td>
</tr>
<tr>
<td>Yes</td>
<td>4 20 9 20 38 40</td>
</tr>
<tr>
<td>No</td>
<td>12 60 31 78 55 58</td>
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<tr>
<td>Not answered</td>
<td>4 20 1 2 2 2</td>
</tr>
<tr>
<td>Total</td>
<td>20 100 41 100 95 100</td>
</tr>
</tbody>
</table>

13. Are personal problem checklists, such as the Mooney Problem Check List given early in the first year after a student enters your school? Yes No

The checklist as a useful guidance tool is not being used by most schools in Oregon, as shown in Table XXIX. This is one practice that could aid the counselor and could be done more as part of orientation. By early testing, problems may be spotted before they become serious.
Table XXXIX

Use of Personal Problems Checklists

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>per</td>
</tr>
<tr>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
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<tr>
<td>No</td>
<td>15</td>
</tr>
<tr>
<td>Not answered</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Have you any proof that these checklists are then gone over and used in locating general group problems? Yes No

This question refers to the previous problem about personal problem checklists. Table XL indicates most of the schools giving a problems checklist do have proof of its use. Only twenty schools answering use this technique in locating general group problems and fifteen of these are larger schools where less personal contacts demand this technique as a device for a better understanding of the students.
## TABLE XL

**PROOF OF USE OF CHECKLISTS**

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>III</td>
<td>II</td>
<td>I</td>
<td>Total</td>
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</tr>
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<td>15</td>
<td>15</td>
<td>15</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
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<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

15. Are these checklists used as a partial basis for personal interviews by your counselors or advisors?  

Yes

No

This question was answered in the affirmative by 20 per cent of the schools. This probably represents most of the schools giving the checklist, since only 14 per cent use this method the first semester. The data in Table XLI show a general lack of this technique.
TABLE XLI
CHECKLISTS USED FOR PERSONAL INTERVIEWS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
</tr>
</thead>
<tbody>
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<td>II</td>
</tr>
<tr>
<td></td>
<td>per</td>
<td>per</td>
</tr>
<tr>
<td></td>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
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<td>No</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Not answered</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

16. List and discuss one or more of your most promising practices that you have used for orientation during the first term or semester.

The following are statements in answer to the above request:

(a) Student helpers and guides for incoming new students.

(b) Conference of principal with each freshman at end of first grading period.

(c) Freshmen meet in homerooms while clubs are meeting on school time.

(d) Pre-school registration with time for each pupil.

(e) Handbook and regular class meetings in conjunction with other clubs and organizations.

(f) National Forum Material on ninth grade level we feel is very useful.

(g) Orientation class, (in conjunction with other classes).

(h) Big and Little Sister organizations.
(i) The giving of reading tests for basis of Remedial Reading and check hearing for audiometer clinic later on.

(j) Start on a four-year plan sheet of high school courses and occupations which are finally assigned in spring of the freshman year.

(k) How To Study Unit practiced in a part of English I class.

(l) Sociograms, personal interviews, group meetings.

(m) The first semester of orientation is based upon the results of vocational preference, personality and achievement tests.

(n) Grade school visitation day to the high school which is worked out in cooperation with all club officers and faculty.

(o) The activity program consisting of 35 minutes daily for extra-activities and every student must belong to two activities.

(p) Discussions of regulations promotes understanding and cooperation on part of students.

(q) Rotating visits of various individuals to each of the freshmen combined English-Social Studies classes, these to include: principal, both vice-principals, counselors, cafeteria manager, custodian, yell king, student body president, athletic coach, band director, etc. This program is called 'Bridging The Gap'.

(r) Required class in educational and occupational guidance for first term of beginning students, plan remainder of high school program, acquire considerable information on variety of jobs and higher schools.

(s) Library orientation conducted as a unit in English and taught by librarian in library.
Our permanent record folder contains much personal history on each student, gives teachers understanding about students to help in adjustment.

17. Do you have any special orientation services for those who enter after school has been in session for several weeks? If so, what are they?

This area of the orientation program in Oregon secondary schools appears to be the weakest of the services as ten schools stated they had no organized way to take care of these late comers. Another large school admitted this was the weakest spot in their otherwise well organized guidance program. New students are usually interviewed by the principal, counselor or teacher, or another student who registers them and shows them their classrooms. One school has a permanent student welcoming committee that handles the physical plant orientation of students registering late. If the school has a handbook, it is given to the new student and partially explained by another student or faculty member.

18. What orientation services during the first term or semester have you tried that haven't worked well?

Lack of organization and leadership contribute to the failure of most any technique of guidance. The following are those services reported not working out well:
(a) Using double period teacher as counselor for her group.

(b) Handing out handbooks or mimeographed information leaflets, because, "the students hate to take time to read them so we usually wound up explaining things verbally anyway."

(c) Freshmen Initiation Day (hazing).

(d) Assignment of upperclassmen to Freshmen.

(e) Big Brother Program (twelve schools reported this).

**PART IV**

This part of the study pertains to orientation of new teachers since good teacher adjustment to school is necessary for pupil adjustment. The following questions were asked in Part IV of the questionnaire:

1. Do you feel the feeder school teachers know the courses offered in high school well enough to answer their students' questions about your program?  
   Yes  No

   From Table XLII about half the schools, regardless of size, feel this service has been adequately carried out by the feeder school personnel. This phase of teacher education should be given greater attention.
TABLE XLII
FEEDER SCHOOL FACULTY KNOWING HIGH SCHOOL COURSE OFFERINGS

<table>
<thead>
<tr>
<th></th>
<th>Classes</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
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<td>per</td>
</tr>
<tr>
<td></td>
<td>cent</td>
<td>cent</td>
<td>cent</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>45</td>
<td>20</td>
<td>49</td>
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<td>30</td>
<td>19</td>
<td>46</td>
<td>41</td>
<td>43</td>
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<td>25</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Is a formal effort made to acquaint the feeder school's faculty with the senior high faculty? Yes No

If so, how?

Table XLIII shows this service is practiced by two-thirds of the schools, regardless of size. It is usually done through joint teachers' meetings, socials, Parent Teachers Associations, inter-school visitation days, workshops, faculty dinners and discussion groups, Oregon Educational Association activities, and in small schools the faculty meetings include all teachers in the system.
### TABLE XLIII

**FEEDER AND HIGH SCHOOL FACULTY ACQUAINTANCE**

| Classes: | : III | : II | : I | : Total |
| : : : : : | : per | : per | : per | : per |
| : No. cent | : No. cent | : No. cent | : No. cent |
| Yes | 13 | 65 | 28 | 68 | 57 | 60 | 98 | 63 |
| No | 3 | 15 | 11 | 27 | 37 | 39 | 51 | 33 |
| Not answered | 4 | 20 | 2 | 5 | 1 | 1 | 7 | 4 |
| Total | 20 | 100 | 41 | 100 | 95 | 100 | 156 | 100 |

3. Is the philosophy of the school made clear to all new faculty members?

| COMMENT: | Yes | No |
| : : | : | : |

The philosophy of the school according to state law, is to be written and displayed by every secondary school in Oregon. The practice of making this philosophy clear to the faculty is almost a universal practice as shown by Table XLIV. The comments after the question are listed below:

(a) Listed on school bulletin boards, available for all teachers.

(b) All new teachers are probationary in Portland and have several meetings apart from other teachers.

(c) This is done prior to school opening and during induction week. Mentioned by nine schools.

(d) Approximately six hours of orientation and faculty discussion are held in fall.
(e) A teacher's handbook is issued. Mentioned by five schools.

(f) Formulated or revised by entire faculty each year.

(g) First day of in-service devoted to that.

(h) Guidance program clearly introduced along with regulations, scheduling, etc.

(i) This has been a major effort of our new administration through faculty meetings.

(j) Think so, but have not tested in any way.

(k) This really takes years.

(l) Yes, to a degree that it stifles individual (teacher) thinking.

TABLE XLIV

KNOWLEDGE OF SCHOOL PHILOSOPHY BY FACULTY

<table>
<thead>
<tr>
<th>Class</th>
<th>Yes</th>
<th>No</th>
<th>Not answered</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
<td>No. cent</td>
</tr>
<tr>
<td>III</td>
<td>16</td>
<td>39</td>
<td>95</td>
<td>85</td>
</tr>
<tr>
<td>II</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>
4. Is an effort made to acquaint new teachers with the school plant?  

Yes  No

This service is almost universally practiced, yet eight schools, shown in Table XLV, answered No to the above question. The writer views with alarm this fact, for how can a faculty member assist in orienting students to the physical plant unless he has an understanding first.

TABLE XLV

FACULTY ORIENTATION TO PHYSICAL PLANT

<table>
<thead>
<tr>
<th>Classes</th>
<th>III</th>
<th>II</th>
<th>I</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per</td>
<td>per</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>
5. Is an effort made to acquaint new teachers with the rest of the faculty? Yes No

Table XLVI indicates that all teachers are given an opportunity to meet and become acquainted with the other faculty members. This is essential if they are to work together and cooperate for the good of the school.

**TABLE XLVI**

**FACULTY ACQUAINTANCE**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
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</tr>
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<td></td>
<td>per</td>
<td>per</td>
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<td>No. cent</td>
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<td>10</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

6. What per cent of your faculty, who come in contact with new students, do you feel have a genuine desire to help individuals become as well adjusted to their new school as possible? ______ per cent

COMMENT: Proper student orientation will never be attained unless teachers have a genuine desire to help people. The question was asked to find out if principals felt this desire existed. Table XLVII indicates 71 per cent of the schools have 80 per cent or better of the faculty showing this interest. The interesting comments following this
question are listed below:

(a) This seems to be a minor matter in our school.

(b) Normal reaction I'd say 80 per cent estimate, depends upon teacher turnover each year, for the year 53-54 I'd say 100 per cent.

(c) A few older teachers are still subject matter minded, a few new ones are too busy orienting themselves.

(d) This varies from year to year.

(e) The entire faculty, for the most part.

(f) Not enough interest. (answered 40 per cent)

(g) Biggest fault with faculty, I believe.

(h) We have only five teachers in faculty in high school and they all know each student and take interest in each one. (This was answered by several of the small schools)

(i) Some of the teachers feel that the student should dig for himself, as they had to do, with little or no help.

(j) I do not know a single member out of over sixty that does not make a genuine try at this 100 per cent.

(k) One hundred per cent a dream.

(l) All good teachers do this, but the small percentage who do not are not capable.

(m) This is a must for teacher's own sake, it makes his or her job easier.

(n) What kind of a question is this?

(o) It's part of our philosophy, that effort here saves labor over ill-adjusted students.

(p) I feel that generally speaking the faculty are less concerned about individual students because of a lack of professional interest and enthusiasm.
(q) We feel this is very vital, both at social and academic level.

TABLE XLVII
FACULTY DESIRE TO HELP STUDENTS

<table>
<thead>
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<td>15</td>
<td>1</td>
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</tr>
</tbody>
</table>

| Total | 20 | 100 | 41 | 100 | 95 | 100 | 156 | 100 |

7. What methods have you found to be the best in orienting new teachers?

To record the opinions of workers in the field who have had experience with various methods, is an excellent indication of the better services. The following answers were written in response to the above question:

(a) Pre-school and during school faculty meetings, both formal and informal, where a friendly atmosphere prevails.

(b) Pot luck get together.

(c) Teachers' meetings where teacher handbook is discussed and tours of the building conducted.
(d) Through Parent Teachers Association. (five schools mentioned this)

(e) Faculty sponsors.

(f) Conference with principal.

(g) Principal invites staff to home for dinner and then takes new members on tour of school buildings.

(h) Bulletins, information sheets, handbooks and last year’s annual.

(i) Coffee hour after school each day where friends are made and questions answered.

8. What has been your best approach to faculty orientation to your local community?

The holding power of a school towards its faculty can be greatly affected by the attitude the local community has in trying to create a friendly feeling towards its new teachers. Most schools have the desire to orient their new teachers to the community but often an organized method is lacking. The following suggestions were given and are listed below in hopes they will be of some help to the reader:

(a) Through Parent Teacher Association luncheons, discussions, introductions, tours and other social events. (Fifteen schools suggested this)

(b) Parent Teacher Association reception for new teachers.

(c) Teacher receptions and tours by service clubs such as the Lions, Kiwanis or Junior Chamber of Commerce.
(d) Membership in a local church.

(e) Principal encouraged teachers to associate with people in churches, stores and meet parents wherever possible.

(f) Local Education Association conducted bus tour of community.

(g) Teacher reception by Mom and Dad's Clubs.

(h) Portland's Orientation Week.

(i) Live natural lives in the community.

(j) Trying to find a place to live, very enlightening.

(k) Community orientation is a continuous process as communities are dynamic.

PART V

This part of the study pertains to orientation of parents of new students. A well informed parent is an understanding parent. Proper parent orientation can do much to improve public relations of the school. Parent orientation that is carried on in a disorganized manner can have unfavorable implications. It is the desire of the writer to find out what has been done, what services have been successful and how our parent orientation can be made more complete. The following questions were asked in Part V:
1. Are letters sent to all parents of new students, stating information about your school? Yes  No

So often information is sent home via the student where the danger of misinformation or complete loss of information is apparent. Table XLVIII indicates that about one-third of the schools use the mails for communication to new parents. Several schools mentioned that their new parent had been grossly neglected.

**TABLE XLVIII**

**LETTERS TO PARENTS**

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<tr>
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</table>

2. What information do you find worth sending?

This question refers to question one Part V. Those that did send information to parents of new students included the following type of information:

(a) School dates, basic information on school policy.

(b) Financial reports on important items.
(c) Reports of student activities and board decisions.

(d) Course requirements, regulations, programs of study.

(e) General school policy, philosophy.

(f) Fees

(g) Parent Handbook (nine schools reported this).

(h) Newsletter once a month on items the principal thought the parents would be interested in.

(i) Information sheet on what we are trying to do and asking parents' cooperation.

(j) Expected attendance and excuses, grading system, graduation requirements.

(k) Parents' signature to student's four-year program.

(l) Bus routes, our insurance policy, names of teachers.

3. Do you invite parents' criticism of your school?
   Yes   No

COMMENT: ________________________________

Today the public schools are under duress and are criticized, often fairly, about their methods. From Table XLIX it is apparent that the principals of the schools in Oregon invite this criticism and are not afraid to discuss their methods and defend their practices. The comments which follow supplement the data and in general show the various channels of thought regarding our schools today, and show how the
majority of our schools are trying to fit the needs and listen to the criticism of their community.

**TABLE XLIX**

**SCHOOL CRITICISM INVITED**

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**COMMENTS:**

(a) Schools having strong Parent Teachers Association groups gain much satisfaction in bringing into the open any criticism and having school policy defended.

(b) Schools must be able to discern the constructive from the destructive criticism.

(c) Criticism must be based on fact not on heresay.

(d) Three parents sit in as 'critics' and give their side at the first faculty meeting.

(e) Invite parents to school to talk about their child's problems.

(f) Criticism as such must be weighed and names praticated, but all criticism is welcome.
(g) Open house held several times a year.

(h) The school bulletin is mailed home to parents, often giving an answer before a question is asked.

(i) I have a group of parents eating in our cafeteria right now in preparation for our Parent Teachers Association meeting.

(j) Many principals hold an open invitation to parents to come to see them or visit the school to talk about their child's problems because problems can be solved.

(k) If there is no criticism there is no interest.

(l) We invite criticism, provided it is constructive, although we try to listen patiently even to the 'crack pots'.

(m) If constructive we invite it, sometimes you get criticism from parents whose child is not progressing to their satisfaction, sometimes you get criticized by parents of very exceptional students.

(n) Parents are much better satisfied if they can let off steam.

(o) Complaints by parents must be written and signed by complainant.

(p) Don't ask for it, but get it.

(q) Most criticism never reaches school, you can hear it in the local stores.
4. Through Parent Teachers Associations or other organization or functions are the teachers given time to meet and talk privately to those parents in attendance? Yes No

From Table L this service is found in over four-fifths of the schools regardless of size. This appears to be a good indication that opportunity is available for parents and teachers to discuss mutual interest and problems if they so desire.

TABLE L

OPPORTUNITY AT PARENT TEACHERS ASSOCIATION FOR PRIVATE TALKS

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<td>Total</td>
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<td>100</td>
<td>41</td>
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</table>
5. Do the majority of the parents attend Parent Teachers Association regularly?  Yes  No

This question was asked to determine the extent to which the majority of the parents participate in Parent Teacher Association activities and demonstrate community interest in the school. Table LI indicates very few Parent Teacher Association groups are attended by the majority of the parents. More large schools have a majority in attendance.

**TABLE LI**

PARENT TEACHERS ASSOCIATION ATTENDANCE

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</table>
6a. Are home visits carried out extensively by the faculty?  
Yes  
No

Home visits are a valuable technique of guidance and yet from Table LII only 12 per cent of the schools make extensive home visits.

**TABLE LII**

**EXTENSIVE HOME VISITS**

<table>
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<tr>
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</table>

6b. If so, do you find home visits effective as a parent orientation service?  
Yes  
No

A much greater response of Yes answers was recorded as seen by the data in Table LIII than from question 6a.
TABLE LIII

EFFECTIVE HOME VISITS

<table>
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<td>100</td>
<td>41</td>
<td>100</td>
<td>95</td>
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Tables LII and LIII are proof that home visits are an effective way to orient parents, since only 12 per cent carry on extensive home visits, yet 62 per cent feel that they are effective as guidance tools. Seventy-nine schools answered they did not carry on many home visits but felt those that were made were effective.

7. What information do you receive from the home visit?

The following is some of the information reported on the questionnaire as being received from home visits:

(a) Parental attitudes toward child, school and community.

(b) The parents in their home environment will express their attitudes more freely.

(c) Effect of home on the student.

(d) Economic or financial status, family relations and standard of living.
(e) General teacher observations are added to student's file.

(f) Amount of interest in school by questions asked about school activities.

(g) Number in the family.

(h) Usually the home visit reveals the problems the child and parent have.

(i) Quite a lot on the deviltry of the neighbor's kids.

(j) Problems of raising the individual child.

(k) Usually get better cooperation from parent after home visit.

(l) Health habits, religious environment, types of recreation.

(m) A better understanding of the student.

8. What has been your best approach to home visits?

There seems to be three areas of thought on the best approach to home visits. One, they should be scheduled well in advance with material from school to take home; two, they should be casual, unannounced, and three, there should be no home visits.

Those believing the visits should be scheduled, do so through letters, phone calls, bulletins or calling the parent in for a conference first. Some schools talk to the student first and arrange the visit through the student. One school mentioned that the student was taken home the day of the visit. The attendance
counselor, home economics or vocational agriculture teacher are often used for home visits although one school reported the entire staff participated in home visits.

Those that believe the home visit should be casual feel that a false atmosphere is otherwise found. There should be some reason for visiting, to see a collection the student has been talking about, or his prize calf, or his mother's flowers, or just general interest in the child. Often home visits are made to arrange committees for some community or school project or talk about some school activity.

Those that believe in little or no home visits report no organized system of home visitation. They say parents usually come to school as the teacher is at a disadvantage in the home. One principal states, "I am not convinced there is such a thing as a 'best approach' to home visits unless it would be to forget about them altogether. Most parents make a fuss of the green new teacher or prying oldster who tries such visits." It was felt that home visits orient the teacher more than the parent, that the parent would have to come to school to become oriented.

From the comments it appears the smaller schools have the more casual method of home visitation, but even
these should have definite purpose. Attendance, health and discipline were the most mentioned reasons for the visits.

9. Are notices for meeting of faculty with parents usually mailed? Yes No

Table LIV indicates 44 per cent of the schools answered this question Yes. To present a more professional and businesslike approach, this service should be carried on by more schools.

TABLE LIV

FACULTY-PARENT MEETING NOTICES MAILED

<table>
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<td>Total</td>
<td>20 100 41 100 95 100 156 100</td>
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</table>

10. What have you found to be the best approach to orienting parents?

The following ways were listed by the principals in answer to the above question:

(a) Meet them on grounds on which they are more at ease.
(b) Parent handbook (this seems to be coming more popular, as several indicated it seemed like a good idea, or they were in the process of making one, or they were going to have one next year).

(c) Parent Teachers Association.

(d) Invite them to come see the teachers at the school scene.

(e) Parent-teacher-administrator conference.

(f) Class projects in which students write letters to parents telling of class activities.

(g) Home visits.

(h) Newspapers--article by various school personnel on school policy and school activities.

(i) Correspondence, memo's and bulletins sent regularly to parents.

(j) Parents go to school and follow their child's schedule for short periods.

(k) Invite them to school for conference.

(l) Common interest, talking with them informally at school functions.

(m) Open house at school.

(n) Parents' night.

(o) Good heart-to-heart talk.

(p) Friendliness at all times, get them to feel we have a mutual problem.

(q) Informal talks over a cup of coffee or any method that takes the strain or tenseness out of the situation.

(r) A good school program and a well regulated school, sounds radical, I suppose.
(s) Notices sent home with students with forms to be signed by both parents and returned to insure delivery (This is done in a school with 2060 in the high school).

(t) Ma-Pa-Me Party, very well attended.

(u) Back To School Night.

(v) Parent Teachers Association, but those needing most help do not attend, hence home visits.

(w) Planned school programs inviting parents.

(x) Inviting them to ball games, dances, workshops.

(y) We have weekly radio broadcasts over one of the local radio stations, keeping students posted on coming events, student projects and activities.

Final comment was invited on any phase of the orientation program or any part of the questionnaire. The comments in their entirety follow:

(a) Our school is just being developed. At the present time it is not too good.

(b) Our school has an enrollment of 250. Many of the practices suggested are more applicable to larger schools.

(c) It takes time to get a good program started. The small school's problems are mostly a matter of time and well trained personnel. This whole guidance field needs a great deal of attention.

(d) This questionnaire would fit a larger school far better than ours. (60 in high school)
(e) Our teachers know all students personally; this acquaintance extends to knowledge of home environment and in most cases, personal acquaintance with the parents. Our eighth grade, while not a part of the high school, is housed in the high school building, uses the gymnasium, plays in the band, eats at the cafeteria and attends high school assemblies on various occasions. The change from eighth to ninth grades is no shock to our students. They gravitate to the next homeroom fully oriented in the basic knowledge of our plant and program.

(f) Most questions above do not apply to a school of our size. (forty-seven in high school)

(g) These questions are taken care of informally in most cases.

(h) Complete new program next year.

(i) Mr. Dowd, it is very hard to even try to fill out this questionnaire because most of your questions do not pertain to this size school, (thirty in high school) as we are very closely knit here and the school is the hub of the community. You have some very interesting questions and I answered them as well as possible.

(j) This, the smallest high school in the state, (six students) cannot give much worth while information, I'm afraid. (Yet the interviewee did fill out much of the questionnaire and comment.)

(k) We are attempting to organize a Parent Teachers Association in an effort to meet the parents. This is probably our weakest point.
I realize some of my answers reflect my adamant views in certain matters, but my views have been tempered by my experiences. I used to believe everything the ivory tower boys in the school of education told me and what I read in their books, but no more, brother! Some of their theories could get me fired.

A guidance program as such, with one trained counselor looks good on paper and in theory. In actual practice it doesn't exist.

I think most people agree that we must adjust the program to the needs of the student, the parents, the community and school authorities, including the teachers.

Orientation of the quick kind, (beginning of school) new faculty, etc. is not a problem in small schools. Though understanding comes after months or years of association.

Our school is very small, every teacher and every parent knows each other, orientation isn't a necessity here, community contacts are many, school is community center, teachers are resourceful and human, all goes smoothly. (161 in grades 1-12). It is interesting to note this same principal says this of home visits, "let them tell us."

Some questions not clear as to what you were after.

Four principals requested a report of results. Many principals wrote in between the question on the questionnaire. They often mentioned that a particular service was a good idea, or that it had never occurred to them, or would like to try it. Two kept a copy of the questionnaire for future reference.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to ascertain the extent of orientation services in Oregon Secondary Schools and to discover those services, if any, that were peculiar to the large or small school. The questionnaire survey method was used in making the study and the distribution of the questionnaire was limited to one for each secondary school in the state. The tabulations of the results of the study are based on the returns from 162 of the 220 schools in Oregon for the year 1953-54 listed in the Oregon School Directory. Seventy-four per cent of the questionnaires were returned representing schools in each county in Oregon.

Summary of Data

Orientation of pre-high school students. The data compiled from this phase of the study indicates that visits are made to feeder schools primarily by the high school principals and counselors. Visits between the sending and receiving schools are more often instigated by the receiving or high school. However, a relatively large number of feeder schools do send their students to visit the high school. Generally, some duplicated
materials are distributed by the high school group making
the visitation. Almost half the feeder schools supply
adequate pupil information to their receiving schools.
Over half the schools have printed handbooks, and these
are generally distributed late in spring or early fall.
One of the most promising early orientation practices
centers around the feeder school visit to the high school,
especially when this is done in small groups with a well
organized program. Registration usually takes place
during these spring orientation visitations.

Orientation during the first week of school in the
fall. The study revealed that about three-fourths of
the high schools orient pupils to the physical plant the
first day and that about half of them use student guides.
Most of the schools having student handbooks, distribute
and partially explain them by the end of the first day.
Upperclassmen are not assigned to the incoming freshmen
in most schools. Quizzes on the physical plant or
temporary direction signs are also not orientation
techniques used by most schools. About one-third of the
schools require the new students to introduce them-
selves during the homeroom or class periods. Most
schools run through their schedules briefly the first day.
About half the schools assign personal counselors to
each student early in his high school career. Two-thirds of the schools allot time each day of the first week for students to ask questions. Standardized tests are given in a few schools early in the fall. The results of these tests are used by the homeroom teachers and by counselors. The greatest difference between the large and small schools during this phase of orientation seems to be in the printing, distributing and explaining of the student handbook, where 25 per cent of the small and 75 per cent of the large schools do this. The number of schools using temporary direction signs during orientation week increases as the size of the schools increase. Large schools more frequently allot time for counseling new students.

**Orientation during the first term.** Orientation courses are offered by half the large and a third of the smaller schools. The units in orientation in other courses are found in more of the large schools and seem to become less numerous as the schools get smaller. More small schools use the homeroom system than large schools, but neither use them to any great extent; the percentages ranging from eighteen to twenty-five. Most of the school systems having a homeroom program give orientation units in them. These units stress
acquaintance with the physical plant, meeting school personnel and making friends among fellow students. The 'How To Study' units are presented in 40-59 per cent of the schools ranging from small to large. The autobiography technique is used more often in the large school, where 64 per cent of the principals reported its use. Orientation in use of the library is considered necessary by 87 per cent of the schools. Only 55 per cent of the schools interview each student sometime during the first semester. More complete records seem to be kept by the larger schools in all phases of this study. The personal problem checklist or other similar device for finding personal problems is used by only 14 per cent of the schools. The most promising practices used during this period of the program are manifold; but center around small group meetings, personal interviews, and the handbook. Many schools indicated they had no organized way to take care of the transfer or late student, and other schools admitted this to be the weakest link in their orientation and guidance program.

**Teacher Orientation.** The study reveals that half the high school principals feel that feeder school faculties do not know their high school course offerings well enough. Disseminating information about the
school's philosophy seems to be almost universal among the Oregon schools. Ninety-two per cent of all schools make an effort to acquaint the faculty with the buildings. All schools make an effort to acquaint faculty members. A majority of the principals feel that 80 per cent or more of their faculty have a genuine desire to help new students, however, there were eight schools in Oregon where less than 60 per cent of the faculty had this interest. Teacher orientation was best accomplished through a friendly atmosphere in small group conferences where printed material was available for discussion. Often an organized method was lacking for orienting the new teacher to the community although most schools showed a desire for a good program. The best methods were through social events, conducted tours and living in the community.

**Parent Orientation.** The parent handbook was found to be used by nine high schools in Oregon as the primary technique of parent orientation. Reports of student and parent activities, often in the form of a monthly newsletter, were also mentioned. Thirty-five per cent of the schools mail this information. A very high percentage, (88), invite criticism of their school but expect it to be constructive and based on fact, not heresay.
Opportunity is given at social functions and Parent Teachers Association by most schools for the faculty to talk privately to parents if they desire, but only 12 per cent of the schools have a majority of the parents attending Parent Teachers Association regularly. Home visits are carried out extensively by only 12 per cent of the schools, yet 62 per cent feel the home visit is effective as a parent orientation service. Parent Teachers Association attendance by the majority of parents is found much higher in the small school than in the large, yet several of the very large schools indicate strong, well attended Parent Teachers Associations. Much knowledge about the student’s environment can be gained, and many of the problems showing in the student’s school life better understood after a home visit. The effectiveness of the home visit is questioned by some principals and depends upon the attitude of the parent towards this visit. The smaller schools appear to get better results if the visit is unannounced and casual, while in the larger schools, a well planned visit is most effective. Twenty-five techniques were mentioned for parent orientation and of these the handbook, parent-teacher conference, bulletins, open house and planned school programs, were the most frequently mentioned.
Final Comment. Comment was invited on any phase of the questionnaire and any phase of the orientation program. From these comments it was found that the small high school does not need to make a special effort to accomplish some of the orientation services suggested in this study, because the new students may have to only move across the hall in the same building to become part of the high school. There is more intimate friendship between students and faculty in the small school, and a better understanding of the school environment and many of the rules and regulations of the high school. Also in the small school there are less trained personnel, and those that are trained have a heavy teacher load and are unable to arrange time for many of the guidance services suggested. There is more of an informal atmosphere in the small school that gradually disappears as the schools become larger.

Conclusions

In view of the purpose of the study and the distribution of the returns according to counties and school size, the writer believes certain conclusions can be drawn concerning the orientation services of the secondary schools of Oregon.
1. High school principals usually make the visit to the feeder school.

2. Adequate information from the feeder schools is not received by the high school.

3. Generally speaking, some attempt is made to disseminate adequate information to the feeder schools by the high schools.

4. Student visits to the high school are successful when planned and carried out in small groups.

5. Physical plant orientation is not being carried out by all schools.

6. Parents and students are not being counseled before making course selections in most cases.

7. Many schools do not have student handbooks.

8. There is not enough effort made to acquaint new students with each other.

9. Direction signs of a temporary nature are used by a very few schools during the orientation period.

10. About half the schools assign personal counselors to students.

11. The administering of standardized tests early in the school year is not a common practice in most schools.

12. Most of the schools in the study do not have a homeroom system.

13. Only half the schools attempt to show the new student appropriate methods of study in a comprehensive way.

14. Orientation in the use of the library is shown by most schools.

15. Only half the schools conduct personal interviews for all students.
16. Very few schools use the personal problem checklist for locating group problems.

17. Many schools have no organized method for orienting the transfer or late student.

18. Feeder schools do not have the information about the receiving school that they should have.

19. Teacher orientation is carried on adequately by most schools.

20. Most schools have a high percentage of their faculty genuinely interested in helping pupils.

21. Criticism of school program is invited by most schools.


23. Home visits are not carried out extensively by most schools, yet those that do, feel they are very effective towards parent orientation.

24. The parent handbook has been successful wherever tried.

25. Small schools do not have as extensive a program of orientation as the larger ones.

26. The upperclassman personal guide has worked well for girls but has failed in most cases when tried with boys. Schools with over 500 are too complex to use this method.

Recommendations

From this study it appears that some of the recognized orientation services are being carried out by most
secondary schools. Teacher orientation is being accomplished to a high degree of success by most schools; however, many of the techniques and services that contribute to a successful orientation program are disturbingly lacking in the majority of Oregon's secondary schools. To alleviate this situation it is recommended that:

1. Well organized feeder school visits be made to the high school, with adequate information transferred to the high school in the spring so that proper scheduling may be made in advance.

2. All schools conduct tours of their facilities and use well trained students as guides as much as possible.

3. Handbooks for students, teachers and parents be printed. These handbooks to include information regarding the services offered by the school.

4. A faculty member be assigned to each student when he registers. This faculty member to act as counselor and personal advisor whenever needed by the student.

5. There be a more comprehensive standardized testing program in the feeder school.

6. The state require a program in orientation be given in each high school in Oregon either through a homeroom or as a part of a required course in the curriculum.

7. Orientation as a subject, should be discussed in the teacher in-service program of every school.
8. All schools should contact the parents or guardians of each student by the end of the first year. This may be done either by teacher-parent interview at school or through a well organized home visit.

9. All schools should make an effort to contact parents in their homes to gain the greatest understanding of their students.

10. An organized method of orienting the transfer or late student should be put into practice by all schools.

The extent of orientation services in Oregon secondary schools has been shown. Within the study a comparison has been made between the practices of large and small schools. Those techniques that seemed to have worked the best have been mentioned. It is hoped this study will stimulate the thinking of school personnel to try new orientation techniques and to inform them of those practices now in existence. It is further hoped this study will stimulate research considering the values of the various techniques of orientation from the student's viewpoint.


APPENDIX A

THE QUESTIONNAIRE
ORIENTATION SERVICES IN OREGON SECONDARY SCHOOLS

Name of School __________________________________________
Address of School ________________________________________
Grades included ___ Total enrollment ___ Date ________
Name and position of person filling out questionnaire ___

INSTRUCTIONS: Following are questions pertaining to
orientation services your school may offer or conditions
within your school having to do with orientation. Answer
questions by enclosing yes, or no, or checking appro-
priate space. This report will not be used to rate you or
your school against other schools. Please return completed questionnaire by December 1, 1953.

I These questions refer to only those services performed
in the Spring before students become enrolled in your
school.

1. Which faculty members make specific visits in the
spring to one or more of the feeder schools that
will be sending students to your school in the
fall? None
Principal ______ Counselors ______ Teachers ______

2. Do these members usually make more than one
visit? ............. yes no

3. Is this done on school time? ...... yes no

4. Do students from your high school visit
feeder schools with the specific aim
of telling about your high school
program in an organized way? ...... yes no

COMMENTS: __________________________________________
5. Is any duplicated material about your school left at the feeder school? ... yes no
If so what? _______________________________________________________

6. Are individual cumulative records received from feeder schools on all incoming students? ...
   yes no

7. Are any personal information questionnaires filled out by incoming students, or by their teachers, that will be available to their teachers in the fall? ...
   yes no

8. Do you feel the information you receive is adequate so that need for remedial classes, special classes etc. are known in time for programming? ...
   yes no

9. Are there any organized group visits of incoming students to the high school? ...
   yes no

10. Do these prospective new students visit actual classes in normal operation? ...
    yes no

11. Does your school have a printed student handbook? ...
    yes no

12. Is the student handbook distributed prior to school opening? ...
    yes no

13. Please list and discuss one or more of your most promising practices, that you have used for orientation of students prior to school opening.

14. What orientation services prior to school opening in the fall have you tried that haven't worked well? _______________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
II The following questions pertain to only those orientation services performed during the first week of school in the Fall or whenever a new group arrives.

1. Is at least part of the first day the new students arrive for school used in acquainting them with the physical plant? ... yes no

2. Are tours of the building conducted primarily by students, either before or during the first week? ... yes no

3. Do the new students receive by the end of the first day a printed student handbook that is theirs to keep? ... yes no

4. Is time spent with the class in explaining the student handbook thoroughly? ... yes no

5. Does each new student have an upper classman specifically assigned to him? ... yes no

COMMENT: ____________________________

6. Are quizzes of any sort used by the school in general to find out if students are oriented to physical plant? ... yes no

7. Are signs of a temporary type displayed which show directions around school? ... yes no

8. Is it a general practice for most homeroom teachers to require each student to become acquainted with several strangers in the room by the end of the first day? ... yes no

9. Is proof of the acquaintance mentioned above requested by the homeroom teacher? ... yes no
10. Is the schedule run through briefly the first day? yes no

11. Is there time provided in the schedule during the first week for students to make written indications of some of their personal problems?... Up to individual teacher yes no

12. Do all students have a personal counselor or advisor, other than class advisor? ... yes no

13. Is some of the regular school time allotted daily during the first week for the class members to get acquainted and ask questions? ... yes no

14. What other services have you practiced during the first week?

15. Have any of the above-mentioned services not worked well?

III These questions pertain to the orientation services performed throughout the first term or first semester the new students are in your school.

1. Is there a course on orientation given the incoming students the first term or semester? ... yes no

2. Is there a unit in a subject matter course on orientation? ... yes no

3. Is there a homeroom full length period every day? ... yes no
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Is there a unit given in homeroom on orientation? ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the homeroom, do the teachers make an effort to acquaint the students with the rules and regulations of the school? ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>6. In the homeroom, do the teachers make an effort to acquaint the students with each other? ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>7. What other services have you found applicable to the homeroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you have a &quot;How To Study&quot; unit given as such, in any class that meets regularly for new students? ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>9. Is an autobiography written by each student placed in the counselor's or homeroom file ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>10. Are all new students taken to the library in small groups, to have the location of books and files explained to them along with regulations of the library? ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>11. Does the counselor or advisor interview every student sometime during the semester? ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>12. Is there a record showing that each student has a personal interview with a faculty member? ...</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>13. Are personal problem checklists such as the Mooney Problem Check List given early in the first year after a student enters your school? ...</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
14. Have you any proof that these checklists are then gone over and used in locating general group problems?...yes no

15. Are these checklists used as a partial basis for personal interviews by your counselors or advisors?...yes no

16. List and discuss one or more of your most promising practices that you have used for orientation during the first term or semester. __________________________________________

________________________________________________________________________

________________________________________________________________________

17. Do you have any special orientation services for those who enter after school has been in session for several weeks? If so, what are they? __________________________________________

________________________________________________________________________

________________________________________________________________________

18. What orientation services during the first term or semester have you tried that haven't worked well? __________________________________________

________________________________________________________________________

________________________________________________________________________

IV Since good teacher adjustment to school is necessary for pupil adjustment to school, the following questions pertain to orientation of the new teachers.

1. Do you feel the feeder school teachers know the courses offered in high school well enough to answer their students' questions about your program? ... yes no

2. Is a formal effort made to acquaint the feeder school's faculty with the senior high faculty?...yes no

If so, how? __________________________________________
3. Is the philosophy of the school made clear to all new faculty members? ... yes no
   COMMENT: ____________________________________________

4. Is an effort made to acquaint new teachers with the school plant? ... yes no

5. Is an effort made to acquaint new teachers with the rest of the faculty? ... yes no

6. What per cent of your faculty, who come in contact with new students, do you feel have a genuine desire to help individuals become as well adjusted to their new school as possible? _____ %
   COMMENT: ____________________________________________

7. What methods have you found to be the best in orienting new teachers?

   ______________________________________________________

8. What has been your best approach to faculty orientation to your local community?

   ______________________________________________________

V. Orientation of parents of new students

1. Are letters sent to all parents of new students, stating information about your school? ... yes no

2. What information do you find worth sending?
   ______________________________________________________
3. Do you invite parents' criticism of your school? ... yes no
   COMMENT: ____________________________________

4. Through PTA or other organizations or functions are the teachers given time to meet and talk privately to those parents in attendance? ... yes no

5. Do the majority of the parents attend PTA regularly? ... yes no

6. Are home visits carried out extensively by the faculty? ... yes no
   If so, do you find home visits effective as a parent orientation service? ... yes no

7. What information do you receive from the home visit? ____________________________________
   ____________________________________
   ____________________________________

8. What has been your best approach to home visits?
   ____________________________________
   ____________________________________

9. Are notices for meeting of faculty with parents usually mailed? ... yes no

10. What have you found to be the best approach to orienting parents? _______________________
    ____________________________________
    ____________________________________

Your comments are invited below on any aspect of orientation or any part of the questionnaire. We sincerely thank you again for your time and cooperation!
APPENDIX B

ACCOMPANYING LETTER
November 1, 1953

Dear School Administrator:

It is my belief the knowledge of existing conditions is prerequisite to progress. I am endeavoring to ascertain the extent of orientation services in Oregon Secondary Schools.

This study is under the direction of Dr. Franklin R. Zeran, Dean of the School of Education.

The following questionnaire is submitted for your action with the assumption that cumulated responses will be indicative of guidance practices and guidance needs. Please complete and return the questionnaire to me at your earliest convenience.

The Oregon State Director of Guidance, Glen L. Weaver, has been consulted concerning this study. He has given me a great deal of assistance and feels that much good can come from this investigation.

Your cooperation will be sincerely appreciated.

Very truly yours,

Charles A. Dowd
Box 319
Canyonville, Oregon
APPENDIX C

FOLLOW-UP CARD
November 15, 1953

Dear Administrator,

Recently you received a questionnaire concerning the orientation services of your school. Your cooperation in filling it out and returning it at your earliest convenience will be sincerely appreciated.

If you have misplaced it, another will gladly be supplied. Your cooperation is urgently needed.

Thank you,

Charles A. Dowd
Box 319
Canyonville, Oregon