THE HOME ROOM AS A FACTOR IN THE GUIDANCE
PROGRAM OF THE SMALL HIGH SCHOOL

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THE HOME ROOM AS A FACTOR IN THE GUIDANCE
PROGRAM OF THE SMALL HIGH SCHOOL

THESIS

Presented to the Graduate Council of the North
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Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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158471
Graham, Texas
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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is to analyze the home room as a factor in the guidance program of the small high school. This problem has been discussed frequently in recent years in the educational world. All over the country we find schools revising their curricula and reorganizing their administrative machinery in such a way as to bring about a home-room program adequate to meet the needs of the individual students. This problem will involve a consideration of such factors as how to institute a home-room program, the administration of the program, the selection and duties of the home-room sponsor, the internal organization of the home room, the purposes of the home-room program, and methods of evaluating the program.

Need for This Study

There seems to be no question about the responsibility of the school for the guidance of its pupils. The troublesome question is that of finding the right method of performing this function.

Teachers come into contact with children who need help that can not be given under the present teaching set-up of
a departmentalized high school. Uncertain employment opportunities, general economic instability, and rapidly changing social customs present many puzzling problems to high school students. In schools that have become highly departmentalized, there is no one teacher that the student can feel is a particular friend of his. There is no one to give him guidance other than in the particular subject fields taught and no place for coordination of school activities and learning.

The home room represents one of the most feasible plans for the introduction of many phases of guidance into small high schools. The home room has been used for many years as an agency for guidance in secondary schools, but there is a sad lack of understanding of the nature and function of the home room. It is the writer's belief that the home room should supply the central unifying factor in the pupil's program during his stay in the high school. It should enrich the high school program by supplying qualities which every student needs -- understanding, sympathy, justice, and confidence.

The home-room idea, as a force for good, seems to meet the approval of many writers in this field. It is hoped that the study made for this thesis will result in a more efficient home-room organization in the writer's own school and that the study will also be of value to other small high schools of Texas.
Scope of the Problem

This study is limited to those high schools with an enrollment which is up to and including 499 students. Schools within this size bracket can not usually afford to set up well-organized guidance programs headed by the necessary number of experts and clerical help. These small high schools can develop worthwhile guidance programs through the home-room set-up. This study is concerned particularly with the home-room program in the small high schools of Texas.

Sources of Data

The data for this study were obtained from a study of literature in the guidance field, including both books and periodicals; from unpublished theses; and from questionnaires, personal interviews, and reports from fifty small high schools in Texas. The writer reviewed books and unpublished theses from the libraries of North Texas State College and the University of Georgia.

Method of Procedure

The first step in attacking the problem was to make a study of the literature pertinent to the problem. A review of this literature is presented in Chapter II, which discusses the factors of instituting a home-room program, administering a home-room program, selecting sponsors for the home room-program, the sponsors' duties, the internal organization
of the home room, the purposes of the home room, and the methods of evaluating the program. No effort is made to present an exhaustive study of all of the guidance procedures that are carried on in the schools. Neither are all of the techniques and devices which have been used in guidance examined in this thesis. Only those materials which are most pertinent to the home-room program in the small high schools are presented in Chapter II.

Chapter III describes various methods of carrying out the home-room program in some of the small high schools in Texas. The data in this chapter were secured from primary sources -- questionnaires, personal interviews, and reports from fifty small high schools of Texas. After making a study of the literature pertinent to the problem (reviewed in Chapter II), a questionnaire was constructed to be used in studying the practices of Texas schools. A copy of this questionnaire is included in the Appendix.

Chapter IV is a summary of the treatment of the problem with conclusions concerning the value of the home-room program as a factor in the guidance program drawn from the principles and practices set forth in previous chapters. Recommendations are made for more adequate use of the home room in the guidance program of the small high schools of Texas.
CHAPTER II

HISTORICAL BACKGROUND OF THE HOME ROOM

Historically, the home room was one of the earliest guidance organizations established in the school. Its main purpose has been to set up an ideal, intimate, democratic relationship between students and teachers, in which the curricular, extracurricular activities, and general guidance program might be better coordinated. Home rooms were begun in many schools to take care of various necessary administrative and extra-class activities and probably have made their most important contribution in this administrative area, rather than in the guidance areas that gradually evolved.

Abernathy made a study of the home rooms in the high schools of Massachusetts which showed that administrative efficiency appears to be a common purpose of the home room in all but a very few schools. Of the schools studied, 91.9 per cent reported this as an objective. Next in frequency are grouped social guidance, participation in school citizenship, moral guidance, health guidance, the formulation of desirable public opinion, vocational guidance, and recreation or leisure time guidance, ranging from 41.9 per cent for the first to 18.1 per cent for the last named. Last place on
the list is accorded to deliberate attempts to enrich the curriculum in other respects by means of home-room programs, an objective reported by only 12.5 per cent of the total. ¹

The home room originated as a result of two significant changes in American secondary education. The first of these changes was the character of the secondary school population. Before 1900, the pupil who attended the secondary school was a selected pupil. He was average or better than average in ability. He came from a fairly good home. His parents could make up for any shortcomings of the school. The student body was more or less homogeneous. For the most part, students were descendants of people who came from Northern Europe.

Since 1900, all the children of all the people are found in high school. They range in ability from near morons to geniuses. Some come from wealthy homes, while others come from the slums. In some cases the parents are well educated, and in others the parents are woefully ignorant. The student body represents practically all races and nationalities. In other words, our secondary school population is now extremely heterogeneous. ²

Table 1 shows the increase of enrollment in the high school from 1889 to 1940. The trend in enrollment in high


² Clifford E. Erickson, A Basic Text for Guidance Workers, pp. 273-274.
has not been due entirely to the increase in the total population of the country. The total population of continental.

TABLE 1 *
PUBLIC-SCHOOL ENROLLMENT

<table>
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<th>Date</th>
<th>High-School Enrollment (grades 9-12, inclusive)</th>
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<tr>
<td>1889-90</td>
<td>202,963</td>
<td>62,947,714</td>
</tr>
<tr>
<td>1895-96</td>
<td>380,493</td>
<td>75,994,575</td>
</tr>
<tr>
<td>1899-1900</td>
<td>519,251</td>
<td>91,972,266</td>
</tr>
<tr>
<td>1905-06</td>
<td>722,692</td>
<td></td>
</tr>
<tr>
<td>1909-10</td>
<td>915,061</td>
<td></td>
</tr>
<tr>
<td>1915-16</td>
<td>1,456,061</td>
<td></td>
</tr>
<tr>
<td>1919-20</td>
<td>2,200,389</td>
<td></td>
</tr>
<tr>
<td>1925-26</td>
<td>3,757,468</td>
<td></td>
</tr>
<tr>
<td>1929-30</td>
<td>4,399,422</td>
<td></td>
</tr>
<tr>
<td>1935-36</td>
<td>5,974,537</td>
<td></td>
</tr>
<tr>
<td>1939-40</td>
<td>6,601,444</td>
<td></td>
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</tbody>
</table>

Note: The data in Table 1, except the last column, were furnished by the U. S. Office of Education. Total population data were taken from Census Reports, U.S. Bureau of the Census. Population data are for continental United States.

*Chisholm, Guiding Youth in the Secondary School, p. 16.

United States showed an increase of only slightly more than 100 per cent between 1890 and 1940, while the high school enrollment for the same period of time increased 3,253 per cent. The increase in high school enrollment has been the result of the fact that a larger percentage of boys and girls

3 Leslie L. Chisholm, Guiding Youth in the Secondary School, p. 15.
of high-school age are attending high school. The rapid increase in high-school enrollment has its origin in the social, economic, and political conditions and concepts prevailing during recent years.

The second significant change that occurred was in our conception of education. Before 1900, education was considered to be largely disciplinary in character. It was interested in preparing pupils for further education. The chief emphasis was on the college-preparatory curriculum. Some said that education was a preparation for life, but it is becoming increasingly difficult to convince parents that their children are prepared for life after finishing a college preparatory curriculum. Since 1900, education has come to be looked upon quite differently. Dewey and others have taught that education is life, rather than a preparation for life. The program now is based upon the interests and needs of children as well as upon subjects. The educative process is concerned with the development of the whole child, not growth in knowledge of academic subjects alone.

In reference to these two changes, Jessen has remarked:

The 203,000 pupils who were enrolled in public high schools in 1890 were a rather homogeneous group. Occasionally a pupil who was not by ability or interest suited for college work found his way into the public high school; but he was soon made to see his error. The colleges and normal schools of that day enrolled almost half as many pupils as did the secondary schools, public and private combined. The great similarity in interests, capacities, and destinations of pupils made it possible for the high school to offer a prescribed
curriculum taught in a rather uniform way.

The seven millions registered in public schools in 1934 were of a different order. Among them is included the same type of academically minded pupil that made up the enrollment in 1890; but . . . numerous types of pupils not represented in that earlier day now find their way into the high schools. Six of every seven will in all probability never go to college. The present high-school population displays an almost complete spectrum of abilities of normal human beings and sounds nearly the entire gamut of interests of young people. The varied interests and abilities of these millions will not be served by a few leaves taken from the book of knowledge and presented in a stereotyped way.²

The ways of life have changed. The home has changed, losing many of its functions. It no longer occupies the position of training that it once did. It is not a question of whether the home is or is not shirking its responsibilities, but rather a question of what agency will render this vital training. The best agency available to take over the responsibility for guiding youth seems to be the schools, so to meet these changed conditions, the home room, as a part of our secondary school organization, entered the field of guidance. The home room may be defined as the school home of the pupil, a place where in periods of difficulty, he would have a place he could expect, and would receive, sympathetic and understanding treatment. Hamrin and Erickson refer to the home room "as the pupils' base of operations, as the

hub of the school wheel, as the school family home or as the pupils' mooring mast." The home room in the secondary school of today provides a plan for the introduction of guidance into small high schools.

Meaning of Guidance

What is guidance? Guidance is the process of assisting the individual in determining, analyzing, and understanding his interests, aptitudes, abilities, limitations, opportunities, problems, and needs, and in the light of this knowledge in making wise choices and adjustments in order that he may better serve society and live more happily.

Applied to the secondary school, guidance should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet -- educational, vocational, health, moral, social, civic, and personal. It supplies the motif for the weaving of a life through established appropriate goals with a definite plan of action.

Guidance may also be defined as the conscious attempt on the part of the school and all its agencies to direct the participation of pupils in the worthwhile extra-class and class activities toward the attainment of definite objectives.

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Guidance involves the sympathetic understanding of pupil interests, aptitudes, and abilities, together with the conscious effort to help each pupil make the most of them. "Guidance is not something which the teacher does to the pupil. It is a process whereby the teacher encourages the pupil to have the desire and the power to do something for himself." 6

Classes of Guidance

Guidance activities generally fall into two classes: (1) individual guidance, and (2) group guidance.

The purpose of guidance is to help the individual and enable him to make an intelligent choice at the time of a crisis in his life. To guide means to indicate, to point out, to show the way. It means more than to assist. Guidance is helping an individual to help himself. The ultimate aim of all guidance is self-guidance. The term "self-guidance" refers to the ability whereby the individual directs his own pattern of life, within the broad limits set by our democratic society, on an intelligent and efficient basis. It represents the highest degree of maturity in wholesome living in a democratic society. Self-guidance is thought of as an attainment, or a growth, which comes as a result of a period of training, usually under guidance. It is not a gift but an individual achievement. One of the chief aims in guidance

should be to help the individual reach that place in his personal development where the main drive will come from within, from himself. The most important single thing in the whole field of guidance, according to Morgan, is the awakening of the individual to a sense of responsibility for himself, along with the realization that through persistent study, applied specifically to the problem of his life, he can greatly improve his chance of finding a worthy place and making the most of himself. 7

Hollingshead defines guidance as having a twofold responsibility: guidance of the group and guidance of the individual. He takes the position that we can not socialize individuals for a democracy unless we give them the opportunity of living in a democratic group nor can we have a democratic group unless we have individuals who possess the attitudes and abilities essential to successful participation in a cooperative group.

He further states that:

Guidance in respect to the group, is primarily interested in utilizing or creating activities that afford opportunities for cooperative planning and working toward the achievement of common purposes.

8 Arthur D. Hollingshead, Guidance in Democratic Living, p. 104.
We would define group guidance as creating an awareness of group problems or purposes then focusing the thoughts and actions of the members comprising the group. Guidance is essentially concerned with the enlarging of group purposes and interests, developing group standards, improving group opinion to support the same. Guidance recognizes that desirable social attitudes are developed in proportion to the extent to which pupils actively participate in planning and successfully carrying through group activities.

Guidance, in respect to the individual, is primarily interested in developing a feeling of membership in the group, a feeling of security and adequacy, a feeling of individuality, an understanding of group welfare, a sense of personal responsibility for group welfare, self-control in terms of the best interests of the group, and the attitudes and abilities of cooperating successfully with others.9

Ruth Strang has the following to say:

The present gap existing between democracy as an ideal and democracy as a reality can be bridged only thru experience with democratic contacts, on a humane basis. Democracy cannot establish by fiat; it cannot be bestowed by a benevolent despot. Democratic attitudes need to be both 'caught and taught.'

For this reason group activities in secondary schools and colleges assume an importance beyond their recognized contribution to the educational institution and to the personal development of students.10

Ruth Strang states that the values of group activities are twofold; values to the individual and to the group. First, group activities are the school's best means to help pupils develop leadership, initiative, cooperation, and intelligent obedience, all of which qualities are fundamental in society. Second, that by utilizing the interests

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9 Ibid., p.105.
and activities of the pupils, the school can develop higher types of activities.

She goes further to say that:

If counseling and group work are divorced in the student personnel program, many of the reciprocal values of these two major phases of personnel work will be lost. Accordingly work with individuals should not be separated from work with groups, as it is today in many high schools and colleges, one phase should gear into the other. 11

Strang adds the following observation:

We have seen that group experience is essential for the best development of an individual and of an institution. Every group constitutes a laboratory in which students may learn 'how to interact and co-act better.' The best development of the individual should culminate in the social good; and conversely, the social good should affect positively the fruition of the individual. 12

Phases of Guidance

The phases of guidance are fourfold: vocational, educational, social, and personal. There may be, and probably should be, an overlapping in these fields because they are all closely related.

An individual's choice of an occupation is one of the most important decisions of his life. His occupation determines his standard of living, affects the nature of his family and social life, and has considerable influence on his prestige and activities as a citizen. A well-balanced

11 Ibid., p. 28.
12 Ibid.
program of vocational orientation provides opportunities for a student to study his own interests and abilities, to learn about several fields of work, and to make a tentative choice of an occupational field into which he might fit happily and successfully. 13

The educational guidance program is an effort to encourage youth to plan and to follow their best ideas for living. On the basis of those ideals or goals, reformulated from time to time, youth can formulate plans and choose their experiences wisely, both in school and in life outside the school. The educational plan belongs to the individual needs. The educational plans of different students, therefore, differ according to differences in ability, interests, and opportunities. However, the educational plan seeks to make each pupil's education practical in terms of his needs and purposeful rather than meaningless to him.

According to Chisholm there are four problems that must be realized in developing the goals for a student's educational plan. The first is the importance of goals in the life of the individual. The student without a purpose in school, without aims or goals, is the one who will contribute least to himself and others. The formulation and

acceptance of real, vitalizing goals toward which the individual seeks to direct his efforts is an indispensable basis for effective action on the part of the individual.

Second is the scope of the individual's goal. Third is how are the goals developed, and fourth is the school's part in helping the individual develop his goals. Benefits derived from the educational plan are to orient the students to the possibilities offered by the school curriculum, to make learning more meaningful, to provide a basis for integration in learning and to encourage the individual to develop himself according to his talents and ambitions. It should be remembered that educational plans are tentative and must be revised from time to time as the need arises. Information should be furnished concerning the nature of the various courses and curricula. This information should contain the requirements concerning any and all of the courses, for whom they are adapted, prerequisites for each, total number of units or credits required for graduation, credit values of each course and how they may be obtained.\(^{14}\)

A balanced education means not only preparation for graduation but also for living a full life. The point cannot be too strongly emphasized that the greatest task of education is the development in students of a desirable

\(^{14}\) Chisholm, Guiding Youth in the Secondary School, pp. 31-40.
character, constructive social habits, and a well-rounded personality. In so far as the student is concerned, this means liberal provision for extra-curricular activities in program plans.

Guidance in the social life of the student is of utmost importance. Students need to gain some understanding of the complex nature of the society in which they live and which they are preparing to serve. One of the school's tasks is that of informing students what subjects and which school activities will provide them with this information and training. Students should be led to an appreciation of their responsibility for participating in the social and civic life of the school, and a realization of the need of some training for meeting this responsibility. Many students who are unhappy socially will not make the fact known and others who are not active would eagerly welcome an opportunity to participate in the life of the school if they knew how. There is a need for many students to improve their ability to get along with others, but often this need is not realized. It is the duty of guidance workers to spot such cases of maladjustment and work to bring out the best that is in each student.

Any of the fields of guidance previously mentioned may be said to be personal in nature. However, personal guidance also covers such students' problems as health, recreational problems, use of leisure time, personality maladjustments,
boy-girl relationships, and home problems.

Instituting the Home-Room Program

It is the responsibility of the administrator to plan a definite program of in-service training for all persons who are to participate in the activities of the guidance program.

It is desirable to arrange for a course dealing with the basic elements of the guidance service to be offered in the local community. Teacher-training institutions usually have facilities for extension classes in guidance. On-the-job training of this kind permits the staff to deal with problems in the training program as they arise in the school's developing guidance program. In addition to training of a general nature for all teachers, counselors should be encouraged to seek on-campus training during summer sessions. The teacher who desires to become effective as a counselor needs training in gathering, assembling, and interpreting personal data, in sources and methods of securing, filing, and disseminating occupational and educational information; in the techniques and practices of counseling, in techniques of placement, follow-up, community occupational surveys, and the use of community resources in the guidance program.

On-the-job training has the advantage of permitting the adaptation of training methods and materials so that it corresponds with the immediate needs of staff members as they
work in a developing guidance program. Many problems arise in the beginning program with which staff members need assistance, and further programs may often depend upon securing immediate assistance with them. An in-service training program will be more effective if staff members are able to secure training and experience simultaneously.  

Purpose of Home-Room Programs

Grayson says the modern secondary school uses all of the life of the school for educative purposes:

The first concern of the school is to provide an adequate educational program with which to meet the varying capacities, interests, and needs of the individual learner. Secondly, the school organizes and nurtures the school activities which are necessary to the development of the individual socially.  

He further states that the home room is one of the school's basic student activities that provide the school with its main chance to achieve a sense of belongingness so essential to the growth of happy personalities.

To make the home room work, its purposes should be clearly defined. The small high school of today utilizes the home room for the purposes of guidance, administrative functions, study, and activity. Frequently so many functions are assigned to the home room that the guidance phase is slighted.

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17 Ibid.
Clancy reports:

Activities of the home room in the Junior High School, Nashua, New Hampshire, play a very important part in the true life situations which they represent. They are excellent training for active and practical citizenship . . . . The initiative and confidence which pupils acquire in home-room meetings carry over into participation in other school activities. We consider the home room basic to all other activities in the school. The assembly, the student council, the school newspaper, and clubs are important but they all draw on the home room.18

Administrative of the Program

A consideration of the people charged with the administration of the home-room program is significant because it is here that the success or failure of the program stands. The ideal program of guidance calls for a staff of workers dedicated to the specific phases of guidance. The small secondary school is not likely to have a complete staff. The following organization plans are typical of those found in the small high schools today.

Figure 1 shows an organizational chart for home-room programs with a single administrator.

Figure 2 presents an organizational chart for a home-room program with a faculty committee.

Figure 3 shows an organizational chart for a home-room program with a faculty-student committee.

18

Fig. 1.—Organizational chart for home-room program with single administrator.

Fig. 2.—Organizational chart for home-room program with a faculty committee.
Fig. 3.—Organizational chart for homeroom program with a faculty-student committee.

Jones says that in the development of a plan for the administration of the homeroom, it is the best policy to keep the organization as simple as possible and to have different parts grow out of the actual needs of the system. 19

Lefever, Turrell, and Weitzel point out that the principal is the most logical person to develop, direct, and

supervise the guidance program in the small high school, but he should not be considered the only official.  

Brewer points out that the principal's duty is fostering and supervising the work of guidance more than doing it himself.  

In other words, the principal should investigate the idea of the home room, should promote its adoption, and should be the general supervisory head, but should invite, encourage, and develop the interest and the help of the entire faculty. Practically all guidance studies dealing with the relationship of the principal and guidance report that the principal personally carries on the guidance work in the majority of small schools. Since the principal is also charged with disciplinary action, a better situation might result if he were to delegate guidance functions to capable faculty members.  

Due to the fact that the small high school does not in most cases have the financial ability to provide specialists in the field of guidance, the principal should be accepted as the general supervisory director of the guidance program. As such, he should be responsible for performing the following duties:

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21 John M. Brewer, Education as Guidance, p. 591.
1. Directing activities as the result of conferences with home-room chairmen and teachers

2. Organizing the counseling program within the school

3. Arranging meetings of home-room chairmen and teachers

4. Supervising home-room chairmen with respect to problems arising in their work

5. Issuing bulletins and announcements for the information of chairmen, teachers, and students

6. Seeing that forms and equipment are provided to facilitate the guidance work

7. Developing an in-service training program within the school

8. Attending meetings where guidance personnel problems are involved and reporting to his staff

9. Keeping teachers in touch with the counseling program

10. Working cooperatively with community agencies and civic groups interested in and responsible for child welfare

11. Enlisting the interest, cooperation, and help of the faculty in community relations programs. This goal may be achieved through:

   a. Talking at faculty meetings about the scope of the program, some accomplishments that have been made, and some problems that demand
cooperative solution.

b. Working cooperatively with administrators and teachers on common problems. 22

McKown lists the main arguments in favor of centering such responsibility in one individual as: (1) this individual is somewhat of an expert in home-room affairs, particularly in program materials and activities, and consequently he is competent to give wise direction and assistance; (2) he can visit many or all of the rooms and so may not only collect materials and ideas that can be passed along to other rooms but also evaluate particular materials and methods; (3) because responsibility for the plan is definitely placed, any success or failure can, to a certain extent at least, be directly credited or charged to this one individual; and (4) this individual will be spurred to greater efforts because he feels his responsibility, and, as a result the home-room plan will tend to be all the more successful. 23

In a different type of basic organization, a faculty committee, instead of a single individual, is charged with the responsibility for developing, administering, and supervising the home-room project. The chief arguments for such an organization are: (1) the teachers who have, or have had,

22 Science Research Associates, Frontier Thinking in Guidance, pp. 75-80.
23 Harry C. McKown, Home Room Guidance, p. 49.
home rooms, are closer to the real problems and difficulties than an administrative officer and consequently have an understanding and appreciation of the situation that such an officer can not have; (2) the sponsors themselves, because they have a closer contact with their colleagues than with their superiors, will be more cooperative and will consider their home-room responsibility less in the nature of a duty coldly assigned by the administration. 24

According to McKown, both plans are being used and both are successful and unsuccessful. In general, it appears that an organization built around a faculty committee is a more desirable plan than an organization built around an activity or guidance director. Of course, if there is an activity or guidance director, he will be a member of this committee, perhaps its chairman. Such an organization combines the natural advantages of both of the methods suggested. 25

Still another type of organization provides for student members on the central committee. McKown states that the main argument for student membership is that it brings another "slant" into the committee meetings, a slant that is really valuable because the student is even closer to home-room life and situations than the sponsor is. The arguments

24 Ibid.
25 Ibid., p. 50.
against such membership are (1) these students will feel shy in the presence of their teachers and consequently will hesitate to make contributions, especially if their possible suggestions happen to be at variance with the teachers' ideas and opinions, and (2) because of their immaturity and limited experience they will not be able to make any real contributions; they will be members in name only. 26

The central committee should be considered a source of ideas and materials, and hence the collecting, classifying, and preserving of these represents a very important duty. Not only should the committee be ever alert and on the lookout for such suggestions, but occasionally a specific and energetic drive for them may be made, both inside and outside the school, and the resulting material studied and the best of it made available to the home rooms. Some of this material may be clipped and kept in scrapbooks or in a file where it is easily available. The material of more complete books and outlines can also be classified and references filed to the various items. Other duties of this committee may be grouped as follows: (1) to encourage the development of a desirable attitude on the part of students, teachers, and patrons; (2) to suggest materials and activities to the various rooms; (3) to indicate possible methods of

26 Ibid.
presentation; (4) to articulate and coordinate home-room programs and activities; and (5) to evaluate activities, materials, and methods.\textsuperscript{27}

Sponsors

Upon the shoulders of the sponsors of home rooms rests the primary responsibility for keeping the program running smoothly. The qualifications of such a person are numerous. Many quotations, from both theoretical and practical writers, which suggest the place and importance of the home-room sponsor and her work might be offered.

Fretwell says the following in regard to the home-room sponsor:

\begin{quote}
The sponsor's skill in guiding pupils finally determines the success of home-room activities. The purpose of the home room may be philosophically accepted, sufficient time may be provided in the schedule, the principal may have done what he should do, the pupils may be eager, but in any specific room the success of the work is finally determined by the sponsor.\textsuperscript{28}
\end{quote}

A handbook published by the New Jersey Junior High School Teachers Association states:

\begin{quote}
After all, probably the most effective guidance is accomplished by the home-room teacher. Though much good work is being done by counselors with their efficiently organized officers, many home-room teachers are exceeding them in the actual influence they have on the lives of their pupils. The home-room
\end{quote}

\textsuperscript{27} Ibid., pp. 51-52.

teacher is undoubtedly in the most advantageous position to develop the teacher-pupil relationship.29

The guidance manual of the Grosse Pointe, Michigan, Public Schools reads: "The first agency, and the most fundamental of all, in the guidance program is the home-room adviser."30

Thomas-Tindal and Myers in their book, Junior High School Life, show the importance of the home-room teachers when they state:

But the value of the individual teacher to this all-important service of guidance will show forth most plainly in the capacity of home-room counselor since it is the home-room counselor of each student group whose duty it is to gather all the threads of influence and weave them consistently into the fabric of character. This is by far the teacher's most important task, even as it is the most difficult. The home-room counselor must be able to be to each of her student group an intellectual guide and stimulus, a refining influence as regards the amenities of life, an upholder of the aims and ideals of the school, and an inspirational force in strengthening moral fiber.31

Hamrin and Erickson give the following characteristics of the home-room teacher. They are listed in the order of their importance.

1. Ability to understand children
2. Ability to get along with people
3. Faith in the value of the home room

29 Ibid.
30 Ibid., p. 2.
31 E. V. Thomas-Tindal and J. D. Myers, Junior High School Life, p. 16.
4. A sense of responsibility
5. A well developed personality
6. Enthusiasm
7. Leadership ability
8. Originality
9. Experience
10. Mastery of teaching subjects
11. Superior intelligence.

The home-room program when rightly administered gives
the teacher the opportunity to see the boys and girls grow in-
to magnificent personalities right before her eyes. When a
home-room teacher has studied the lives of thirty or so boys
and girls for three or four of the most plastic years of
their lives, when she has gone into their homes and has
learned their likes and dislikes, when she has discovered
the things that make them "tick," and when she sees some of
them at least changing for the better, teaching becomes a
very fascinating profession.

Fitzpatrick and Brown have given ten questions for the
home-room sponsor to ask herself. If she can answer each of
these questions in the affirmative, she may be reasonably
sure that she is doing a good job of sponsoring a home room.
These questions are given below. Using these questions as
a basis, each sponsor should evaluate herself once each month:

1. Have I a sincere interest in each and every in-
dividual pupil in my home room?

32
Hamrin and Erickson, Guidance in the Secondary
School, p. 416.
2. Do I make the most of every opportunity to know my pupils -- their everyday, work-a-day selves; their hopes and aspirations; their ambitions; problems; and perplexities?

3. Do I make as many contacts as possible with the home?
   a. Attend PTA?
   b. Visit home where possible?
   c. Do I try to understand home problems?
   d. Do I hold in confidence any private information given by the home or pupil?

4. Do I inspire my pupils with zeal to improve in citizenship and scholarship?

5. Do I make my pupils feel that in the whole school I am their best friend?

6. Do my pupils come to me with joyous expectation of the adventures of a new day? Do they leave at night with satisfaction of a good day's work done?

7. Do I make my pupils feel that it is an ideal to be punctual?

8. Do my pupils make new members feel at home?

9. Do I let my group know that I am especially interested in their scholastic achievements?

10. Am I contributing from my experience to the best of my ability to this very important unit of school organization? 33

If all the teachers in the school are used in sponsoring home rooms, there can be no wise selection but there can, of course, be wise assignment. Some teachers are so engrossed with the idea of "getting their subject across" that they have little time or concern for anything else, and indeed some of them recognize little else as the main purpose of

33 Fitzpatrick and Brown, Home Room of a Junior High School, p. 6.
the school. The procedure in the selection of home-room sponsors is exactly that used in the selection of the teachers originally, a serious consideration of each member of the faculty on the basis of such qualifications as ideals, personality, leadership, patience, judgment, enthusiasm, responsibility, age, experience, maturity, ambitions, initiative, originality, imagination, sympathy, dependability, and tact. In this connection, it is pertinent to stress the principle that home-room sponsorship should be considered a part of the teacher's regular duties and not as an extra responsibility added to an already full schedule. If all teachers of a school are assigned home rooms, unless appropriate steps are taken to prevent the development of such a feeling, those teachers who are assigned may easily feel that they have this assignment as an added responsibility, while those who are not assigned may just as easily feel relieved that they have "escaped" it. Naturally, detrimental attitudes are certain to grow out of such a situation. The logical way to prevent the development of such undesirable attitudes is for the administration to assign to those teachers who have no home rooms some other responsibility requiring approximately the same amount of time and effort.34

34 McKown, Home Room Guidance, p. 182.
If the aim of guidance is to have a home-room teacher become acquainted with each pupil intimately and continue to follow his development as he proceeds on his educational career, it is necessary for the home-room teacher to remain with a particular group of students for a considerably longer period of time than a semester or a year, preferably for their entire high-school career. This is not the plan used today in many schools, but it is the one best designed to achieve the legitimate purpose of the home room.

If a particular pupil and the home-room sponsor prove to be incompatible, a careful investigation should be made. If upon investigation it seems better to transfer the pupil to some other home room, that should be done. After all the real aim of the home room is to have each pupil where he can derive the most good. However, the school officials should not approve aimless shifting on the part of the pupil.

Internal Organization of the Home Room

Efficient internal organization of the home room is essential if success is to be achieved.

McKown reports that usually administrators and teachers whose home-room plan failed tried to fit their plan to that of some other school with few or no alterations to fit the local conditions and personnel.35

How many home-room meetings should be scheduled each week; how long should the period be; and what period in the school day should the home room be scheduled to meet? No definite answer can be given to any of these questions because different local conditions will make different demands.

McKown's study reports that too frequent meetings degenerate into study periods; meetings held once or twice a month result in loss of continuity in programs. Probably, one meeting each week is desirable. This allows ample time for planning, arranging, and organizing worthwhile programs and helps to promote the idea that the home-room period is an outstanding event in the school program.36

The amount of time devoted to the home room will depend upon the function of the home room in the school organization and upon the activities of the home room in performing these. Since, in this study the home room is being treated as a significant aspect of the guidance program, the arguments for a full schedule period may be listed as follows: (1) shortened periods shorten the value placed upon the program by the pupil and the teacher; (2) if the program is good and worthwhile, it will require a full period; and (3) it is easier for the administration to schedule a full period.

36 Ibid., p. 53.
A study of programs shows that the time of day set aside for the home-room period has something to do with its success. McKown ranks second or third period of the school day as "good" periods for scheduling the home-room period for which he offers the following arguments:

1. That the school is under way and organized so disciplinary difficulties have usually been eliminated,
2. The home-room period will not have to be used as a report room.
3. There will be little reason for tardiness.
4. It gives an opportunity for members who are participating on the program to get organized.37

The disadvantage of having the home room meet the first period is that it is likely to result in a report room with many administrative affairs to be attended to. The last period of the day is the poorest period for home-room meetings to be scheduled because pupils are tired and because parents and employers frequently request that pupils be excused from school early.

Much importance must be placed on the careful organization of the home room. The first task of the sponsor is to organize the home room so that the aims and objectives that have been set up as the outcomes of home-room activity may be accomplished. The well-organized home room will realize most of the objectives; whereas, the poorly-organized home

37 Ibid., p. 57.
room will not only miss most of the objectives, but may even, in extreme cases, be a real detriment to both the school and the pupil. Many home-room problems arise directly as a result of a poor choice of home-room officers. Too often officers are elected in whom the pupils have no confidence, who lack tact, who have poor citizenship attitudes, who are indifferent to their job, and who lack enthusiasm.

The home-room sponsor should not organize her home room for several meetings after home-room assignments have been made. It is desirable to have a number of programs on the qualities and functions of home-room officers before their election. The actual election of class room officers should not be held until the home-room teacher has become fully acquainted with her pupils and has become familiar with those character traits essential for good class officers. Since it will probably be the second or third week before home-room elections will be held, it is suggested that temporary officers be appointed by the home-room teacher until regular officers are elected.

Home-room officers should serve one semester unless specifically re-elected. The well-organized home-room program should, in a very real sense, serve as laboratory of democracy in the high school of today.

Democracy in school must be more than an abstraction, embalmed in textbooks or applauded in commencement speeches, if American youth is to be fitted to deal adequately with the complex and perplexing problems which face this generation. It is
something to be experienced in the daily life of the school. 38

One of the most important factors to consider in the organization of the home room, next to the selection of the sponsor, is the method of grouping the students in each room. Should they be selected according to interests; class level; first period classes; alphabetically; or heterogeneously?

Frequently not enough consideration is given this question; consequently many schools use a method which is contrary to the type of guidance to be done in the home room thus placing an obstacle in the way at the outset.

Chisholm says the school should first determine the type of work that is to be done in the home rooms and then select a method of assigning students to home rooms which are in harmony with the work to be done. 39

McKown states that in medium-sized and smaller schools the most logical plan is by class, alphabetically; but that the school should discover through careful study the plan that will make the student feel that he belongs to a particular group. 40

Strang has the following to say:

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39 Chisholm, op. cit., p. 349.
40 McKown, op. cit., p. 73.
Through acquiring a sense of belonging to a group a student's zest for living may be restored. By emotional affiliation with a group the individual's personality is expanded. He becomes a significant part of a larger whole. 41

McKown recommends that a central committee be given the duty of collecting, classifying, and preserving materials to be used in planning home-room programs. The committee shall make suitable materials available to the home rooms and will suggest possible methods of presenting these. 42

Evaluation of the Home-Room Program

If a home-room organization is worth organizing, it is worth supervising. A regular and systematic program of supervision of home-room activities is an important feature of all successful home-room programs. Teachers need help in achieving the best results from their efforts; they need the leadership of experienced and well-trained supervisors; and they need the morale which well-planned program of supervision should supply. In addition, each home-room sponsor should evaluate her efforts in home-room guidance. This may be done by means of a self-check list which the sponsor may use on her own initiative, regardless of whether or not she is carefully supervised. One such check list of "One Hundred and One Challenges to Home-room Sponsors" has proven

41 Strang, op. cit., p. 15.
42 McKown, op. cit., p. 50.
exceedingly helpful. A few representative items are as follows:

Do you use the time for the home-room period primarily for guidance activities, keeping administrative routine to a minimum?

Does a spirit of democracy exist among all members of your home room?

Are you giving your home-room officers enough, but not too much, responsibility?

Do you insist upon every pupil carrying out fully the responsibilities assigned to him?

Do your home-room members consider you as the logical member of their group to whom they may look for leadership because of your maturity, training, and experience?

Do you give constant attention to the development and maintenance of a strong home-room morale?

Do you develop in your pupils a wholesome respect for properly constituted authority?

Do you attempt to interest pupils in school activities and to encourage their participation in such activities?

Is the presence of your home room felt as a wholesome influence in the school?

Do you consciously teach good sportsmanship -- good fellowship as well as good leadership?

Do you make use of practical illustrations, stories, current events, or personal experiences to vitalize your meetings?

Is your home room alert to the good programs and effective methods used in other home rooms of the schools?

Do you constantly study the membership of your home room with a view toward anticipating maladjustment and other problems of pupils?

Do you make available to other guidance workers in the school information regarding the members of your group
which may be helpful to them in solving pupils' problems?

Do you consider it to be of paramount importance to provide in your home room a wholesome and happy environment, conducive to the realization and perpetuation of real life values? 43

By using some such check list, the home-room sponsor may readily keep herself alert to practical and effective home-room methods.

Another logical step in estimating the value of the home room in the guidance program is a periodic check by the individual for whom the program is designed. A systematic evaluation by the students through interviews, questionnaires, and surveys will assist in determining the type of program which is most effective.

All guidance programs need continuous evaluation if they are to serve the pupils adequately. The constant relation of the program to pupil needs is essential. The guidance program, more than any other phase of the school needs to be continually adjusted to the changing needs of the students.

When certain desirable standards of school organization and sponsor competency are complied with, and when its activities are confined to those areas for which it is suitably adapted, the home room represents an exceedingly promising

agency for supplying effective guidance in secondary schools. As yet its possibilities have by no means been realized. Home-room sponsors will need to be better prepared for guidance responsibilities through college and in-service training. Furthermore, the school should give the home room an important place in its program of activities and, in view of its potential contributions to guidance, should accord it the recognition which it deserves.
CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

As has been noted in Chapter I, the present study included fifty small high schools in the state of Texas that have carried on home-room programs. This study was undertaken in an effort to analyze the home room as a factor in the guidance program of a small high school.

The literature on the subject was first consulted to determine what, if any, criteria have been established by educational writers by which one might judge the home room in the guidance program of any given school. Thus it was possible to formulate a questionnaire which would include most of the stated objectives, types of organization, and activities.

Copies of the questionnaire were sent to seventy small high schools of Texas. The questionnaires returned from the first fifty high schools reporting a home-room program were considered in this thesis. The study included schools with enrollments up to and including 499 scholastics. The questionnaire included: first, questions as to the length of time the program has been in operation in the school; whether there was any form of in-service teacher
preparation for the program before it was instituted; and whether or not all members of the school staff participated in planning the program. Second, the percentage of programs devoted to guidance, administration, study, activity, and other purposes. Third, questions concerning whether the responsibility for administering the program was delegated to the superintendent, principal, teacher, or others; and whether there was a central faculty committee or a faculty-student committee and the number of each represented on the committee. Fourth, whether the sponsors were appointed by the administrator, elected by the students, or selected by some other method; and whether the sponsor remained with the same group for one year or a specified longer period of time. Fifth, information as to the frequency, length, and time of meeting; whether officers were elected by the students or appointed by sponsors; the methods of grouping; and who was charged with the responsibility for planning the home-room program. Sixth, whether or not a standard procedure for evaluating the work of the home room was in force and the methods of evaluation.

Table 2 presents the length of time that a home-room program has been in operation in the fifty small high schools in Texas which returned the questionnaire. The table is divided into three columns showing the number of years, the number of schools and the per cent of the schools using the home-room program.
Table 2 shows an analysis of the number of schools reporting in-service preparation and staff participation in the program planning. Of the fifty schools considered in this study, nineteen schools, or 38 per cent, reported in-service training before the program was started; fifteen schools, or 30 per cent, reported that all members of the staff participated in planning the home-room program.
TABLE 3
NUMBER AND PER CENT OF SCHOOLS INSTITUTING
IN-SERVICE TEACHER PREPARATION FOR
THE HOME-ROOM PROGRAM

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools</th>
<th>Per Cent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was there any form of in-service teacher preparation for the program before it was instituted?</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Did all members of the school staff participate in planning the program?</td>
<td>15</td>
<td>30</td>
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</tbody>
</table>

The purposes for which the home rooms in these fifty high schools are organized are analyzed in Table 4. In the schools reporting, forty per cent of the home-room programs were devoted to guidance; twenty per cent to administrative purposes; thirteen per cent to study periods; and twenty-seven per cent to an activity period. No other purposes were listed by the schools investigated.

Table 4 also shows that only forty schools reported on this item of the questionnaire. Ten of the high schools did not make any report on the item.
<table>
<thead>
<tr>
<th>Schools Reporting</th>
<th>Guidance</th>
<th>Administrative</th>
<th>Study</th>
<th>Activity</th>
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<td>5</td>
<td>40</td>
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<td>25</td>
</tr>
<tr>
<td>31</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>33</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>34</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>10</td>
<td>0</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>37</td>
<td>25</td>
<td>10</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>38</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>39</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>40</td>
<td>25</td>
<td>10</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Average</td>
<td>39</td>
<td>20</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>
Table 5 shows the administrators and others who are responsible for the home-room administration. In seventeen

### TABLE 5
PEOPLE OR PERSONS CHARGED WITH THE RESPONSIBILITY OF ADMINISTERING THE HOME-ROOM PROGRAM

<table>
<thead>
<tr>
<th>Person or Persons Charged with Administration of Program</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Principal</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>A teacher</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Principal and staff</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Home-room sponsor and officers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Principal and committee of students</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Student committee</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student and faculty committee</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Faculty committee</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

schools, or thirty-four per cent, more than one person was charged with the responsibility of administration of the program; in thirty-three schools, or sixty-six per cent, one person was charged with this responsibility. In twelve of the schools, or twenty-four per cent, the superintendent was responsible; in nineteen, or thirty-eight per cent, the principal; in two schools, or four per cent, a teacher; in eight schools, or sixteen per cent, the principal and staff;
in one school, or two per cent, home-room sponsor and officers; in one school, or two per cent, the principal and a committee of students; in four schools, or eight per cent, students and faculty; in one school, or two per cent, a student committee; and in two schools, or four per cent, a faculty committee.

Table 6 shows how the sponsors are elected and the length of their service with the same group of students.

**TABLE 6**

**How Sponsors Are Selected and the Length of Their Service with the Same Group**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsors appointed by the administrator</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>Sponsors elected by the students</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Sponsors chosen by the teachers</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Number of schools not reporting on the method of selection of sponsor</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Teacher serves 1 year</td>
<td>4</td>
<td>88</td>
</tr>
<tr>
<td>Teacher serves 2 years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Teacher serves 3 years</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Teacher serves 4 years</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 6 shows that in thirty-three of the schools, or sixty-six per cent, the home-room sponsors were appointed by the administrator of the school; in eleven of the schools, or twenty-two per cent, sponsors were elected by the students; in two of the schools, or four per cent, they were
chosen by the teachers; there were no reports from four schools, or eight per cent, on this particular topic. Table 6 also shows that the home-room teacher serves as the sponsor of the same group for one year in forty-four, or eighty-eight per cent of the schools; for two years in two, or four per cent of the schools; for three years in two, or four per cent of the schools; and for four years in two, or four per cent of the schools.

Table 7 shows the number of home-room meetings held each week.

**TABLE 7**

THE NUMBER OF HOME-ROOM MEETINGS HELD EACH WEEK

<table>
<thead>
<tr>
<th>Number of Meetings Per Week</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td>48</td>
</tr>
</tbody>
</table>

It is shown in Table 7 that the most common number of meetings of home rooms in this study is five meetings each week or daily meetings. The largest group, twenty-four schools, or forty-eight per cent, hold five meetings each week. The second largest group, thirteen schools, or twenty-six per cent, reported only one meeting per week. Eight schools, or sixteen
per cent, reported two meetings each week; three schools, or six per cent, reported three meetings each week; two schools, or four per cent of the fifty schools, reported four meetings each week.

Table 8 shows the length of the home-room period.

### TABLE 8

**THE LENGTH OF THE HOME-ROOM PERIOD**

<table>
<thead>
<tr>
<th>Length of Period in Minutes</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>35</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>45</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>55</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>60</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

According to Table 8, the length of the period in minutes most commonly practiced in the fifty schools included in this study was thirty minutes, reported by twenty-five, or fifty per cent of the schools. Next, the table shows the following practices: seven schools, or fourteen per cent, have sixty minute periods; five schools, or ten per cent, have
twenty minute home-room periods; five schools, or ten per cent, have fifteen minute periods; three schools, or six per cent, have forty-five minute periods; two schools, or four per cent have fifty-five minute periods; two schools, or four per cent, have thirty-five minute periods; and one school, or two per cent, has forty minute periods.

Table 9 shows the period in the school day which is given to the home-room program in this study.

**TABLE 9**

**THE PERIOD IN THE SCHOOL DAY IN WHICH THE HOME ROOM MEETS**

<table>
<thead>
<tr>
<th>Period in the School Day When Home Room Meets</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Third</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Fourth</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Fifth</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Sixth</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Seventh</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rotation</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The largest group, nineteen schools, or thirty-eight per cent, meet in the first period of the school day. The second largest group meet in the fifth period with twelve schools, or twenty-four per cent, reporting the use of this
period. The others reported as follows: eight schools, or sixteen per cent, schedule the home-room meeting in the sixth period; four schools, or eight per cent, in the third period; three schools, or six per cent, in the second period; two schools, or four per cent, in the fourth period; one school, or two per cent, in the seventh period; and one school, or two per cent, rotates the period of the home-room meeting.

In Table 10 the methods of grouping students for home rooms in these fifty high schools are analyzed.

TABLE 10

METHODS USED IN THE GROUPING OF THE HOME-ROOM STUDENTS

<table>
<thead>
<tr>
<th>Method Used</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Class Level</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>First Period Classes</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Alphabetical</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Heterogeneous</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Grouping according to class level appears to be a common practice among a large majority of the schools. Thirty-seven, or seventy-four per cent, of the schools reported use of the class-level method; five schools, or ten per cent, reported grouping on a basis of interests; four schools, or eight per cent, reported grouping according to first period
classes; two schools, or four per cent, reported alphabetical grouping; two schools, or four per cent, reported heterogeneous grouping.

The person or persons charged with the responsibility of planning the home-room program is shown in Table II.

TABLE II

RESPONSIBILITY FOR PLANNING THE HOME-ROOM PROGRAM

<table>
<thead>
<tr>
<th>Who is Responsible</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A central committee</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>The sponsors only</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>The pupils only</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sponsors and pupils</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td>together</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table shows that in thirty-four of the schools, or sixty-eight per cent, the sponsors and pupils are responsible for planning the home-room program; next in frequency are eight schools, or sixteen per cent, with a central committee charged with the responsibility of planning the program; then follows six schools, or twelve per cent, reporting that the sponsors only are responsible for planning the program; and two schools, or four per cent, with pupils only responsible for the program planning.

Table 12 shows the number and per cent of schools in this
study that have a standard method of procedure for evaluating the work. Only eleven schools, or twenty-two per cent,

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard procedure for evaluation</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>No standard evaluation procedure</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>Responsibility for standard evaluation procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By sponsor</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>By students</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>By administrator</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>By faculty committee</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>By faculty-student committee</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>No responsibility</td>
<td>39</td>
<td>78</td>
</tr>
</tbody>
</table>

of those in this study have any method of evaluation. Table 12 reveals that in three schools, or six per cent, the evaluation is made by the sponsor; in three schools, or six per cent, the evaluation, by the students; in three schools, or six per cent, by a faculty committee; in two schools, or four per cent, by a faculty-student committee. Thirty-nine
schools, or seventy-eight per cent of the schools included in this study, have no standard method of procedure for evaluating the home-room program.

The development of the guidance movement in education has revealed to educators the possibility of an expansion of the home room into something more than an administrative unit.

The attitude of high-school administrators has developed along two lines: one, that guidance can be carried on in the school only with the aid of trained specialists and can not be trusted to the home-room teacher; the other, that the teacher is at the very heart of the school program and therefore is in a strategic position that enables her to function effectively in all phases of guidance.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Among the fifty small high schools included in this study, almost one fourth, or twenty-two per cent, have had a home-room program for ten years. Nineteen of these schools, or thirty-eight per cent, have some form of in-service teacher training preparation for the program. All members of the school staff participated in planning the program in fifteen of the schools studied.

The purposes of the home-room program fall into the following groups: forty per cent to guidance, twenty per cent to administration, thirteen per cent to study, twenty-seven per cent to activity.

In more than one half of the schools, the administration of the program was solely the responsibility of the superintendent or principal.

Almost one half of the schools in this study scheduled daily meetings of the home room.

Appointment of the sponsor by the administrator seemed to be a common practice in the schools in this study; sixty-six per cent of the sponsors were selected by this method.
In practically all of the schools, or eighty-eight per cent, the home-room sponsor remained with the same group for only one year.

Practically one half of these schools, forty-eight per cent of them, in fact, schedule daily meetings of the home room. One half of the schools studied had thirty minute home-room periods. The first period in the school day ranked first as the time of meeting and the fifth period ranked second in this study.

The typical method of grouping practiced by the schools in this study is the class-level method. Seventy-four per cent of the schools use this method.

In sixty-eight per cent of the schools the sponsors and the pupils together were charged with the responsibility of the program.

About seventy-eight per cent have no standard procedure for evaluation; twenty-two per cent have some form of evaluation by the sponsor, the students, a faculty committee, or a faculty-student committee.

Conclusions

On the basis of the data presented in this study the following conclusions were reached regarding the home room as a factor in the guidance program of small high schools:

1. Failure of the home room to function properly lies largely in the fact that there is no teacher-preparation pro-
2. All members of the school staff are not given an opportunity to participate in the program.

3. Home-room programs have been patterned after standards which fail to meet the needs of a specific local situation.

4. Administrative duties are too often performed by the home room.

5. In most of the schools the administrator is charged with the responsibility of the home-room program.

6. In the large majority of schools no provision is made for a source of program material.

7. Teachers sometimes feel that the home room is an added duty, and as a rule are not given adequate time to carry on the work of the home-room program.

8. Sponsors are not allowed to remain with the same group long enough to become sufficiently well-acquainted with the group to know how to guide them effectively.

9. Too frequent meetings of home rooms do not allow ample time for planning, arranging, and organizing worthwhile programs.

10. Many home rooms degenerate into study periods.

11. The home-room program loses its continuity because of frequent interruptions and lack of regularity in meeting.

12. Most administrators fail to allow a full period
for the home-room meeting, and consequently there is insufficient time to carry on a worthwhile program.

13. Administrators often fail to select the best time of day for the home-room period.

14. Too often officers are elected in whom the pupils have no confidence, who lack tact, who have poor citizenship attitudes, who are indifferent to their job, and who lack enthusiasm.

15. Alphabetical class level is the usual method of grouping home-room students in the small high school.

16. Not enough thought is given to a wise grouping of home-room students so that they develop a feeling of belonging.

17. Frequently there is a lack of interest on the part of the pupils because most schools do not afford an opportunity for the pupils to have a part in the planning.

18. No provision is made for evaluation of the home-room program in the majority of the schools.

19. The home room provides a laboratory for practicing democracy in the school program.

20. The home room plays an important part in the small high school of today.

Recommendations

On the basis of the data presented in this thesis and the conclusions drawn from them, the following recommendations
are made:

1. It is recommended that an in-service teacher preparation program be provided before the home-room program is instituted.

2. It is recommended that all members of the school staff should participate in planning the program.

3. It is recommended that a student-faculty committee be set up to administer the program, whose duty it shall be:

   a. To collect, organize, and preserve materials
   b. To suggest materials and activities to the various rooms
   c. To encourage the development of a desirable attitude on the part of students, teachers, and patrons
   d. To indicate possible methods of presentation
   e. To articulate and coordinate home-room programs and activities
   f. To evaluate activities, materials, and methods.

4. It is recommended that because of his disciplinary duties, the principal appoint a faculty member, preferably one who has had some guidance training, as the chairman of the student-faculty committee.

5. It is recommended that the sponsor of each home room be given an opportunity to express her choice in the selection of her group.
6. It is recommended that all assignments to home rooms, because of the possible need for readjustment, be made tentatively.

7. It is recommended that the sponsor remain with the same group for at least one year and preferably four years.

8. It is recommended that the home room be scheduled for a full period once or twice a week and that it be given a "good" period, the second or third in the school day.

9. It is recommended that temporary officers for the home room be appointed by the sponsor for the first few meetings.

10. It is recommended that the officers be elected by the students in a democratic manner and according to parliamentary procedure, about the close of the first month of school.

11. It is recommended that the officers serve for a period of only one semester unless specifically re-elected for a second semester.

12. It is recommended that every member of the home room should be given an opportunity to participate in the program.

13. It is recommended that the school should make a careful study of methods of grouping to be used and select the one that will make the student feel that he belongs to a particular group.
14. It is recommended that the students be given a voice in the planning of the home-room programs.

15. It is recommended that the home-room program be evaluated by the administrator, the sponsors, and the students.

16. It is recommended that the home room be utilized as a factor in the guidance program of the small high schools.
APPENDIX

QUESTIONNAIRE--THE HOME-ROOM PROGRAM

INSTITUTING THE PROGRAM:
1. How long have you had such a program in your school?
   
2. Was there any form of in-service teacher preparation for the program before it was instituted?
   
3. Did all members of the school staff participate in planning the program?

PURPOSES OF HOME-ROOM PROGRAMS:
1. What per cent of home-room programs are devoted to each of the following purposes: (a) guidance; (b) administrative; (c) study; (d) activity period; (e) other purposes (list).

ADMINISTRATION:
1. Is one person definitely charged with the responsibility for the administration of the program? the superintendent? the principal? a teacher? others? (list).

2. Do you have a central faculty committee to administer the program; a faculty-student committee?

SPONSOR:
1. Are sponsors appointed by the administrator? elected by the students? any other method used, if so, what?

2. Does sponsor remain with the same group for one semester? one year? 2 years? 4 years?

INTERNAL ORGANIZATION
1. Give the number of home-room meetings held each week;
the length of the period_____; the period in the school
day in which the home room meets____________________

2. Are officers elected by the students?___apppointed?___.

3. Which of the following methods are used in grouping
home-room students: interests?_____; class level?____;
first period classes?_____; alphabetical?__________;
heterogeneous?______.

4. Who is responsible for planning the home-room program?
(Underline one): central committee; sponsors only;
pupils only; sponsors and pupils.

EVALUATION OF THE PROGRAM

1. Do you have a standard procedure for evaluating the work
of the home room?_____; evaluation by the sponsor?____;
by the students?_____; by the administrator?______;
by a faculty committee?______; by a faculty-student
committee?______; any other, if so, list?_________.
AN EVALUATION OF THE HOME-ROOM PROGRAM

At mid-term and at the end of the school year each home-room sponsor will be asked to evaluate her home room using the following rating chart of McKown's:

1. In general how would you rate the success of your home room? Unsuccessful, successful, very successful? ___

2. Very specifically, indicate the reason for your rating. __________________________________________

3. Did the programs usually represent good material? __________________________________________

4. Were they usually well presented and well received? __________________________________________

5. List the strongest, or best features of your home room. ________________________________________

6. List the weakest, or worst features. _______________________________________________________

7. Do you believe that the success or failure is due to external administration? members? internal organization? material and activities? sponsor? others? Name________________________

8. Justify your answer or answers. __________________________________________________________

9. Do you like your group? ___ Why, or why not? _____________________________________________
10. Do your home-room members like you? _____ Why, or why not? ____________________________________________

11. Would you like to have this group another term? _____ Why, or why not? ____________________________________________

12. Were the officers well chosen? ____________________________

13. Did your programs or activities represent material that should have been presented or carried out elsewhere? Specify. ____________________________________________

14. Did this home room's organization and activities represent progress over last term's? ____________________________

15. What suggestions do you have for the improvement of your home room? ____________________________________________

16. What suggestions for the improvement of home rooms in general? ____________________________________________

17. List what you consider your own weaknesses as a sponsor ____________________________________________

18. Strength as a sponsor ____________________________________________

19. To what extent do you believe in the home-room plan? Specify your reasons. ____________________________________________

20. Do you consider it largely an added obligation or a valuable educational opportunity? ____________________________

21. Would you rather teach an extra class, or sponsor a home room? ____________________________ Why? ____________________________________________

---

1H.D. McKown, Home Room Guidance, pp. 199-200.
Each student will be asked to fill in the following evaluation chart at mid-term and at the close of the school year:

1. Have you enjoyed your home-room programs this year? Why, or why not?

2. Did the programs usually represent good material?

3. Were they usually well presented and received?

4. List what you consider the best features of your home room.

5. List the poorest features.

6. Do you think the success or failure of your home room is due to external administration? members? internal organization? material and activities? sponsor? others? List.

7. Do you like your sponsor? Why or why not?

8. Were the officers well chosen?

9. Would you like to have the same sponsor next year?

10. What suggestions do you have for the improvement of your home-room program?

The following forms are to be filled in by students who are failing in school work, and by the teacher. They are for the use of the home-room sponsor in suggesting a course of action helpful to the failing student.
Student's Reasons for Unsatisfactory Work

1. Do you know that you are failing in____________________

2. Would you like to pass?_______________________________

3. Do you study at home?____In your study halls?_______

4. I study 0, 20', 40', 1 hour out of class________________

5. I am failing 0,1,2,3,4 other subjects___________________

6. The teacher explains all I ask for. (yes, or no)_______

7. Has the teacher asked you to come after school for extra help?__________________________

8. I don't come after school for extra help because__________________

9. I think I am failing because:
   a. Teacher doesn't make assignment clear. (Yes, No)_____
   b. Teacher won't give me extra help. (Yes, No)_________
   c. I do not study. (Yes, No)___________________________
   d. Teacher talks too low. (Yes, No)__________________
   e. Teacher talks too loud. (Yes, No)_________________
   f. Other reasons___________________________________

Teacher's Reasons for Unsatisfactory Work of Student

Indicate the reasons below as to why__________________________
is not passing in ________________________________________:

1. Incomplete preparation____________________________________

2. Complete, but unsatisfactory preparation_______________
3. Poor class participation

4. Failed in daily quizzes

5. Failed in six-weeks test

6. Notebook not prepared or handed in

7. Absent and failed to make up work missed

8. Cannot keep up with class

Also indicate classroom conduct and attitude: satisfactory, apparently studies, lacks self-confidence, wastes time, in-attentive, disorderly, uses poor study methods, forges materials, has too much egotism, other reasons

What have you, as a teacher, done to help him bring up his grade?

(signed)
Suggested Home-Room Programs

The list of programs given below is by no means complete. It is given merely as suggested material and as an aid to the sponsor. The selection of the programs given in each home room is the task of the program committee and the sponsor.

Suggested Programs

1. Aims and functions of the home room
2. Qualifications of officers
3. Parliamentary procedure
4. Election of home-room officers
5. How to study
6. Good manners in the home
7. Good manners in the school
8. Good manners in public places
9. Causes of failure
10. Growth of the flag
11. Improving our personalities
12. Grooming to advantage
13. Achieving through oral expression
14. Controlling our behavior
15. Broadening our interests and experiences
16. Learning to get along well with people
17. Developing leadership and "fellowship"
18. Importance of punctuality
19. Meaning and value of a good name
20. Study of electives for advanced grades
21. Our public school system
22. Responsibilities of a high school citizen
23. Value of participation in extra-curricular activities
24. Care of the building, furniture and grounds
25. Meaning of loyalty and ways of showing it
26. Christmas program
27. Christmas giving
28. National Education Week
29. Book Week
30. Thanksgiving program
31. Worthy use of leisure time
32. Lincoln
33. Choosing companions
34. Heroes and heroines
35. What the community has the right to expect of a high school graduate
36. Self-rating in citizenship
37. Are we good sports?
38. Value of the home and family life
39. Charm in the home
40. The law of the land and the law of the school

Materials to use in the above programs as well as other programs and suggestions may be found in the following books:
1. Evans and Hallman, *Home Rooms*
2. Detjen, *Home Room Guidance Programs*
3. McKown, *Home Room Guidance*
4. Teeter and Stanfield, *Guiding Students in the Development of Personality*
5. Chapman, *Your Personality and Your Job*

These materials may be developed in several ways: by sponsor's talks, by reports and outlines from the faculty-student committee, by pupil-member questions and discussions, and by a combination of all three.
BIBLIOGRAPHY

Books


**Public Documents**


**Articles**


**Unpublished Material**