AN EVALUATION OF SOCIAL GUIDANCE IN
JUNIOR HIGH SCHOOL HOME ROOMS

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AN EVALUATION OF SOCIAL GUIDANCE IN
JUNIOR HIGH SCHOOL HOME ROOMS

THESIS

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CHAPTER I

INTRODUCTION

The home room is the logical outgrowth of the new philosophy of education centering around the development of good citizenship. There has been an increasing demand that the school assume more responsibility for educating the student to take his place in society. He must know how to get along with other people, how to work in groups, how to take his place easily and without embarrassment, in a society which has well-established social patterns and customs. Part of this education is received in regular classes, but other opportunities are needed for specialized study in problems of social guidance and citizenship. The home room has been hailed by educators as the answer to this need, and the claim has been made that it offers the best medium for developing a social guidance program. The possibilities inherent in such an organization are many and varied, but study and research are necessary in order to determine the extent to which the schools are availing themselves of these possibilities.

Purpose of Study

The purposes of this study are: (1) to make an investigation of the home-room programs of the junior high schools
in Wichita Falls, Texas, to discover what social guidance, if any, is offered to students; (2) to set up criteria for evaluating a social guidance program in a junior high school; and (3) to evaluate the social guidance programs of the home rooms in the junior high schools in Wichita Falls, Texas, in terms of the criteria set up for evaluation.

Limitations of the Study

The study is limited to the social guidance activities of the home rooms in the junior high schools of Wichita Falls, Texas, for the school session of 1949-1950.

Definition of Terms

*Home room.* -- McKown briefly defines a home room as a regular school period, usually weekly, in which the teacher or sponsor meets with an organized group of students for the purpose of becoming intimately acquainted with the members, and through individual contacts, and programs and activities, promotes the development of certain personal ideals, knowledges and habits not now regularly provided for in the teaching of the traditional school subjects.¹

Further description, explanation, and illustration are necessary to give a complete picture of what constitutes a home room, but this definition of McKown's is a fairly accurate one for the sense in which the home room is used in this study.

¹Harry C. McKown, *Home Room Guidance*, p. 22.
Social guidance. -- Social guidance, as used in this study, means activities for developing social and character qualities needed by the junior high school pupils. It comprises both study and practices in social, personality, and character improvement.

Sources of Data

Two sources of data have been utilized in the study. Professional literature in the field of guidance has been analyzed to determine the possibilities for social guidance in the junior high school and the principles underlying a sound social guidance program. The practices and procedures of the home rooms in the junior high schools of Wichita Falls, Texas, have been determined by means of a questionnaire completed by home-room advisers in these schools.

Method of Procedure

The first step in the investigation was a study of professional literature in the field of guidance at the junior high school level. The special need of junior high schools for social guidance was examined in much detail. Practices and procedures of secondary schools in their guidance programs in various parts of the country were studied to determine what had been done in offering social guidance and what is possible for junior high school pupils in the way of social guidance.
Modern educational philosophy is emphasizing the importance of principles as governing or guiding agents of practices and procedures. A further study, therefore, was made of the literature to determine what principles should underlie a sound social guidance program for junior high school pupils. Criteria for social guidance activities under each principle were then formulated.

A survey was made of the social guidance activities in the home-room programs in the junior high schools of Wichita Falls, Texas. A questionnaire was used as a guide in obtaining the information and home-room advisers were contacted in order to learn about the home-room programs and to gather information about specific projects and activities. The data from this survey were classified, tabulated, and evaluated in terms of the criteria set up from readings in professional literature.

Conclusions were drawn and recommendations for improvement of the social guidance program were made in terms of indicated needs.

Previous Studies

The home room as a part of the secondary school program is of comparatively recent origin. Up until 1920 there were only scattered instances of such organizations, but since that time the practice has spread until it has become widely accepted as a part of the school program. Baker, in a
magazine article in 1913, presented a plan for a home room. This is the first mention found in the literature concerning such an activity. A home room, according to Baker, was a "means of providing pupil-teacher contacts in a large school."3

As the home-room movement gained in favor and became entrenched in the secondary schools, more and more attention was given to it in educational literature. Evans, in an article in 1928,4 stated the reasons why a home room had become necessary in the modern school:

Somewhere between Socrates, with his inductive questionings, and the modern impersonalized instruction, the teacher in the little red schoolhouse, teaching the three R's and character, was sidetracked by departmentalization, specialized teaching, the consolidated school, and the modern plant in secondary education. Somewhere in the evolutionary progress, the personal touch was lost and statistics in mass production came into prominence. Much was gained, just as much was lost. The gain is to be nurtured, preserved, and the loss must be replaced. The home room is one substitute offered for the lost teacher-pupil equation. It takes away none of the value of departmentalization and the social attributes of the large high school, and yet it offers a workable plan whereby one teacher assumes the responsibility cast off in the effort to make the school fit the growing attendance.5

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3Ibid., p. 238.
5Ibid., p. 294.
Evans' description of the home room as a substitute for the individual relationship existing between teacher and pupil in the small school was particularly apt because of the growth in size of the schools and in the number of pupils enrolled. Educators, trying to solve the problem of dealing with large numbers of pupils, began to experiment with home-room activities. McKown used the home-room plan in his teaching. His success with the procedure inspired him to write a book on the subject in 1934. This book gave the history of the movement, its purposes, and activities suitable for development in a home-room program. It served as a guide to many teachers studying the possibilities of using a home room as a part of the school program.

In 1946 McKown published a revised edition of his book on home-room guidance. The book in itself was a comprehensive study of what had been done in the field of home-room procedures in the schoolroom. Outlines, courses, booklets, and manuals from more than five hundred schools were consulted, and comments, criticisms, and suggestions from two hundred teachers were utilized. The book comprised an almost complete workshop for studying a home-room guidance program and covered all phases: origin and purpose, administration, principles, practices and procedures, and suggested

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6 Harry C. McKown, Home Room Guidance, 1934, 239 pp.
means of evaluation. Four of the chapters dealt specifically with social guidance for junior high school students and form a valuable background study for the present research into social guidance programs in home rooms of the junior high schools of Wichita Falls, Texas.

Detjen and Detjen prepared and published an outline for home-room activities at different grade levels in 1940.\(^8\) Beginning with the seventh grade and continuing through the upper ninth grade, topics were developed for each grade section around a central theme. For each topic, there was a statement of suggested content, pupil activities, and reference materials. Social guidance, in this outline, was the central topic for the upper seventh grade and comprised activities in thrift; good citizenship in the school and the community; sportsmanship; good manners in the home, at school, and in public places; valuable personality traits, character traits, and other valuable social traits. Recreational and cultural guidance were the central topics for the lower eighth grade, and vocational guidance was stressed in the lower ninth grade. The book proved to be another valuable aid to the teacher in planning and carrying out home-room activities and served as a pattern for local adaptations.

\(^8\)Mary E. F. Detjen and Ervin W. Detjen, Home Room Guidance Programs for the Junior High School Years, 1940, 509 pp.
Dunsmoor and Miller published a book dealing with guidance methods for teachers in both the home room and the classroom in 1942.9 Much attention was directed to methods of organizing the home room and to the responsibilities of the home-room adviser. A statement of 101 challenges was compiled suggesting desirable goals to be achieved by home rooms.

In addition to these professional books and others written on the subject of home-room guidance, a number of investigations of practices and procedures and objectives of home-room guidance programs have been made by graduate students in colleges throughout the country. One such study very closely related to the present one has been made at the North Texas State College (North Texas State Teachers College at the time the study was made). Howell, in 1948, made a study of the home room as a factor in the guidance program of the small high school.10 This research is similar to the present one in that the home room was considered as a factor in the guidance programs, but differs in that it considered all phases of the home room: organization, administration of the program, selection and duties of the

9Clarence C. Dunsmoor and Leonard D. Miller, Guidance Methods for Teachers in Homeroom, Classroom, and Core Programs, 1942, 382 pp.

home-room sponsor, purposes, and methods of evaluating the home-room program. The present research was limited to a study of the possibilities of the home room for social guidance. The following conclusions pertinent to this study were reached by Howell from a study of the data developed in her research:

1. Home room programs have been patterned after standards which fail to meet the needs of a specific local situation.
2. Administrative duties are too often performed by the home room.
3. In most of the schools, the administrator is charged with the responsibility of the home room programs.
4. Too frequent meetings of home rooms do not allow ample time for planning, arranging, and organizing worthwhile programs.
5. Many home rooms degenerate into study periods.
6. 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.\textsuperscript{11}

Two other theses deal indirectly with the problems of social guidance in the home room. Andrews, in 1947, made a study to determine the place of a sound guidance program in the secondary school.\textsuperscript{12} The home room, she found, is frequently used as a means of group guidance. The extent to which it is a failure or a success depends upon a number

\textsuperscript{11}\textit{Ibid.}, pp. 58-59.

of factors. The home room possesses great advantages in promoting a feeling of belonging, a feeling of understanding, and a feeling of close personal relationship. It provides a means of building up records, of orienting the pupil to the school and its objectives, of developing proper social relationships, and of presenting needed vocational guidance.\textsuperscript{13} Andrews also found that many of these possibilities are not realized because many home rooms are used as an administrative clearing house.

Andrews' study is like the present one in that it deals with problems of social guidance, but its scope is not limited to social guidance alone. The present study emphasizes the possibilities of social guidance in the home room, while the Andrews study was concerned with general guidance problems in the secondary school.

Robinson, in 1940, made a study to determine ways and means of developing and evaluating a functional home-room citizenship program in the Wichita Falls public schools.\textsuperscript{14} Initial tests were given to two sections of low fifth-grade pupils in different schools in the system. A functional home-room program for citizenship training was administered in

\textsuperscript{13}\textit{Tbid.}, pp. 61-62.

\textsuperscript{14}Edra Robinson, "To Develop and to Evaluate a Functional Home Room Program for Citizenship Training" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, August, 1940), 85 pp.
one of the groups, and the traditional type of instruction was followed in the other. At the close of the school year, all tests given in September with the exception of the mental maturity tests were again administered to the two groups. The following conclusions were developed from the study:

1. A functional program for citizenship training is needed in the grades as an aid in preparing boys and girls for citizenship in a democracy.
2. The school can be instrumental in the formation of civic attitudes.
3. Functional citizenship training is effective in producing gains not found in groups trained by traditional or customary methods.
4. Cumulative records of test results, plus teacher observations, are useful instruments, if kept in the form of case studies.\[15\]

Robinson's study is like the present one in that it investigates the possibilities of citizenship training in a home-room program. It differs in that it deals with an elementary school group, and sets up practices and control and experimental groups, whereas the present study investigates the functioning program of the home room in the junior high school without using a specific program or a control group.

\[\textsuperscript{15} \text{Ibid.}, pp. 83-84.\]
CHAPTER II

SOCIAL GUIDANCE IN JUNIOR HIGH SCHOOL HOME ROOMS

Purpose of the Chapter

The purpose of this chapter is to present some possibilities for social guidance in the home-room program of a junior high school. The need for social guidance at the adolescent age and possible activities for achieving such guidance are studied.

Need for Social Guidance in the Junior High School

The junior high school was developed and organized because of a growing recognition by educators of special needs of adolescent pupils. The junior high school pupil is neither child nor adult, but he is in a transition stage. Many new problems arise, among which are the following: (1) What are proper relationships between adolescent boys and girls? (2) How does the socio-economic status of the pupil affect his relationships with the other boys and girls? (3) What are correct standards of pupils' appearance and dress? and (4) What is social etiquette? Solving

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these problems satisfactorily may be the difference between well-adjusted personalities and maladjustment in later life. The junior high school is the level in which most of these problems begin to take realistic shape; it is the level, therefore, at which an attempt should be made to solve them.

Modern psychology has made important contributions to the possibilities for solving many of these problems by developing the conception that the child is not a miniature adult, but a developing personality. Ragsdale makes the following comment:

Growing out of the recent scientific study of childhood by educators and scientists there has been developed an entirely new conception of the nature of children, which has made possible a new approach to the problems of education. The view is that children are not miniature adults at all, but an entirely different kind of creature. They are creatures who will later become men and women, it is true, but for the time being they are living a life of their own and can, in a sense, be thought of as being an entirely different species of animal.²

Children, in this new conception of developmental growth, therefore become raw material in the hands of society. They require careful training in "physical, social, ethical, civic, emotional, spiritual, and vocational relationships as well as in mental, and without suitable training in all of these he [the child] is as incomplete and useless as an

automobile with important parts missing.\textsuperscript{3} The demand, then, in modern education is for the development of "all-roundness" in spirit, mind, and body. The adolescent youth, because of the important changes taking place in his physical and social make-up, is especially in need of careful, trained guidance.

According to Lillenthal and Tryon, no developmental task requires more understanding and patience on the part of the parents and teachers than this problem of dealing with adolescent youth. They comment:

The early adolescent, neither child nor adult, is betwixt and between. In his confusion he acts as if the worst thing in the world is to be adult. He becomes actually "less adult" in much of his behavior than in the preceding stage of development. He is eager to become independent, but in many ways he feels himself to be inadequate. The truth of the matter is that he is still in need of adult support. He is neither competent enough or emotionally mature enough to stand alone.\textsuperscript{4}

Diddine asserts that children have to be "motivated" to learn the things that they need to know in the process of development.\textsuperscript{5} He says that the direction in which a child uses his energy wholeheartedly "will depend on his

\textsuperscript{3}Harry C. McKown, \textit{Home Room Guidance}, 1946, pp. 5-6.

\textsuperscript{4}Jesse W. Lillenthal III and Caroline Tryon, "Developmental Tasks: II. Discussion of Specific Tasks and Implications," \textit{Fostering Mental Health in Our Schools}, 1950 Yearbook of the Association for Supervision and Curriculum Development, p. 94.

\textsuperscript{5}Glenn C. Didine, "Motivated to Learn," \textit{Journal of the National Education Association}, XXXIX (May, 1950), 356-357.
attitudes and interests, the things he fears and hopes for, the goals he strives for and failures he has had. Some medium, in addition to mental training, must be found to arouse interests and desirable attitudes and to "motivate" development.

The junior high school is the outgrowth of felt needs of adolescent youth. One of the most publicized media for meeting these special needs is the home-room organization in the junior high school. The opportunity such an organization provides for social guidance is considered especially valuable. McKown states:

Increasingly there is a demand that the school assume more responsibility for educating the student socially, so that he can take his place easily and without embarrassment in the society which has well-established social patterns and traditions. He must be taught the necessity of proper relationships with adult constituted authority as well as proper relationships with his fellows. Manners and courtesy in the broad sense as well as in the narrow are the main concern of this phase of education.

Part of this education, McKown states, is received in the regular classes, and some of it in games, parties, and activities. Many of these opportunities, however, are limited, and there is usually no chance for a discussion

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6 Ibid., p. 357.
7 Gruhn and Douglass, op. cit., p. 41.
8 McKown, op. cit., p. 38.
9 Ibid., p. 39.
or specialized study. Moore makes this statement:

Pupils in home room period discuss such things as social etiquette, study habits, health habits, personality development, values of education, vocational and educational plans, and many other subjects. Most of these are vital to their living, but they are things not traditionally included in the course of study. 10

Gruhn and Douglass emphasize the importance of guidance in the junior high school. Decisions and adjustments made at this stage of education, they assert, will greatly influence personality development and attitudes. The problems, decisions, and adjustments of a junior high school pupil center around the following:

1. Keen concern regarding acceptance by the fellows of both sexes.
2. The choice of and preparation for a life's vocation.
3. The beginning of concern regarding vocational success.
4. Increased craving for achievement and self-expression.
5. The adolescent's feeling of dignity regarding his own personality.
6. Increased interest in speculative and philosophical conflicts. 11

Many of these problems, it is indicated, are social. They prevail to some extent in the elementary grades, and extend on through senior high school years, but according to Gruhn and Douglass, "it is in early adolescence that they ordinarily begin to be of greatest concern to the child." 12

11 Gruhn and Douglass, op. cit., pp. 283-284.
12 Ibid., p. 184.
The junior high school years, therefore, present the greatest opportunities for effective social guidance. It is the responsibility of the school to provide this guidance.

Possibilities of the Home-room Program for Social Guidance

Some of the possibilities of the home room for social guidance may be determined by studying programs of various schools which have initiated such activities. McKown states that many schools are finding that the home room is the best setting in the school for centering attention on social guidance. It furnishes many, varied, and real opportunities for the personal application of lessons in social relations. The organization of the room with its various committees and officers, the practice of parliamentary procedure, the reception and entertainment of visitors, care of personal, room, and school property, the development of ideals, and the formulation of some means of evaluation provide opportunities for forming desirable habits as well as establishing worth-while underlying principles.

Detjen and Detjen list social, moral, and ethical guidance as the theme for home-room activities in the upper seventh grade. Thrift, safety, good citizenship in the community, good citizenship in the school, sportsmanship.

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13 McKown, op. cit., 1946, p. 38.
14 Detjen and Detjen, op. cit., pp. 75-77.
good manners in the home, good manners in the school, good manners in public places, good manners in business, valuable personality traits, character traits, and other valuable traits are the topics recommended for study in social guidance. 15

In the Seattle High School, Seattle, Washington, social-civic attitudes and personality and character growth comprise the topics for social guidance. Social-civic attitudes deal with the care of the school building and grounds, honesty and fair play, alertness to propaganda, traffic problems, and temperance. 16 Personality and character growth deal with the ability to get along with other people; the use of self-measurement, discussion of personality rating blanks, self-evaluation, self-development, courtesy, sportsmanship, personal appearance, and reading and study habits. 17

From these descriptions of the activities that comprise social guidance it is possible to set up three main phases which cover these activities; namely, personality, good manners and courtesy, and good citizenship. Possible activities and procedures under each of these heads will be studied.

15 Ibid., pp. 76-148.
16 Moore, op. cit., p. 46.
17 Ibid.
Personality

Moore states that one of the first tasks confronting a teacher in personality adjustment is learning something about the individual members of the home-room group. Any worth-while guidance must be based on a knowledge of individual needs and differences. A questionnaire and information blank which was used in a guidance program by Sunset High School in Dallas, Texas, is recommended by Moore for obtaining needed information on the pupils.

If the teacher can induce the pupils to fill out the blanks honestly and correctly, Moore states that she can obtain a great deal of information about the pupils: personal data, family data, educational data, activities and interests, vocational data, and health data. Few schools have this amount of information available on the pupils. It should be especially useful in planning different activities for the pupils. Gruhn and Douglass corroborate the opinion expressed by Moore; they state that those who desire to give effective guidance should base their aid on as complete data as possible about the pupils. Types of data recommended are as follows:

\[\text{\textsuperscript{18}}\text{Ibid., p. 33.}\]
\[\text{\textsuperscript{19}}\text{Included in the Appendix of this study, pp. 96-101.}\]
\[\text{\textsuperscript{20}}\text{Moore, op. cit., p. 34.}\]
\[\text{\textsuperscript{21}}\text{Ibid.}\]
The information that should be available about each child includes (1) I. Q. and M. A., (2) previous school marks, (3) data on home background, such as economic status, general moral and cultural status, and nature of family relationships, (4) leisure reading and hobby interests, (5) out of school employment, (6) citizenship record both in and out of school, (7) teacher opinions concerning temperament and disposition, (8) teacher opinions concerning social and personal traits, (9) teacher opinions concerning character traits such as industry, honesty, versatility, and dependability, (10) anecdotal records, (11) standard-test scores, (12) participation in extraclass and out-of-school activities, (13) records of interviews, (14) educational plans, and (15) health record.22

The questionnaire recommended by Moore, if honestly filled out by the pupils, will provide a great deal of the data recommended by Gruhn and Douglass.23 The intelligence quotient and mental age of the pupils, if not already on file, may be determined through individual or group tests. Individual teachers or sponsors can use personal observation to aid in interpreting pupil needs.

Once the home-room teacher has data on her individual pupils, she is ready to begin to plan the home-room activities for the development of good personality characteristics. If the planning conforms to democratic principles, the teacher will enlist the aid and co-operation of her pupils in the enterprise. An example of how this may be done was furnished by a personality project carried out in

22Gruhn and Douglass, op. cit., p. 302.
23Ibid.
the home rooms of the Gerstmeyer Technical High School in Terre Haute, Indiana.24

In this school each student was asked to define personality. This effort emphasized the elusive nature of personality, a point much desired at the beginning of the project. The following elements of personality were selected from those offered by the pupils and placed on the board for discussion:

1. Manner of meeting people.
2. Personal appearance.
3. Optimism.
4. Poise.
5. Enthusiasm.
6. Fairness.
7. Sincerity.
8. Sympathy.
10. Scholarship.
11. Tact.
12. Voice.25

Each day one of these points was discussed by the pupils. Notes were made. After the discussions were completed, the pupils observed each other carefully for two weeks to see how personalities checked with the lists. Then "personality contests" were held and an elimination contest was staged for three weeks. All were eliminated but two, whose names were entered in a four-week contest, at the end of which time a winner was selected. One outcome of the program was the formulation of a personality checklist for teaching and evaluating personality. Devices recommended for teaching personal attractiveness were as follows:

24McKown, op. cit., 1946, p. 382.

25Ibid.
1. Arrange an illustrated talk with boys and girls appropriately dressed for various occasions or settings -- street, gymnasium, church, informal party, picnic or banquet.

2. Arrange a display of suitable accessories for school clothing.

3. Invite a business or professional man to discuss personal appearance.

4. Have the boys make "appearance lists" for the girls.

5. Have the girls make "appearance lists" for the boys.

6. Invite a shoe expert to discuss and illustrate shoe styles.

7. Make a study of advertising in newspapers, magazines, and catalogues.\textsuperscript{26}

This project, it is indicated, was based on democratic principles through enlisting the aid and co-operation of the pupils in determining what were desirable personality traits and then in working out activities in which all the pupils participated. The points that they studied were those closely connected with the lives of the pupils and were therefore more interesting than the study of personality of some people far removed from that particular locality. The fact that the characteristics studied were those which would help and aid the pupil in being a better adjusted personality made the project valuable from a sociological standpoint.

A plan for improving personality is recommended in Prosser's \textit{Life Adjustment Series}.\textsuperscript{27} In his study a project

\textsuperscript{26}Ibid., p. 386.

is described which involves the use of a checklist set up by the author for determining desirable character traits. The plan was modeled on one carried out by Lindbergh. According to Frosser, Lindbergh drew up a list of character factors. At night he evaluated himself against these factors; if he had violated one, he marked it with a black cross. Those which he had fulfilled satisfactorily he marked with a red cross. Frosser listed the character factors as set up by Lindbergh, and then he worked out a systematic plan whereby a pupil could check himself.\textsuperscript{28} This plan is recommended for the use of teachers in guidance programs.

Detjen and Detjen list the following objectives for any program to improve personality traits:

1. To impress upon the pupil the importance of developing his personality.
2. To help the pupil to understand that his success in school and in later life depends upon his acquiring and developing certain desirable qualities.
3. To bring to the pupil's attention the traits which are essential for social approval.\textsuperscript{29}

Suggested activities for accomplishing these objectives were divided into six areas, as follows: (1) discussion of the meaning of personality, (2) writing quotations describing desirable personality traits on the blackboard, (3) asking each pupil to list pleasing and attractive personality

\textsuperscript{28}\textit{Ibid.}, Appendix.

\textsuperscript{29}Detjen and Detjen, \textit{op. cit.}, p. 131.
traits, (4) conducting a personality contest, (5) discussion of personality traits to be observed by the pupils, and (6) presentation of observations made by the pupils on three persons assigned to them.\textsuperscript{30}

Such a plan has many desirable characteristics. It secures participation of all the pupils, enlists their aid and co-operation in determining desirable character traits, and then provides activities whereby life activities are carried out in developing the desirable characteristics.

The Schenley High School in Pittsburgh, Pennsylvania, called the attention of its students to the part that personal appearance makes in personality development by having them make a rating scale for a visiting personality.\textsuperscript{31} The members of the home room were asked, "Did you like this speaker? Why or why not?" The reasons for liking or disliking him were placed on the board and discussed. They concerned such items as clothing, grooming, voice, courtesy, and mannerisms, as well as expressions and ideas. One of the outcomes was the formulation by the pupils of a discussion outline setting forth some of the characteristics of desirable personality traits. The pupils were asked to rate themselves on their own traits, both desirable and undesirable.

\textsuperscript{30}\textit{Ibid.}, pp. 131-136.

\textsuperscript{31}\textit{Guidance project in Schenley High School, Pittsburgh, Pennsylvania, cited by McKown, op. cit.}, 1946, pp. 373-374.
The pupils in a home room in Perry High School in Pittsburgh, Pennsylvania, studied the contributions of good posture, voice, and speech to personality. A true-false check sheet consisting of sixty-five questions was worked out in the home room and then each student evaluated himself by this scale.\(^{32}\) The pupils graded their own papers and no effort was made to check on the ratings; this was left entirely to the pupils, as it was felt that the information was for them alone.

The outstanding characteristics of these programs for studying personality as a part of the home-room guidance setup are pupil participation, life activities, and pupil evaluation of the outcomes. They furnish many possibilities for the home-room teacher in developing social guidance programs. Activities modeled on this basis are neither prescriptive nor non-creative.

**Good Manners and Courtesy**

The home room has many opportunities to develop the elements of good manners and courtesy in actual practice. McKown says:

> The home room setting is the best setting in the school for the centering of attention on this phase of education. It provides more naturally than can any classroom the opportunity for defining, explaining, discussing, emphasizing, rating,}

and criticizing ideals and actions. Teaching
courtesy in a class or similar setting may be
timely and appropriate but it will be largely in-
cidental in plan, inadequate in extent, and au-
thoritative in method. In the home room the learn-
ing of courtesy can be nearly as timely, just as
appropriate, more definitely organized and directed,
more complete, and more generally accepted by the
pupils. It is the material of the home room.33

Gruhn and Douglass state that a major portion of the
activities in the home room are devoted to a study of topics
centering around social, personality, and character develop-
ment, and include good manners and conduct at school parties
and other social functions.34 Douglass says that the home
room is "an opportunity to teach important topics not ade-
quately treated in the regular curricular subjects or which
may be better learned by home room procedures."35 Person-
ality development, social conventions, and social and charac-
ter education are some of the topics suitable for develop-
ment in the home-room activities. Detjen and Detjen say
that the social, moral, and ethical guidance planned for
home-room activities in the seventh grade is aimed to de-
velop in each pupil an "intelligent acceptance of social
standards and good manners."36

33McKown, op. cit., 1946, p. 408.
34Gruhn and Douglass, op. cit., pp. 317-318.
35Harl R. Douglass, Organization and Administration
of Secondary Schools, p. 257.
36Detjen and Detjen, op. cit., p. vii.
Various activities are being utilized by home-room sponsors in teaching good manners and courtesy as a part of social guidance in the home room. Detjen and Detjen make four divisions in the subject, namely: (1) good manners in the home, (2) good manners in the school, (3) good manners in public places, and (4) good manners in business. Suggested activities for good manners in the home are as follows: (1) listing traits characterizing good manners, (2) listing traits characterizing rude manners, (3) dramatizing good manners, and (4) dramatizing rude manners. Suggestions for the other divisions are along similar lines. A test is recommended at the close of the series of lessons on social usage. This may be made by the pupils or adapted from published tests on social usage.\textsuperscript{37}

Moore recommends the use of a "Good Manners Expressionaire" which contains 150 true-false statements.\textsuperscript{38} He suggests that the pupils answer the questions, and then grade themselves from the answers given at the close of the test. The results will emphasize to the pupil how much he already knows about what constitute good manners, and what he needs to learn. One criticism of this test is that the questions are ready-made and do not call for student participation.

\textsuperscript{37}Ibid., pp. 107-130.

\textsuperscript{38}Moore, op. cit., pp. 82-88. (The "Expressionaire" is reproduced in the Appendix of the study, pp. 102-113.)
The students of George Washington Junior High School in Vallejo, California, made a study of citizenship through morals and courtesy in the home-room periods. The unit was divided into four parts: (1) discussion of the beginning of codes of manners, (2) elements constituting good manners, (3) the necessity of manners and morals, and (4) outcomes of the study on morals and manners. The pupils, in each instance, were asked to discuss initial phases of the points studied, list characteristics, and develop information about them. Dramatizations were used to illustrate good manners in the school, in the home, and in the community. Check sheets were made from the survey and the pupils were asked to evaluate themselves.

The students of Whittier Junior High School of Flint, Michigan, made a special study in the home room of what constitutes classroom courtesy. The following questions were discussed:

1. What is the proper manner in which to enter a classroom?
2. How much freedom should be allowed before the bell rings?
3. What should you do in passing before teacher or other students?
4. What do you consider the proper care of doors, walls, etc.?
5. Should you pick up paper left by someone else? Why or why not?

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6. What is your attitude toward gum chewing?
7. How much whispering, if any, should be allowed?
8. Just what is meant by attention?
9. How punctual should you be?
10. What should be your attitude toward assignments, making up work, examinations, daily work, and bringing materials to class?
11. What is the signal for dismissal?
12. What is the proper way to leave the room?
13. What responsibility should you assume toward a new member? Why?
14. What courtesies should be shown a visitor?  

After discussions, a checklist comprising both good and bad items of classroom courtesy was given to each student. The students were asked to mark each item according to their opinion of it. After they had finished, papers were exchanged and corrected. Pupils were given opportunities to discuss any of the items included in the checklist.

Detjen and Detjen recommend as a suggested activity in the study of good manners the rating of table manners in the lunchrooms, and demonstrations of some especially good and poor practices. Proper ways in which to serve a meal, the seating arrangements, and items of table etiquette may be demonstrated in the home economics classes and in the serving of meals. Such demonstrations also may be used to show the proper form of introductions for guests coming to a dinner.

Guidance project of the Whittier Junior High School of Flint, Michigan, cited by McKown, op. cit., 1946, pp. 411-412.

Detjen and Detjen, op. cit., pp. 113-114.
The home room, as illustrated, furnishes many opportunities for teaching good manners and courtesy. The everyday relationships existing between the pupils afford numerous opportunities for the practice of courtesy and good manners. Assemblies, games, and entertainments furnish opportunities for evaluation. The alert home-room teacher can find numerous ways in which to enlist the participation of all the pupils, to develop activities that are socially useful, and to make them interesting to the participants.

Good Citizenship

The ultimate purpose of teaching citizenship, according Gruhn and Douglass, is "to prepare every boy and girl for the most effective present and future participation as a citizen in the affairs of our democratic society." These authors list the following basic principles for a program in citizenship education at the junior high school level:

1. Citizenship education is the most important responsibility of public education in the United States.
2. Citizenship education is the responsibility of every teacher, in every subject, in every grade, and in every extraclass activity.
3. Citizenship education should include frequent and effective pupil experiences in democratic living.
4. Citizenship education for democratic living can be most effective if there is complete freedom

\(^{42}\)Gruhn and Douglass, op. cit., p. 253.
in the classroom for both teacher and pupil in the expression of opinions on controversial issues and in the planning and conduct of learning activities.

5. Citizenship education should stress skills, attitudes, and ideals for democratic living as well as factual information and knowledge.

6. Citizenship education should stress the obligations and responsibilities of a citizen as well as his rights and purposes.

7. Citizenship education should provide experiences which prepare youth to perform effectively the responsibilities and duties of citizenship.43

According to McKown, the home room offers the excellent opportunity for centering attention on important elements and traits of good citizenship in informal situations not associated with lesson getting and reciting. He states:

Because of the nature of the home room, material that is close to the student himself, his life, interests and activities can be reflected, utilized, and capitalized, and this means an increased likelihood of personal application. Diagnosis, self-diagnosis, and individual and group approval can also be utilized to great advantage, as well as immediate and direct assistance from those most competent to give it.44

Carr says that the home room has unusual opportunities to develop, practice, and evaluate definitive good citizenship traits, which he names as co-operativeness, reliability, courtesy, loyalty, honesty, efficiency, cleanliness, kindness, and obeying constituted authority.45 The Senior High

43Ibid., pp. 256-257.

44McKown, op. cit., 1946, p. 320.

School of Beatrice, Nebraska, in adopting the home-room plan of organization, stated that "the home room furnishes an opportunity for the individual pupil to develop and practice the qualities of a good citizen with satisfaction to himself and to the school."46

Detjen and Detjen list the objectives of teaching citizenship in the community as follows:

1. To create an interest in the development and the progress of the community.
2. To develop an appreciation for the services and the advantages which the community offers to its school children.
3. To point out the duties and obligations of good citizens to their community.47

They also set up the following objectives for teaching citizenship in the schools:

1. To center the attention of the group upon the elements of good citizenship which should be practiced in the school.
2. To help the children to view themselves critically, to see wherein their citizenship may be improved.48

Activities in the home rooms are recommended for achieving these objectives. In the field of citizenship in the community, a number of questions are submitted for possible discussion. These involve the responsibility of the pupil

46Senior High Adviser's Blue Booklet, Division of Instruction, Minneapolis Public Schools, Minneapolis, Minnesota, 1940, p. 3.

47Detjen and Detjen, op. cit., p. 94.

48Ibid., p. 98.
toward his community for free education, the necessity for knowing something about the operation of his local government, for obeying the laws, and for participating in local activities. It is suggested that special home-room programs be based on a study of the community: city limits, population, city government, city zoning, industries, factories, department stores, banks, theaters, hotels, important buildings, churches, hospitals, libraries, educational institutions, bridges, railroads, streetcars, bus lines, air-transport lines, parks and playgrounds, historical spots, residences, and estates. Trips to local industries, studies of outstanding citizens, and the collection of pictures and newspaper clippings are other activities recommended. 49

In developing good citizenship qualities in the school, the following project is recommended:

Discuss the characteristics necessary to make a good school citizen. Ask each child to make a list of ten of these characteristics. From these lists allow the class to select the ten traits which they consider the most essential to good school citizenship. Have each pupil rate himself on these traits, allowing ten per cent for each trait in which he honestly thinks that he is up to standard, or a proportional part of ten per cent if his citizenship is not satisfactory. A perfect score would be 100 per cent. A score of 75 per cent, or above, would probably indicate good citizenship. After the ratings have been carefully and thoughtfully made, ask that these pupils who find that they are not very good school citizens concentrate on the points in which they are low and rank themselves again later. 50

49 Ibid., pp. 94-97. 50 Ibid., p. 101.
Another suggested activity is the study of the report cards used by the school. The teacher is asked to explain to her group the meaning and importance of each of the traits which are used as a basis in giving school citizenship grades. Pupil suggestions for improving citizenship traits are also in order here.\(^{51}\)

Carr sets up a list of traits characterizing the good school citizen in the home room, the classroom, the assembly, the cafeteria, the class meeting, in the corridor, in the locker room, in the office, at the game, and on the school grounds.\(^{52}\) He lists a number of traits under each of these headings, and characterizes a good citizen as cooperative, reliable, courteous, loyal, honest, law-abiding, efficient, clean, and kind. The home room, Carr says, has unusual opportunities to develop, practice, and evaluate these traits.\(^{53}\) He suggests that opportunities be provided for the development of these attributes through activities built around life experiences of the pupils.

The Corry Junior High School in Corry, Pennsylvania, worked out a citizenship project through a program of making the school attractive. The pupils were told:

1. A good citizen takes care of public and private property in order that he may make his community a desirable and attractive place in which to live.

\(^{51}\)Ibid., pp. 101-102.

\(^{52}\)Carr, op. cit., pp. 56-57.

\(^{53}\)Ibid., p. 56.
2. We should have enough pride in our school to keep the classrooms, corridors, and washroom clean. Since school is our home for at least six hours per day, we should do all we can to make it a pleasant place in which to live.54

Various activities were planned and carried out in the improvement of the school plant and grounds. Discussions were conducted on the value of school property, pride in ownership, the value of cleanliness, and the need for a survey of the school plant to determine needed improvements. Committees were appointed to make a list of the characteristics of a well-kept, attractive school plant and grounds. Suggestions were made by different pupils. After a report was made on the proposed list, it was discussed by the group as a whole. Once the list was corrected and improved, committees were appointed to survey different parts of the school plant, grounds, cleanliness, tidiness, equipment, and general attractiveness. In the process not only the school plant and grounds were improved as to appearance, but the project had presented many opportunities for development of good citizenship traits such as co-operation, leadership, courtesy, and loyalty.

The pupils of the Erie, Pennsylvania, high school made a study as a part of the home-room program in regard to what their town had done to promote a good society. The

Contributions of each of the following departments to the lives of the pupils were studied: education, health, fire, police, streets, safety, and parks. Brief personal sketches of the heads of city departments were given by the different pupils. A bulletin-board display was comprised of pictures of the town's social and educational facilities and clippings relating to the town's current social and civic problems.

Other schools have made studies of crime and delinquency, vandalism, the community chest, the newspaper and good citizenship, elections, and contributions of foreign-born citizens to their towns as a part of home-room activities. The possibilities of such studies for building and improving citizenship qualities are almost unlimited. The home room, in the opinion of the authorities consulted in the study, presents the most favorable opportunities of any area of the curriculum for the development and application of citizenship qualities.

Summary

The present chapter has been concerned with a study of some possibilities of the home room for social guidance. Three phases have been studied: personality development,

good manners and courtesy, and development of citizenship qualities.

In the development of wholesome personality traits, a variety of possible activities has been developed, the most outstanding of which are as follows: securing data on each individual, determining what constitute good personality traits, initiating personality contests, and developing and administering self-rating devices. The majority of the sources consulted advocate the use of experimental activities, participation by all of the pupils, and some means of evaluating the outcomes of the project.

In the study of the possibilities of teaching good manners and courtesy in the home room, it was found that many educators think that the home room presents the most favored area for the development, study, and evaluation of the traits comprising good manners and courtesy. Activities recommended are as follows: determination in various ways of what constitute good manners and courtesy, use of checklists for self-rating, and observation of the practice of good manners in the school activities.

In the study of good citizenship traits, attention was given mainly to good citizenship on the level of the junior high school pupil. The traits that characterize good citizenship, ways of achieving these traits, and means of evaluating the outcomes of the projects were studied.
CHAPTER III

DEMOCRATIC, SOCIOLOGICAL, AND PSYCHOLOGICAL
PRINCIPLES UNDERLYING A SOUND HOME-ROOM
GUIDANCE PROGRAM AND CRITERIA FOR
EVALUATING HOME-ROOM PRACTICES

Purpose of the Chapter
The purposes of this chapter are to consider some fundamental principles underlying a sound social guidance program for a home room and to develop criteria for evaluating home-room practices. These principles may be classified as democratic, sociological, and psychological.

Importance of Principles
Techniques are ways of doing things; principles are the guides for doing things in such a way as to accomplish the desired objectives. According to Barr, Burton, and Brueckner, the bulk of writing and thinking about education in general has been concerned until quite recently with analysis of techniques, procedures, and mechanisms. Within recent years, however, increasing interest has been given to the value of principles as the fundamental reasons for ways of doing things or for using certain techniques. The following definition highlights their importance:
Principles -- that is, general rules or laws, concepts, fundamental truths, generally accepted tenets -- are the guides by which we proceed from one situation to another. They are enormously important for the governing of action -- the operation of techniques.¹

French states that progress at the junior high school level in the next decade will be "largely measured by the extent to which individual schools generally base their programs and procedures squarely and consistently upon certain fundamental policies or principles."² He says that such policies or principles may be used as evaluative criteria for weighing the importance of proposed changes, and for measuring outcomes of instruction.

Principles may arise either from critically analyzed experience or from scientific experimentation and investigation. Any number of techniques or methods may be studied and analyzed to determine some one underlying concept that may be used as a guide in educational procedure. They may even direct the search for new techniques, and they aid in their evaluation because they furnish a broader basis and a fundamental one on which to judge the techniques. The relationship existing between principles and techniques and the need for both are aptly stated by Barr, Burton, and Brueckner:

Techniques are necessary and important -- in fact, nothing could take place in any field without ways of doing things. The point is that both principles and techniques are necessary, but that principles are more fundamental. Principles not only govern the operation of techniques, but make possible their refinement and extension.

A study of the fundamental principles underlying a sound social guidance program, therefore, is important. These principles should govern any program of activities established for youth guidance and should determine the practices and procedures for achieving the desired objectives. They may be classified as democratic, sociological, and psychological.

Democratic Principles Underlying a Sound Social Guidance Program

One of the basic principles on which the government of the United States is founded is that of democracy. The Constitution guarantees equal rights to all the people. It recognizes the individual worth of people, and the possibilities of individual achievement. Hopkins points out six tenets which can be definitely recognized as those comprising the basis of the democratic way of life.

The first of these tenets is:

1. Belief in the worth of the individual as a human being; belief in the essential dignity of man; faith in the potentialities of the individual man;

3Barr, Burton, and Brueckner, op. cit., p. 46.
respect for the personality of each individual; belief that every person can, and should, achieve a creative individuality.\(^4\)

Faith in the potentialities of the individual man is one of the cornerstones of the democratic way of thinking. The philosophy of democracy holds that each individual has intrinsic worth, that he has the power to grow, develop, and learn, and that he has the right to develop these potentialities. He has the right to participate in all activities which concern his welfare.

The second tenet is:

2. Belief that everyone has the capacity to learn how to act upon thinking; belief that everyone has sufficient capacity, or under favorable conditions, can develop sufficient capacity, to manage his life with others through acting on thinking rather than through unguided and unrestrained impulse.\(^5\)

Ability to think is one of the essentials of a person living in a democracy, because he has a voice in determining its affairs. The democratic way presupposes that man can think, or that he can develop the ability to think; it does not mean that all can and must think alike or can learn on the same level. The democratic way holds, therefore, that a person should have the opportunity to develop this capacity to think and reason.

The third tenet is:


\(^5\)Ibid., p. 103.
3. Belief that a person who must abide by decisions should have a part in making them; belief that "taxation without representation is tyranny"; belief that basic questions of policy can be decided by best mass judgment; belief that government rests on the consent of the governed.  

This tenet holds that each individual has the right to participate in the making of decisions that concern his welfare. This does not mean a dictatorship of the majority, but implies respect for the opinions of all persons, majority or minority.

The fourth tenet is:

4. Belief that the control and direction of democratic action lies in the situation, not outside of it; belief that the people who are in a situation struggling to improve it find through study and inquiry the directions and controls which they accept as guides to intelligent behavior; belief that the control in a situation is not forced upon those within it by individuals from the outside who are not actually working in the situation to improve it.

Democracy means co-operative, deliberative action from within the group, not controls imposed from some outside source. Through study and investigation, a group comes to some decision. It has freedom to direct and manage its own affairs except when the behavior of members of the group will endanger the well-being of others.

The fifth tenet is:

5. Belief that the process of living is the interactive process; belief that each individual works with every other individual by sharing and evaluating
individual experiences toward commonly recognized ends; belief that each group works with every other group by isolating common needs, studying all data for their satisfaction, and agreeing upon the most fruitful ways of achieving a desired readjustment.

Interaction implies that in all problems arising within groups or individuals, each party shall be free to study the conditions, state the issues as he sees them, and propose his solutions without fear of ridicule, violence, or suppression. It means freedom of inquiry, freedom of assemblage, freedom of speech. It means that the individual cannot isolate himself from the affairs of the masses, but must accept individual responsibility.

The sixth tenet is:

6. Belief that cultural change should be accomplished through deliberative social action rather than by methods of uncontrolled violence; belief that change can best be brought about by the interactive process among individuals willing to study problems, to find out what is reasonable, in the light of all the circumstances; belief that conscious social change should be accomplished by methods of reasonableness rather than methods of violence.9

Belief that cultural change should be brought about through deliberative social action implies planning and thoughtful deliberation. The people must constantly evaluate existing institutions in the light of their usefulness in satisfying needs and in readjusting them according to such evaluations.

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8Ibid. 9Ibid.
These six beliefs, according to Hopkins, are not separate and isolated. Each is closely interrelated with the others to form the platform of democracy. They are the common denominator of democratic living. When applied to the development of a social guidance program in the home room of the school, they might be restated as follows:

1. Each pupil in the room has individual worth, and he can, and should, achieve a creative individuality.

2. Each pupil has the ability to learn how to manage his own affairs if opportunities are provided for the development of his thinking and reasoning ability.

3. Each pupil should have the right to participate in the decisions made in the home room if he is to abide by those decisions.

4. The pupils should find some means of solving their problems through study and inquiry rather than from outside direction.

5. No one pupil or group can live entirely to itself; experiences must be shared; and all concerned must work together to accomplish desired objectives.

6. Change should be accomplished through thoughtful, deliberative action rather than through the use of force.

The Educational Policies Commission says that the only way of achieving democratic citizens is by the practice of

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10 Ibid., p. 111.
democracy. Indoctrinating democracy through totalitarian methods will not result in democracy. The following statement emphasises these ideas:

Democracy can only be achieved by living for years according to the ways of democracy, by rendering an active devotion to the articles of the democratic faith, by striving to make the values and purposes of democracy prevail in the world, by doing all of these things under the guidance of the knowledge, insight, and understanding necessary for free men. That this involves a highly complex and difficult process of learning is obvious. It requires a school environment and a school life organized deliberately to give boys and girls experience in democratic living -- a school environment and a school life from which the obstacles to the achievement of democratic principles are removed. Above all, it requires the influence of a teacher who in his activities in both school and community practices the discipline of free men.\(^{11}\)

Aisman, Rimmer, Schmidt, and Willis, writing on the underlying philosophy of a junior high school program, say that democracy means a respect for "human personality, experience in living, and working together for the common good, and faith in the method of intelligence in all areas of living."\(^{12}\) They state that pupils are people with needs and characteristics, determined by various factors. If the school is to meet these needs adequately, it must determine what they are. Pupils, they state, "develop their fullest

\(^{11}\)Educational Policies Commission, The Education of Free Men in a Democracy, p. 29.

possibilities by living and learning in a democratic way with other people.\textsuperscript{13}

The home room that operates under democratic principles, therefore, will respect the worth of each pupil, provide opportunities for him to learn how to think for himself, provide opportunities for participation in activities if he wishes, seek solutions to common problems through study and analysis, integrate his activities, and try to make necessary changes through study and discussion rather than force.

**Sociological Principles Underlying a Sound Social Guidance Program in a Home Room**

The individual, especially in a democracy, has obligations and duties as well as rights. The political rights of a person are guaranteed by law. Obligations and responsibilities, however, cannot be demanded or determined by law; they must be freely assumed by the citizens. Participation in activities carries with it the concomitant obligation to contribute one’s share in making this participation work.

The Educational Policies Commission makes this statement:

Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.\textsuperscript{14}

\textsuperscript{13}Ibid.

\textsuperscript{14}Educational Policies Commission, *Learning the Ways of Democracy*, p. 46.
The Commission further states that the majority of pupils as well as adults accept the rights guaranteed as a matter of course, and forget the obligations that accompany them. In a survey made of two thousand high-school pupils, over ninety per cent of them defined democracy in terms of rights and liberties, without any reference to any responsibilities or obligations. Evidence of civic irresponsibility was also discovered in the New York Regents' Inquiry into secondary education. Spaulding states:

Despite some success in acquainting boys and girls with their rights as citizens, neither the school nor any other social influence has developed in these boys and girls an active social conscience. High-school pupils on the point of leaving school, display on the contrary, a disturbing inclination to evade social responsibility, and young people who have left school undertake few activities which will contribute in any way to the public good.

The challenge to give pupils better preparation for living in a democracy and accepting responsibilities as well as rights is thus squarely presented to the schools of the country. Barr, Burton, and Brueckner assert that "adults are the victims of their training and experience." Democracy will not work by itself or through belief in a theory.

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15 Ibid., p. 48.
16 Francis T. Spaulding, High School and Life, p. 36.
17 Barr, Burton, and Brueckner, op. cit., p. 538.
A society which wishes to be democratic must afford opportunities for the development of democratic practices. One who accepts the right to contribute to a discussion is under obligation to have something worth-while to offer. Koopman, Miel, and Misner contrast the rights and accompanying obligations as follows:

<table>
<thead>
<tr>
<th>Fundamental Rights</th>
<th>Fundamental Obligations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To originate ideas regarding any question or problem having to do with individual or group welfare.</td>
<td>To be competent to originate worth-while ideas, those that should command the attention of serious-minded members of the group.</td>
</tr>
<tr>
<td>To pass judgment upon the ideas expressed by others, more especially those pertaining to group welfare.</td>
<td>To be competent to criticize constructively rather than merely destructively, to get down to fundamental principles.</td>
</tr>
<tr>
<td>To initiate reforms, to &quot;start something&quot; which is believed to be for the benefit of the larger group rather than of a limited few.</td>
<td>To think things entirely through; to anticipate fully the consequences of initiating and promoting any movement; and to be prepared gracefully to accept the consequences of his action.</td>
</tr>
<tr>
<td>To propose or to promote sincerely and intelligently activities which are initiated by others until these have been finally accepted or rejected by the group.</td>
<td>To work vigorously to get one's ideas accepted.</td>
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</tbody>
</table>

The part that the secondary school plays in the development of a sense of obligation existing along with rights and

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privileges is described by Umstattd as follows:

<table>
<thead>
<tr>
<th>Personal Purposes of Secondary Education</th>
<th>Social Purposes of Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical health</td>
<td>1. Good citizenship</td>
</tr>
<tr>
<td>2. Mental health</td>
<td>2. Social efficiency; good will, tact, courtesy, co-operativeness, adaptability, desirable ethical standards, and a sense of fair play.</td>
</tr>
<tr>
<td>3. Fundamentals of learning</td>
<td></td>
</tr>
<tr>
<td>4. Development of special interests and abilities</td>
<td></td>
</tr>
<tr>
<td>5. Vocational efficiency</td>
<td>3. A progressive social outlook.</td>
</tr>
<tr>
<td>6. Wholesome recreation</td>
<td></td>
</tr>
<tr>
<td>7. A sense of values</td>
<td></td>
</tr>
</tbody>
</table>

McKown states that the home room offers many opportunities in the school for centering attention on these social purposes of education. He has the following statement:

Because of the nature of the home room, material that is close to the student himself, his life, his interests, and activities can be reflected, utilized, and capitalized, and this means increased likelihood of personal application. Diagnosis, self-diagnosis, and individual and group approval can also be utilized to great advantage, as well as immediate and direct assistance from those most competent to give it.

If the home room is to achieve these objectives, the programs then must have other objectives than mere "busywork" or entertainment features. The home room is an educational opportunity, and it should be regarded as such an activity. Procedures are not formal or classlike, and there is no

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21Ibid., p. 320.
reason why they should be uninteresting or uninspiring simply because the objectives are educational.

The sociological principles underlying a sound program of social guidance in a home room may be summarized as follows:

1. The school has a definite challenge or duty to give the pupils social guidance as a part of their education in the public schools.

2. The home room, because of its informal atmosphere and opportunity for various types of activities, is peculiarly well-fitted to give this social guidance to its pupils.

3. The home-room programs, if they are to achieve the objectives of social guidance, must be educational in nature as well as interesting and entertaining.

4. The pupils as well as adults have responsibilities that accompany the rights they enjoy under a democratic form of government.

Psychological Principles Underlying a Sound Social Guidance Program in a Home Room

The same psychological principles that apply to any classroom situation likewise apply to a social guidance program of a home room. Effective guidance is possible only if the teacher has a clear understanding of these principles and knows how to apply them.
Perhaps the first and most important of the principles is that the pupils differ greatly from each other in their abilities to learn and to apply themselves. The only satisfactory program is one in which these differences are recognized and every effort is made to adjust the curriculum to the nature and needs of the individual pupil.\textsuperscript{22}

There are a number of requirements that the home-room teacher must meet if she is to be able to direct and guide a program of social guidance from a sound psychological standpoint. Douglass says that the adviser must be "one who by training, personality, and interest is fitted to render an adviser's services."\textsuperscript{23} He states further:

Many home room periods are no more than a time and place for taking the roll, for making announcements, for electing home room representatives and preparing home room programs, for checking up absences, and for unsupervised study. In many high schools the reasons for this condition lie largely in the lack of training, competence, and interest on the part of those assigned as advisers, in the lack of constructive supervision of advisers and their activities by someone who can outline a working program of principles and techniques of home room guidance and who can interest advisers in the program, and in the failure to supply home room advisers with necessary data.\textsuperscript{24}

Hamrin and Erickson list the following characteristics that should be possessed by the home-room teacher:

\begin{itemize}
\item \textsuperscript{22}Henry Beaumont and Freeman Glenn Macomber, \textit{Psychological Factors in Education}, p. 289.
\item \textsuperscript{23}Douglass, \textit{op. cit.}, p. 194.
\item \textsuperscript{24}\textit{Ibid.}, p. 193.
\end{itemize}
1. Ability to understand children
2. Ability to get along with people
3. Faith in the value of the home room
4. A sense of responsibility
5. Well developed personality
6. Enthusiasm
7. Leadership ability
8. Experience
9. Mastery of teaching subjects
10. Superior intelligence

Moore, in discussing the above characteristics listed by Hamrin and Erickson, makes this statement:

If the writer were to add to this list, he would say that the home room teacher should be one who puts the pupils first and the subject matter second; one who is acquainted with all the strategies, techniques and devices that have been developed for guidance purposes; and one who knows the fine art of using them for the purpose of helping boys and girls develop happy and successful personalities.

From the psychological standpoint, Moore's statement is very pertinent. It is not the business of the home-room teacher to give tests to determine individual differences, but such tests are the responsibility of the school. According to Douglass, the home-room teacher should be furnished with adequate data and with equipment for the care and use of it. He says:

The professional home room adviser should be provided with all possible types of data regarding the pupil: previous school record, scores of tests on intelligence and achievement, and prognostic tests on aptitude, personal and family

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26Moore, op. cit., p. 11.
27Douglass, op. cit., p. 195.
history, citizenship, character ratings, health and medical or physical-examination records, present program, interest and vocational questionnaires, and any other data available.\textsuperscript{28}

Another psychological factor that enters into the home-room guidance program is that of purposive goals. According to Lee and Lee, "learning is facilitated when the material satisfies a conscious need or purpose of the learner."\textsuperscript{29} They state that this is perhaps the prime condition of learning. If this goal is one that the pupils understand, one that they feel a need for, and one that is on their matura-
tion level, the learning process is much facilitated.\textsuperscript{30}

Beaumont and Macomber state that the learner is a "goal-seeking organism and learns most effectively when proceeding towards goals recognized and accepted as his goals."\textsuperscript{31} This implies pupil participation in setting up the aims of a par-
ticular learning activity and in planning the experiences essential to their accomplishment. If he can be made to feel the need for knowing certain facts or acquiring cer-
tain abilities, the learning is both more effective and more rapid.\textsuperscript{32}

\textsuperscript{28}Ibid.
\textsuperscript{29}J. Murray Lee and Dorris May Lee, \textit{The Child and His Curriculum}, p. 142.
\textsuperscript{30}Ibid.
\textsuperscript{31}Beaumont and Macomber, \textit{op. cit.}, p. 294.
\textsuperscript{32}Lee and Lee, \textit{op. cit.}, p. 142.
Wheeler and Perkins stress the necessity of the pupil’s understanding his goals and seeing meaning in them. They report experiments to show that the study of learning is in direct relationship to the extent and obviousness of meaning in the material.\(^{33}\) They say that "generalities, comprehensible to the learner, should be presented first. Particulars will then be learned without effort and without memorizing."\(^{34}\) The American Association of School Administrators states that "pupils learn best when what they do is interesting and important to them as individuals and as members of a group."\(^{35}\)

A third factor in the home-room social guidance program is the nature of learning. According to Beaumont and Macomber, learning is a growth process. They state:

Real learning, that is, the modification of behavior, comes through experience in the desired form of behavior, not from studying and reciting lessons about it. . . . desired citizenship qualities develop out of a democratic school situation where children are living "good citizenship" rather than from textbook studies of civics alone.\(^{36}\)

Lee and Lee state that "the curriculum for each child is the sum total of all his experiences which are in any way


\(^{34}\)Ibid.


affected by the school" and is not a fixed body of subject
matter contained in textbooks. Learning comprises life
experiences. Theoretical problems and situations are dis-
appearing and in their places are appearing problems and
situations directly related to life and comprising life ac-
tivities.

... much of the subject matter now comes directly
from the newspaper, the newsmagazine, the radio, and
problems at home. We find in the class period more
reports, discussions, exhibitions, demonstrations,
forums, quizzes, and explanations than ever before.

The implications of this learning factor for the home-
room adviser are many. It means that she cannot teach so-
cial guidance effectively through reading about proper so-
cial customs and observances. It means that she must pro-
vide opportunities for experience activities wherein pupils
may learn through actual study and practice of social cus-
toms and requirements. It means that good citizenship must
be a part of the guidance program as well as an ideal.

A fourth psychological factor entering into a social
guidance program is that of the value of achievement to the
individual. The American Association of School Administra-
tors states:

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37 Lee and Lee, op. cit., p. 166.

38 American Association of School Administrators, Paths
to Better Schools, Twenty-third Yearbook, p. 158.
One of the basic psychological principles underlying a sound educational program is that both the teacher and the pupils must know to what extent the learning process has been effective. One of the newer aspects of evaluation is that not only should the teacher evaluate continuously the result of his teaching but also the pupil should evaluate continuously the results of his learnings.\(^{39}\)

Lee and Lee state that "learning is facilitated when the pupil has a knowledge of the success of his efforts."\(^{40}\)

There should be increasing self-evaluation techniques as well as teacher-evaluation. Beaumont and Macomber state that "security, success, and prestige are absolute essentials to mental health of all pupils."\(^{41}\) Knowledge of success in learning is a great stimulus to further interest.

The psychological principles underlying a sound social guidance program in a home room may be summarized as follows:

1. The program should be based on the needs of individual pupils.

2. Individual needs should be determined through surveys of pupil interests.

3. Effective teaching must be based on knowledge of the adviser in interpreting data relating to pupils.

4. The program should be purposive in nature.

\(^{39}\)Ibid., p. 151.

\(^{40}\)Lee and Lee, op. cit., p. 157.

\(^{41}\)Beaumont and Macomber, op. cit., p. 297.
5. The program should comprise life experiences based on the maturation level of the pupils and growing out of their needs and interests.

6. The pupils should be given an opportunity to evaluate the outcomes of instruction in terms of personal accomplishment as well as teacher approval.

Criteria

Criteria for the social guidance program, if based on these foregoing principles, may be set up as follows:

Democratic -- Six democratic criteria may be formulated, as follows:

1. The program should provide opportunities for participation of all pupils who desire to engage in it, but participation should not be mandatory.

2. The program should be based on the needs of all the pupils, not of a select few.

3. All pupils should have equal opportunities for participation and the ideas of all, not merely of a few leaders, should be used.

4. Decisions should be made from study and investigation, not on the strength of opinions.

5. The program should provide for co-operative action and opportunities for groups to learn to work together.
6. The program should provide opportunities for the pupils to make changes by orderly processes rather than through force or teacher commands.

Sociological. -- The following are the sociological criteria based upon the principles previously discussed:

1. The program should have intrinsic worth, as well as interest.

2. The activities should be based on the objectives of education.

3. The program should provide opportunities for pupils to realize that responsibilities accompany rights.

4. The experiences should be so selected and guided as to result in socialized human beings.

Psychological. -- The following psychological criteria have been formulated:

1. The social guidance program of the home room should be purposive in nature.

2. The program should provide for varying interests and needs.

3. The program should be developed on the maturation level of the pupils, closely connected with their life experiences, and furnishing experiences for solving their own personal problems.

4. The program should provide opportunities for evaluation of the outcomes of instruction in social guidance.
Summary

The purposes of this chapter were to consider fundamental principles underlying a sound social guidance program for a home room, and to develop criteria for evaluating home-room practices. Democratic, sociological, and psychological principles were studied, and criteria have been developed for evaluating home-room practices.
CHAPTER IV

AN EVALUATION OF PRACTICES AND PROCEDURES OF
THE HOME ROOMS IN THE JUNIOR HIGH SCHOOLS
OF WICHITA FALLS IN OFFERING
SOCIAL GUIDANCE

Purpose of the Chapter

The purpose of this chapter is to present and evaluate
the data on home-room activities in the junior high schools
of the Wichita Falls Public Schools during the school year
1949-1950. Attention is given to the type of program, to
program planning, to administration of home-room activities,
and to specific activities for social guidance.

Organization of the Home Room

Wichita Falls has two junior high schools in its public
school system. A home-room program is a part of the daily
schedule in each of these schools. One of the schools has
twenty-three home-room organizations and the other one has
twenty home-room groups.

There are two home-room periods daily. The doors of
the schools open in the morning at 8:15 a. m. All of the
pupils report to their home rooms when they arrive and re-
main there until the bell rings at 8:30 a. m. for classes.
The only activity that occurs during the initial period is the checking of the roll. At 10:20 a.m. the pupils again report to their home rooms for a thirty-minute period. On the average of once each week, all the pupils attend an assembly at the home-room period.

No specific basis of selection is used in grouping the pupils for home-room activities, but pupils are chosen from a heterogeneous standpoint. No attempt is made to group according to age, grade, or social development. In most instances, pupils from the seventh, eighth, and ninth grades may be in the same room.

The average number of pupils per home room in the two junior high schools is shown in Table 1.

**TABLE 1**

<table>
<thead>
<tr>
<th>Junior High School Number</th>
<th>Average Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

The average number of pupils per home-room unit in the junior high schools under study does not exceed forty. School No. 2 has a smaller average membership per home room than does School No. 1.
Types of Programs in the Home Rooms of the Junior High Schools

Home-room programs are comprised of varied types of activities. Data on the home-room programs of the forty-three home rooms of the Wichita Falls junior high schools are presented in Table 2.

**TABLE 2**

**TYPES OF PROGRAMS IN THE HOME ROOMS OF THE TWO JUNIOR HIGH SCHOOLS OF WICHITA FALLS, TEXAS**

<table>
<thead>
<tr>
<th>School</th>
<th>Announcements</th>
<th>Announcements and General Information</th>
<th>Planned Activities Covering Various Guidance Problems</th>
<th>Study Period</th>
<th>Other Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>23</td>
<td>11</td>
<td>20</td>
<td>0</td>
</tr>
</tbody>
</table>

School No. 1, it is shown in the data in Table 2, has planned activities in seventeen of the twenty home rooms, announcements in thirteen of the rooms, announcements and general information in fourteen of the home rooms, and study periods in ten of the rooms. School No. 2, with twenty-three home rooms, has planned activities in eleven of them,
announcements in twenty-two, announcements and general information in twenty-three, and study periods in ten of the rooms.

The areas covered in the planned activities of the home-room programs in the junior high schools in Wichita Falls, Texas, are indicated in Table 3.

**TABLE 3**

**GENERAL AREAS COVERED IN PLANNED GUIDANCE ACTIVITIES BY THE JUNIOR HIGH SCHOOLS OF WICHITA FALLS, TEXAS**

<table>
<thead>
<tr>
<th>School</th>
<th>Health</th>
<th>Good Citizenship</th>
<th>Personality Development</th>
<th>Good Manners</th>
<th>Thrift</th>
<th>Vocational</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>17</td>
<td>10</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

As revealed in the data in Table 2, seventeen of the home rooms in School No. 1 have planned guidance activities of some type. The data in Table 3 indicate that good citizenship and good manners are phases of guidance taught in all of these seventeen home rooms. Personality development is studied in ten of them, and good health habits in nine.
In School No. 2, in which only eleven out of twenty-three home rooms have planned guidance activities of any type, the most common type of such activity is the study of good citizenship qualities. Ten of the home rooms include personality development and ten include good manners in the guidance program in the home room, whereas two of the home rooms include thrift and two include vocational guidance. Three of the home rooms in School No. 1 and twelve of those in School No. 2 have no guidance activities in the home-room programs. The study period in these schools, therefore, may be considered to be that of preparation of regular classroom lessons.

All of the seventeen home rooms in School No. 1 with guidance programs have a guidance theme for the year. None of the eleven home rooms in School No. 2 has any guidance theme in their home-room programs. Fifteen of the home rooms in School No. 1 have a program that is planned by a committee of teachers and the principal. Six of the home rooms report that the home-room programs are planned by the school administration.

A summary of the data on the type of program in the home rooms of the junior high schools of Wichita Falls, Texas, indicates the following conclusions:

1. The majority of the home rooms in School No. 1 and all of the home rooms in School No. 2 have announcements
and general information as a part of their home-room programs.

2. Three of the home rooms in School No. 1 and twelve of those in School No. 2 have no planned guidance activities.

3. One half of the home rooms in School No. 1 and twenty out of twenty-three home rooms in School No. 2 frequently utilize the home-room time as a study period.

4. Good citizenship, personality development, good manners, and health are the most common activities in the guidance programs. Only two home rooms in School No. 2 and none in School No. 1 include thrift and vocational guidance in the home-room programs.

5. All of the home rooms in School No. 1 with guidance activities have a purposive theme. None of the home rooms with guidance activities in School No. 2 reports any guidance theme.

Planning the Activities of the Home-room Program

In the home rooms reporting guidance themes, the theme is selected by the teachers and the principal in eleven of the home rooms and by the school administration in six of them. None of the home rooms reports pupil participation in the selection of the guidance themes.
In studying the home-room programs of the two junior high schools of Wichita Falls, Texas, a check was made of the planning of all the guidance activities. Fifteen of the home rooms in School No. 1 and seventeen of the home rooms in School No. 2 reported that their activities, on a general basis, are planned. The person or persons responsible for planning the activities are indicated in Table 4.

**TABLE 4**

**PERSONNEL RESPONSIBLE FOR PLANNING HOME-ROOM ACTIVITIES IN THE JUNIOR HIGH SCHOOLS OF WICHITA FALLS, TEXAS**

<table>
<thead>
<tr>
<th>Personnel Responsible for Planning</th>
<th>Number of Home Rooms</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
<td>School Number 2</td>
<td></td>
</tr>
<tr>
<td>Central guidance counselor .</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Counselor and home-room teacher .</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Home-room teacher .</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Counselor, home-room teacher and pupils .</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Home-room teacher and pupils .</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Pupils .</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee of teachers .</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
In nine of the home rooms in School No. 1, as indicated in the data in Table 4, activities are planned by a committee of teachers. In four of the home rooms, plans are made by the home-room teacher and pupils, and in two by the home-room teacher. In eleven of the home rooms in School No. 2, activities are planned by the home-room teacher and the pupils, whereas in three they are planned by the home-room teacher, and in three others by the pupils. The pupils in School No. 2 are provided with many more opportunities in planning the home-room programs than the pupils in School No. 1.

The purposes of the activities in the home rooms in the junior high schools of Wichita Falls, Texas, are indicated in Table 5.

**TABLE 5**

**PURPOSES OF HOME-ROOM ACTIVITIES IN THE JUNIOR HIGH SCHOOLS OF WICHITA FALLS, TEXAS**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Entertainment</td>
<td>8</td>
</tr>
<tr>
<td>Information concerning school activities</td>
<td>16</td>
</tr>
<tr>
<td>Specific needs of pupils</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
</tbody>
</table>
More than one purpose for their activities is mentioned by many of the respondents from the home rooms. In School No. 1, the purpose of the activities in sixteen home rooms is that of disseminating information concerning school activities. In eight, entertainment and meeting specific needs of the pupils are recognized purposes, and in five, recreation is also a purpose. In School No. 2, the purpose of some of the activities in nineteen of the home rooms is the dissemination of information concerning school activities; in fifteen, it is entertainment; in fourteen, it is recreation; and in thirteen, meeting specific needs is the purpose. The dissemination of information concerning school activities, it is indicated, is the most common purpose of all the home-room activities in the majority of the home rooms.

As shown in Table 5, meeting specific needs of the pupils is the stated purpose of eight of the home rooms in School No. 1 and of thirteen of the home rooms in School No. 2. The data on the method used to determine these needs are presented in Table 6.

Seven of the home rooms in School No. 1 and eleven of those in School No. 2 base their program for meeting specific needs of the pupils on teacher observation. Only one respondent in School No. 2 states that she gives diagnostic
<table>
<thead>
<tr>
<th>Method</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Teacher observation</td>
<td>7</td>
</tr>
<tr>
<td>Check sheet</td>
<td>0</td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td>0</td>
</tr>
<tr>
<td>Survey of the community</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
</tbody>
</table>

tests and makes a survey of the community. One home-room teacher in School No. 1 states that she makes a community survey to determine specific needs of the pupils in her home room.

A summary of the data relating to planning the activities of the home-room programs indicates that:

1. The majority of the home-room programs in the junior high school are planned to facilitate administrative functions rather than to develop pupil guidance.

2. Little pupil participation in planning home-room programs is indicated in School No. 1, but almost one half
of the home rooms in School No. 2 provide opportunities for pupil participation in planning the home-room programs.

3. Dissemination of school information is the most common type of program in the majority of the home rooms in the junior high schools of Wichita Falls.

4. The most common method used in determining specific needs of the pupils in the home rooms of the junior high schools in Wichita Falls is that of teacher observation.

Administration of the Activities of the Home-room Program

The data showing who initiates the home-room activities in the junior high schools in Wichita Falls are presented in Table 7. In some instances, different personnel initiate different activities, so the figures do not necessarily correspond with the number of activities.

TABLE 7

PERSONNEL INITIATING ACTIVITIES IN THE HOME ROOMS OF THE JUNIOR HIGH SCHOOLS OF WICHITA FALLS, TEXAS

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Teacher and Pupils</th>
<th>Pupils</th>
<th>Administration</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>
In School No. 1, activities are initiated in eleven home rooms by school administrators. In seven home rooms the teachers and pupils together initiate the activities; in five, the teacher alone does so; whereas in three, the pupils themselves initiate the activities. In School No. 2, the teachers and pupils in seventeen of the rooms initiate activities, and in eleven home rooms the teacher has the sole responsibility for initiating some of the activities. In seven home rooms the pupils have this responsibility, and in only six instances does the administration perform this duty. In School No. 1, it is indicated, the preponderance of responsibility for the initiation of home-room activities is placed in the administration or the teacher, with few opportunities provided for pupil participation. In School No. 2, the pupils have more opportunities for participation, but almost one half of the home rooms depend upon the teacher to begin the home-room program of activities.

In most home rooms some of the activities are initiated by the administration, whereas other activities in the same home rooms may be initiated by teacher and pupils; hence the overlapping in numbers.

Data are presented in Table 8 regarding the personnel participating in the junior high school home-room programs in Wichita Falls, Texas.
### TABLE 8

**PERSONNEL PARTICIPATING IN HOME-ROOM ACTIVITIES IN THE JUNIOR HIGH SCHOOLS OF WICHITA FALLS**

<table>
<thead>
<tr>
<th>Type of Personnel</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>All the pupils (voluntarily)</td>
<td>5</td>
</tr>
<tr>
<td>All the pupils (compulsory)</td>
<td>13</td>
</tr>
<tr>
<td>Only pupils with strong leadership qualities</td>
<td>0</td>
</tr>
<tr>
<td>Only interested pupils</td>
<td>2</td>
</tr>
<tr>
<td>Only pupils with most apparent need for improvement</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
</tbody>
</table>

Previous statements have indicated that attendance of home-room periods in the junior high schools of Wichita Falls is compulsory since all of the pupils are scheduled to home rooms for the period from 10:20 a. m. to 10:50 a. m. each day. A number of the activities listed for home rooms also indicate that all-pupil participation is required. Announcements and information pertinent to the school program clearly are not made solely for a few interested pupils, but for all of them. The data in Table 8,
therefore, deal mainly with planned activities for recreation, entertainment, or for meeting specific pupil needs. In School No. 1 the data in Table 8 show that in five home rooms all the pupils participate voluntarily in the home-room activities, but participation is compulsory in thirteen of the home rooms. In two of the home rooms only interested pupils participate in the guidance activities. In School No. 2, participation by all of the pupils is on a voluntary basis in twelve of the home rooms, and on a compulsory basis in two of the home rooms. In six of the home rooms, participation is on the basis of interest, and in three, on strong leadership qualities.

A summary of the data relating to the administration of the home room shows that:

1. The administration in School No. 1 plays the leading part in initiating home-room activities, with few opportunities provided for pupil participation.

2. The teachers and the pupils in School No. 2, in the majority of instances, initiate the home-room activities.

3. The pupils in School No. 1, in the majority of instances, voluntarily participate in the home-room activities, whereas those in School No. 2 participate on a compulsory basis to a large extent.

4. In two of the home rooms in School No. 1 and in six of the home rooms in School No. 2, only interested pupils participate.
5. In three of the home rooms in School No. 2, participation in home-room activities is limited to those pupils with strong leadership qualities.

Activities for Social Guidance in the Junior High Schools

Questions were asked regarding the activities for social guidance in the home-room programs of the junior high schools. Data on the types of activities used in personality development are presented in Table 9.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Discussing elements of a good personality . .</td>
<td>13</td>
</tr>
<tr>
<td>Making lists of pleasing personality qualities</td>
<td>7</td>
</tr>
<tr>
<td>Using check sheets . . . . .</td>
<td>0</td>
</tr>
<tr>
<td>Using self-rating scales for measuring personality</td>
<td>0</td>
</tr>
<tr>
<td>Making rating scales for visiting personalities</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 9 -- Continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Inviting guest speakers on personality, personal appearance, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Displaying suitable accessories and types of clothing, etc.</td>
<td>1</td>
</tr>
<tr>
<td>Making &quot;appearance lists&quot; for opposite sex</td>
<td>1</td>
</tr>
<tr>
<td>Arranging illustrated talks, showing proper dress for different occasions</td>
<td>2</td>
</tr>
<tr>
<td>Conducting personality contests</td>
<td>1</td>
</tr>
<tr>
<td>Taking diagnostic tests</td>
<td>0</td>
</tr>
<tr>
<td>Using true-false check sheets</td>
<td>1</td>
</tr>
<tr>
<td>Playing games</td>
<td>1</td>
</tr>
<tr>
<td>Other activities</td>
<td>4</td>
</tr>
</tbody>
</table>

Ten different types of personality development are used in the home-room programs of School No. 1, and six types of activities are used in School No. 2. In School No. 1, in thirteen of the home rooms the use of pupil discussions of the elements constituting good personality was reported,
whereas the pupils in seven of the home rooms make personality checklists. Two of the home rooms provide for guest speakers on personality and personal appearance and two for illustrated talks on proper dress. One home room uses displays of suitable accessories and types of clothing. "Appearance lists" for the opposite sex are made by the pupils in another home room. True-false checklists are used by the pupils in one home room, and games are played in another one.

In School No. 2, the pupils in nine of the home rooms carry on personality development activities by discussing the elements constituting a good personality. In two of the home rooms activities in personality development consist of selecting and listing pleasing personality qualities. In one of the rooms, displays are made of suitable accessories and types of clothing, and another room has illustrated talks on proper dress.

The development of good manners and courtesy is considered an important phase of the social guidance program for junior high school pupils. The data on the activities for developing good manners and courtesy in the home-room programs of the junior high schools of Wichita Falls are presented in Table 10.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Using good manners &quot;expressionnaire&quot;</td>
<td>3</td>
</tr>
<tr>
<td>Compiling lists of good manners</td>
<td>9</td>
</tr>
<tr>
<td>Showing films such as &quot;Everyday Courtesy,&quot; &quot;How Do You Do?&quot; etc.</td>
<td>1</td>
</tr>
<tr>
<td>Having home-room socials</td>
<td>5</td>
</tr>
<tr>
<td>Checking good manners in classroom</td>
<td>18</td>
</tr>
<tr>
<td>Checking good manners in the lunchroom</td>
<td>15</td>
</tr>
<tr>
<td>Checking good manners in assembly</td>
<td>15</td>
</tr>
<tr>
<td>Checking good manners on the playground</td>
<td>13</td>
</tr>
<tr>
<td>Checking good manners at socials</td>
<td>9</td>
</tr>
<tr>
<td>Having contests in observing good manners</td>
<td>3</td>
</tr>
<tr>
<td>Having programs demonstrating good and bad manners</td>
<td>5</td>
</tr>
</tbody>
</table>
TABLE 10 -- Continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Using true-false checklist</td>
<td>0</td>
</tr>
<tr>
<td>on good manners and courtesy</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
</tbody>
</table>

Eleven activities in good manners and courtesy are used in the home rooms of School No. 1. The majority of these activities consist of checking good manners in the classroom, in the lunchroom, in assembly, on the playgrounds, and at social affairs. Compiling lists of good manners is an activity employed in nine of the home rooms. Home-room socials and programs demonstrating good and bad manners are activities in five of the home rooms. A good manners "expressionaire" and having contests in the use of good manners are activities in three of the home rooms.

There are twelve different types of activities in developing good manners and courtesy in the home rooms of School No. 2. As in School No. 1, the majority of these activities consist of checking good manners in the classroom, in the lunchroom, in the assembly, on the playgrounds, and at social affairs. Seven of the home rooms have socials as
a part of their activities. Lists of good manners are compiled in five home rooms, and programs demonstrating good and bad manners are given in four home rooms. In one home room the pupils use a good manners "expressionaire," have contests in observing good manners, and use true-false checklists on good manners and courtesy. Such films as "Everyday Courtesy" and "How Do You Do?" are also shown in this home room. The majority of the home rooms, it is shown, have a number of activities in developing good manners and courtesy, but they also lack a strong foundation on which to build their activities. In order to check good manners in the various phases of school life, there must be some standard as a measure of evaluation. Only nine of the home rooms in School No. 1 and five of those in School No. 2 provide study in what constitutes good manners.

The data on the activities for developing good citizenship traits in the home rooms of the junior high schools of Wichita Falls, Texas, are presented in Table II.

Seventeen different types of activities in developing good citizenship traits are used in the home rooms of junior high school No. 1, in Wichita Falls. In nineteen of the home rooms discussions are held on the elements or good traits characterizing good citizenship. In eighteen of the home rooms discussions are held on the proper care of school property. Officers are elected in fifteen of the home rooms.
# TABLE 11

**ACTIVITIES IN DEVELOPING GOOD CITIZENSHIP TRAITS IN THE HOME ROOMS OF THE JUNIOR HIGH SCHOOLS OF WICHITA FALLS, TEXAS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Home Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>Discussing what constitutes good citizenship</td>
<td>19</td>
</tr>
<tr>
<td>Compiling lists of good citizenship traits</td>
<td>13</td>
</tr>
<tr>
<td>Having discussion of meaning of citizenship grade on report card</td>
<td>14</td>
</tr>
<tr>
<td>Studying local community</td>
<td>2</td>
</tr>
<tr>
<td>Collecting pictures and newspaper clippings</td>
<td>2</td>
</tr>
<tr>
<td>Attending public meetings</td>
<td>1</td>
</tr>
<tr>
<td>Studying crime and delinquency</td>
<td>7</td>
</tr>
<tr>
<td>Holding election of officers in home room</td>
<td>15</td>
</tr>
<tr>
<td>Practicing parliamentary procedure</td>
<td>12</td>
</tr>
<tr>
<td>Discussing proper care of school property</td>
<td>18</td>
</tr>
<tr>
<td>Using self-rating scales on citizenship:</td>
<td></td>
</tr>
<tr>
<td>In classroom</td>
<td>3</td>
</tr>
<tr>
<td>In relation with others</td>
<td>3</td>
</tr>
<tr>
<td>Activity</td>
<td>Number of Home Rooms</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>School Number 1</td>
</tr>
<tr>
<td>In obeying school regulations</td>
<td>1</td>
</tr>
<tr>
<td>In participating in school activities</td>
<td>1</td>
</tr>
<tr>
<td>In community affairs</td>
<td>1</td>
</tr>
<tr>
<td>On the playground</td>
<td>1</td>
</tr>
<tr>
<td>Evaluating self-rating scales</td>
<td>0</td>
</tr>
<tr>
<td>Playing games</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
</tbody>
</table>

The meaning of the citizenship grade given on the report card is discussed by the sponsor with the pupils in fourteen home rooms. Characteristics of good citizenship are studied by the pupils in thirteen home rooms. Parliamentary procedure is practiced in twelve instances. Studies are made of crime and delinquency in seven home rooms. The pupils in three home rooms use self-rating scales on citizenship in the classroom and in relation with others. The pupils in one home room use self-rating scales in studying participation in school activities, in community affairs, on the playground, and in obeying school regulations. None of the
home rooms, however, provides any method of evaluating the self-rating scales. The pupils in two home rooms make a study of the local community, collect clippings and pictures, and play games as a part of their citizenship activities.

Fourteen different types of activities are used in the junior high school No. 2, in developing good citizenship traits. In nineteen of the home rooms the pupils discuss proper care of the school property, and in seventeen they discuss the elements constituting good citizenship and the meaning of the citizenship grade on the report card. Officers are elected by the pupils in ten of the home rooms and parliamentary procedure is used in the activity. Games dealing with citizenship traits are played in seven home rooms. Pupils in four home rooms compile lists of good citizenship traits and collect pictures and newspaper clippings. Pupils in one of the home rooms attend public meetings and use self-rating scales on citizenship in respect to obeyingschool regulations and participating in school activities.

Evaluation of the Social Guidance Activities of the Junior High Schools of Wichita Falls, Texas

Evaluation of the social guidance activities of the junior high schools of Wichita Falls, Texas, is made on the basis of criteria set up in Chapter III. Each criterion is
restated, and the evaluation made in terms of the data taken from the questionnaires and presented in this chapter.

Democratic criteria

Criterion 1. -- The program should provide opportunities for participation of all pupils who desire to do so, but should not be mandatory.

Evaluation. -- Data developed in the study reveal that the home-room programs of the junior high schools of Wichita Falls, Texas, are on a mandatory basis in the majority of instances in that all of the pupils are required to report to their home rooms at the same period. Participation in all of the activities is compulsory in thirteen of the home rooms of School No. 1, and in only two of the home rooms in School No. 2. One explanation of this difference is the nature of the activities carried on in the home rooms of the two schools: School No. 2 offers few guidance activities, but confines its program chiefly to announcements and general school information. A small number of the home rooms in each school limits participation to interested pupils and to those with strong leadership qualities. The junior high schools of Wichita Falls, it may be said, fail to meet Criterion 1 in the majority of instances.

Criterion 2. -- The program should be based on the needs of all the pupils, not of a select few.
Evaluation. -- Little evidence was developed in the study to indicate that the home-room programs in the junior high schools are based on the needs of the pupils. Teacher observation was the most frequently mentioned method of determining pupil needs. Few instances of any type of intensive or scientific study are indicated. The junior high schools very definitely do not meet Criterion 2.

Criterion 3. -- All pupils should have equal opportunities for participation and the ideas of all, not merely of a few leaders, should be used.

Evaluation. -- The data relating to the social guidance activities in the junior high schools of Wichita Falls, Texas, indicate that in the majority of instances participation in the activities is open to all of the pupils. In one school compulsory participation in all home-room activities is practiced in thirteen home rooms. The criterion, therefore, is only partially met.

Criterion 4. -- Decisions should be made from study and investigation, not on the strength of opinions.

Evaluation. -- The majority of the home-room activities, as shown in the data of the study, are discussion activities and not life activities. The life activities that were used, as in the checklists for good manners, were not based on standards studied and set up in the majority of instances.
The junior high schools' social guidance programs fail to meet Criterion 4 in almost all instances.

**Criterion 5.** -- The program should provide for co-operative action and opportunities for groups to learn to work together.

**Evaluation.** -- The home-room programs in the junior high schools, in so far as can be determined from the data, provide opportunities for co-operation, but offer few opportunities for pupils to learn to work together in life activities. The majority of the activities are concerned with announcements, routine school procedure, and study periods. All of the home rooms in School No. 2, as shown in Table 2, utilize the information type of program, whereas fourteen home rooms in School No. 1 have announcements and general information.

A study of the other items included in the home-room program serves as a further basis of evaluation of the practice of utilizing the home-room period for announcements and information. School No. 1 has seventeen other planned activities covering various guidance problems and School No. 2 has eleven such activities. Ten of the home rooms in School No. 1, however, use the home-room period for a study period, and twenty of the home rooms in School No. 2 use their home-room periods for this purpose. Such practices put the home-room unit in the category described by McKown
as "report rooms," and violate the philosophy underlying home-room guidance. The home rooms in the junior high schools of the Wichita Falls Public Schools fail to meet Criterion 5 satisfactorily in providing opportunities for groups to learn to work together in life activities.

**Criterion 6.** -- The program should provide opportunities for the pupils to make changes by orderly processes rather than through force of teacher commands.

**Evaluation.** -- The social guidance programs of the home rooms of the junior high schools of Wichita Falls, Texas, provide few opportunities for members to make changes by orderly processes because they have few life activities. The announcement type of program, the study period, and the discussion activities are mainly dominated by the home-room sponsor. In order to meet this criterion, opportunities would have to be provided wherein members will have the privilege of making changes of their own initiative. Criterion 6 is not satisfactorily met in the home-room programs of the junior high schools of the study.

**Sociological criteria**

**Criterion 1.** -- The program should have intrinsic worth as well as interest.

**Evaluation.** -- The major portion of the program of the home rooms in the junior high schools in Wichita Falls,
Texas, is devoted to announcements, school information, and study periods. These phases are valuable and must be carried on as a part of the school administration, but they defeat the real purpose of guidance in the home room. The data indicate that the announcements and information on the school are presented as factors in speeding administrative functions more than for guidance of the pupil. The social guidance activities carried on by the home rooms have intrinsic worth to the pupil; the major criticism of them is not lack of intrinsic worth, but of the paucity of offerings of this nature. Criterion 1, under sociological principles, is very definitely not met in the home rooms of the junior high schools of Wichita Falls, Texas.

Criterion 2. -- The activities should be based on the objectives of education.

Evaluation. -- The objectives of the modern progressive school comprise many things besides mastery of subject matter. Recent statements of objectives have emphasized the social aspect of education. If accepted objectives are used as a yardstick for measuring the extent to which the activities in the home rooms of the junior high schools of Wichita Falls meet the objectives of education, it must be assumed that the activities do not conform to Criterion 2, except in a few instances.
Criterion 3. -- The program should provide opportunities for pupils to realize that responsibilities accompany rights.

Evaluation. -- As shown in the data on activities for developing citizenship traits, the home rooms of the junior high schools of Wichita Falls, Texas, provide few life activities in social guidance. Opportunities for pupils to realize that responsibilities accompany rights, therefore, are also few. Criterion 3 is not met in the evaluation of the home-room activities of the junior high schools.

Criterion 4. -- The experiences should be so selected and guided as to result in socialized human beings.

Evaluation. -- The same criticism is made of the home-room social guidance programs of the junior high schools as in other instances. The activities are too few in number, are confined chiefly to discussions instead of life activities, and are not based on study of the needs of the pupils in the majority of instances. The home-room programs in the junior high schools of Wichita Falls, therefore, do not meet Criterion 4 under sociological principles.

Psychological criteria

Criterion 1. -- The social guidance program of the home room should be purposive in nature.
Evaluation. -- Little evidence was found in the study to substantiate any claim for a social guidance program that is purposive in nature, to any extent. It is true that some of the respondents stated that their home-room programs are planned, but no scientific basis for such planning is shown. The majority of the home rooms do not make any survey of pupil interests or use any method of determining needs except teacher observation. The home-room programs very definitely fail to meet the standard set up in Criterion 1 from the psychological standpoint.

Criterion 2. -- The program should provide for varying interests and needs.

Evaluation. -- The program of the home rooms in the junior high schools of Wichita Falls, Texas, are narrow in their range of possible activities. They do not adequately provide for varying interests and needs of pupils of these age groups. The activities are too few in number and are limited in scope, so the program fails to meet Criterion 2.

Criterion 3. -- The program should be on the maturation level of the pupils, closely connected with their life experiences, and furnish experiences for solving their own personal problems.

Evaluation. -- So far as indicated, the program of home-room activities was on the maturation level of the pupils, but not enough life activities were included to furnish experiences for solving many of youth's very personal problems;
therefore, Criterion 3 is not met in the home-room programs of these junior high schools.

**Criterion 4.** -- The program should provide opportunities for evaluation of the outcomes of instruction in social guidance.

**Evaluation.** -- No provisions are indicated in the data for any methods of evaluating the outcomes of the social guidance program. In this respect, the home-room programs fail altogether in meeting Criterion 4.

**Summary**

The purpose of this chapter was to analyze and evaluate the home-room programs of the junior high schools in Wichita Falls, Texas. Attention was directed to the organization of the home rooms, to the length and frequency of the meetings, to the type of activities included in the programs, to the basis of selection of activities, and to specific activities in social guidance. The following findings may be listed:

1. A home-room program is a definite part of the school schedule in the junior high schools of Wichita Falls, Texas.

2. Health, good citizenship, personality development, good manners, thrift, and vocational activities comprise these included under social guidance; a very small number of the home rooms include thrift and vocational guidance.
3. Home-room activities are planned by the home-room teacher or the school administrator in the majority of instances.

4. Teacher observation is the most common method used in determining the need for activities in the home rooms of the junior high schools of Wichita Falls, Texas.

5. The activities in social guidance are not life activities in a large number of instances, but constitute discussion activities.

6. The home-room activities of the junior high schools in Wichita Falls, Texas, fail to meet criteria for the type of program required for adequate social guidance and for the range of activities included in the program.

7. The home-room activities of the junior high schools partially meet criteria for democratic participation in activities.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purposes of this study were threefold: (1) to make an investigation of the home-room programs of the junior high schools of Wichita Falls, Texas, to discover what social guidance, if any, was being offered to students; (2) to set up criteria for evaluating a social guidance program in a junior high school; and (3) to evaluate the social guidance programs of the home rooms in the junior high schools of Wichita Falls, Texas, in terms of the criteria.

As background reading for the study, an investigation was made of other research in the field and of the possibilities for social guidance in the home-room programs. Educators experienced in the schoolroom agree on the need for social guidance at the adolescent age and numerous experiments are described in the literature of social guidance programs in the home rooms of junior high schools.

Criteria for the study were developed along three lines, democratic, sociological, and psychological. Professional literature was examined to determine standards for evaluating a social guidance program from these three standpoints.
There are two junior high schools in the Wichita Falls, Texas, public school system. A questionnaire was formulated and given to twenty home rooms in one of these schools and to twenty-three home rooms in the other. Four areas of study were included in the investigation: (1) types of home-room programs, (2) planning the activities of the home-room program, (3) administering the activities of the home-room program, and (4) activities provided in the home-room programs for social guidance.

Data from the questionnaires were tabulated and analyzed. Evaluations were then made in terms of the established criteria.

Conclusions

The following conclusions resulted from the study of the possibilities for social guidance in the home room and the social guidance program of the home rooms in the junior high schools of Wichita Falls, Texas:

1. The home room of the junior high school offers many opportunities for the development of a social guidance program.

2. Adolescent youth have special need for guidance in social relations and in the development of desirable human relationships.

3. The most desirable activities for developing social guidance are life activities in which the pupil has opportunities to put theory into practice.
4. The social guidance activities should have the same objectives as education.

5. The social guidance program should be based on the needs of all the pupils, not of a select few.

6. The social guidance program should provide for cooperative action and for opportunities for groups to learn to work together.

7. Opportunities should be provided for evaluation of the outcomes of the social guidance program in terms of pupil growth and development.

8. The home-room social guidance programs in the junior high schools of Wichita Falls, Texas, are narrow in scope and do not include sufficient life experiences and activities.

9. There is little evidence of any intensive planning of the home-room programs, with the majority of the decisions being left to the school administrator or the home-room teacher.

10. In most instances the home-room activities of the junior high schools of Wichita Falls, Texas, fail to meet the criteria established in this study.

Recommendations

The following recommendations are offered in terms of the data developed in the study:
1. All schools with home-room programs should make a study of desirable home-room activities and should evaluate their home-room programs in terms of standards set up in the literature.

2. In developing a home-room guidance program for junior high schools, the cooperation of students as well as staff should be enlisted.

3. A continuous evaluation should be made of the home-room programs in terms of educational objectives and desirable outcomes of school activities.

4. The criteria set up in this study should be used as a basis in evaluating the home-room programs.

5. The junior high schools of Wichita Falls, Texas, should use the findings of this study as a basis for future development of the social guidance program.
APPENDIX

PERSONAL DATA SHEET
Sunset High School
Dallas, Texas

Date__________________

I. Personal Data:
1. __________________________ Name in full (last name first)

2. Home address__________________

3. Nationality__________________ 4. Telephone______

5. Date of birth__________________ Month Day Year

6. Name of parent or guardian__________________

7. Religion: Catholic____; Protestant____; Jewish____; other__________________

8. Name and address of spiritual adviser:

II. Family Data:
1. Mother living?_____ Father living?_____ Do they live together?____

2. Mother's nationality__________________

Father's__________________

3. Mother's work__________________

Father's work__________________
4. Mother graduated from high school?________
   College?________ Number of years attended
   high school?________ College?________
5. Father graduated from high school?________
   College?________ Number of years attended
   high school?________ College?________
6. Do you have a stepmother?____ A stepfather?____
7. Number of older brothers____ Older sisters____
8. Number of younger brothers____ Younger sisters____
9. Number of wage earners in your family________
10. Language spoken in your home________________________
11. Number of rooms in your home_____________________
12. Number of bathrooms in your home__________________
13. Number of books in your home_______________________
14. Number of cars your family has____________________
   Make________________________ Model_____________________
15. Number of radios you have________________________
16. Number of servants in your home____ Full time?____
    Part time?____
17. Home duties you perform___________________________

III. Educational Data:
1. In what curriculum are you enrolled?________
2. Is this your first choice?____________________
3. Why did you choose this curriculum?________
4. Subjects you like best: First choice?__________
   Second choice?________________________
5. Subjects you like least?________________________
6. Subjects that are easiest for you?________________
7. Subject that is most difficult for you?__________
8. Do you plan to go to college?__________ Would you
   like to go to college?________________
9. What college would you like to attend?________________
10. What schools or school did you attend before coming
    here?________________________________

IV. Activities and Interests:
1. To what school organizations do you belong?______
2. Have you held any school, class, or club offices?__
3. Sports in which you participate?________________
4. Sports in which you are the most successful?_____ 
5. What school awards have you received?__________
6. Name the social activities in which you participate
   outside of school: _________________________
7. Do you belong to a scout organization?__________
8. Have you ever gone to a summer camp?__________
   How many?__________
9. What books have you read in the past six months?


10. What newspapers and magazines come to your home?


11. Which of these do you read regularly? Occasionally?


12. Would you like to write for publication?


13. Do you have any special musical talent? If so, what is it?


14. Musical activities in which you engage?


15. Do you have any talent in art? Debating? Public speaking?


16. Do you like to make things with your hands?


17. Do you participate in any of the following games? Bridge Poker Gin rummy Dominoes


V. Vocational Data:

1. Do you work for pay after school?


2. How much do you earn per week?


3. Do you work during vacations? What do you do? How much do you earn?


4. Do you help to support your family?
5. What occupation or profession do you plan to follow in the future?

6. Why have you chosen this work?

7. Can you think of any obstacles you may meet which will interfere with your future plans? If so, what?

IV. Health Data:

1. Do you consider yourself a very healthy person?

2. What serious illnesses or operations have you had?

3. Are you physically able to take violent exercise without fear of endangering your health?

4. Do you have any defects such as nervousness, stammering, timidity, bad breath, body odors, etc., that might affect your ability to get and keep a job? If so, what?

It will be noticed that up until now nothing has been said or done about organizing the home room or about the kind of parliamentary procedure that will be followed when the room is organized. The reason for this is obvious. No one knows at this time who would make good officers, and no one has thought of any specific or general duties that the home-room group needs to perform. The first step in this direction
could be developing a code of ethics for each member to follow. Naturally, the best way to get any group of people to follow a code of ethics is to get the group to make their own code. With the teacher presiding over the group, they could now take this matter up.
GOOD MANNERS EXPRESSIONNAIRE

Directions: Put a plus sign (+) before each statement that is true. Put a minus sign (-) before each statement that is false.

1. Carefully spread the whole slice of bread with butter or jam before eating any of it.
2. Cut meat one piece at a time when eating it.
3. Use the silverware beside your plate by beginning from the inside and working out.
4. A baked potato is broken in half with the fingers, and the insides scooped out.
5. A gentleman should always seat the lady at his left.
6. Never arrive early when you are invited out to dinner.
7. It is permissible to be as much as thirty minutes late for dinner without offering an excuse or apology.
8. Good manners require that the guest remain two and one-half hours after dinner is over.
9. At dinner, talk almost entirely to the lady or gentleman to your right.
10. If one does not know what is proper with regard to table manners, follow the lead of the hostess or host, as the case may be.
11. It is a sign of correct form to leave a small portion of everything served in one's glass, cup, or on his plate.
12. A gentleman should arrive at his host's home just in time to meet his partner and escort her in to dinner.
13. If you spill food on the floor or table linen, apologize profusely.

14. Always say, "Yes, thank you" or "No, thank you" to the maid or other person waiting on you.

15. At the table do not try to engage in conversation anyone who may interest you. Talk exclusively to the person on your immediate right or left.

16. At the close of the meal, fold your napkin just as it was at first.

17. As soon as you are seated at the table, unfold and spread out your napkin.

18. If you drop a piece of silverware on the floor, retrieve it quickly and say, "Excuse me."

19. When eating soup, dip the spoon away from you.

20. Sip soup from the side of the spoon.

21. Bouillon served in a cup may be drunk.

22. At a formal party, talk about serious events, such as crime waves, war, or your recent illness or the operations of your hostess.

23. Never mention to the hostess your appreciation of a particularly delicious article of food.

24. After you have put your fingers in the finger bowl, do not touch them to your lips.

25. Try to lead in the conversation at all times at the table.

26. Olives, celery, potato chips, and pickles are known as "finger" foods and are eaten with the fingers.

27. Leave the spoon in your cup, resting on the right side, after stirring your tea or coffee.

28. Seeds, fruit pits, and bones of fish are always removed from the mouth with a spoon.

29. Not more than two different kinds of food should be put on a fork at the same time.
30. Salad may be cut with a fork but never with a knife.
31. When you have finished eating, leave your knife and fork parallel on opposite sides of the plate.
32. Never begin to eat before your hostess.
33. Bread and crackers may be broken into your soup.
34. Hold your knife and fork in your hand when passing your plate for a second helping.
35. Never stir sugar and cream into cooked cereals.
36. Help yourself from a serving dish with your own fork or spoon.
37. As a usual thing, one should never remain long at a tea.
38. It is polite for a guest to state his preference as to sugar or lemon without being asked to do so.
39. A woman guest should remove her hat at a tea.
40. If sandwiches and other foods are not passed at a tea, it is good form for the guest to help himself at the table.
41. It is correct to say, "May I have tea, please?" if one has not been served at a tea.
42. It is better to hurt someone's feelings than to break a rule of etiquette.
43. One should never make it a habit to read aloud to others.
44. One should not interrupt two people in conversation until he has been recognized.
45. Criticizing another's behavior is a sign of good breeding.
46. One should not open the mail of another member of his family.
47. It is not necessary to knock on entering the room of another member of one's own family.
48. Lengthy apologies are rarely ever necessary.

49. A college woman should rise when her house mother enters her room.

50. One should say, "Excuse me" rather than "Pardon me" when he walks in front of another person.

51. One should never ask personal questions to mere acquaintances.

52. One should never lend an article that he himself has borrowed.

53. It is permissible to wear one's roommate's clothes without obtaining permission.

54. It is good taste to refer frequently to one's family while talking to acquaintances.

55. It is good etiquette to say, "Mr. Moore, may I present Miss Smith?"

56. It is permissible to say, "Mr. Mason, meet Mr. Jones."

57. In introducing a college chum to one's mother it is permissible to say, "Mother, meet Mildred Pierce."

58. A man should offer his hand when introduced to a woman.

59. A man should offer his hand when introduced to another man.

60. "I am pleased to meet you" is a good acknowledgment of an introduction.

61. "How do you do?" is a correct acknowledgment of an introduction.

62. Men should rise for all introductions.

63. A woman should never rise for an introduction.

64. It is rude to ignore a proffered hand.

65. A man may keep on his glove when a woman extends her bare hand.
66. A woman may shake hands without removing her glove.

67. When a woman and man are being introduced on the street, it is permissible for the man to keep on his hat.

68. It is presumptuous to introduce one's self to a person who is nearby at a social function.

69. It is quite all right to correct a person who mis-pronounces your name.

70. A woman should never rise to greet a man.

71. One should never speak to guests at a party until he has been introduced to them.

72. When dining out with friends, one should introduce an acquaintance who stops at a table to say a word.

73. It does not show good taste to stop at a table to speak to an acquaintance who is dining with a party of friends, unless one has first been invited to do so.

74. A student should introduce herself to a faculty member by saying, "I am Miss Jones."

75. When one is walking with a friend who stops to speak to an acquaintance, he should walk on slowly.

76. Upon leaving a newly-made acquaintance, it is correct to say, "I am glad to have met you."

77. Social notes should be dated at the close.

78. "Very truly yours" is considered better form than "Yours truly."

79. "My dear Mr. Jones" does not indicate formality.

80. Personal stationery should always be white.

81. It is good etiquette for a girl to ask her chaperone to dance with her.

82. It is good etiquette for all members of the party to see that their chaperones have a good time.

83. An informal invitation may be typed.
84. One should never write about his own affairs when writing to a friend to console him for some loss.

85. If "R. S. V. P." does not appear on an invitation, it is not necessary to answer it.

86. It is never permissible to begin a formal invitation with a personal pronoun.

87. All wedding invitations should be answered.

88. It is necessary in accepting an invitation to repeat the day and hour.

89. One should never use blue ink in writing formal invitations.

90. It is necessary to reply to all invitations to teas.

91. All invitations to house weddings should be answered.

92. All wedding announcements should be answered.

93. At a reception one should never stop to chat with another in a receiving line.

94. If one has not been introduced to the guest of honor at a party, he should introduce himself.

95. A girl should wait for a man to open the car door for her.

96. When walking with two girls, a gentleman should walk between them.

97. A boy should tell a girl of his plans for the evening when asking for a date.

98. It is always bad form to ask a girl for a date.

99. The girl should hold on to the man's arm when walking with him.

100. Promptness in keeping dates is considered a courtesy.

101. When a girl is unable to accept a date, it is courteous to ask the boy to ask her again sometime.
102. It is permissible for a girl to say, "I thank you for taking me out."

103. It is good etiquette for a girl to say to a man who has taken her out, "I enjoyed the evening with you very much."

104. When a girl cannot accept a date because of other plans, she should explain what the plans are.

105. Breaking a date is always an act of discourtesy.

106. A man should never talk to a girl when he has a cigarette in his mouth.

107. A girl should feel free to call a man on the telephone whenever she wishes to talk with him.

108. When asking a girl for a date, a man should never begin by saying, "Are you going to be busy tonight?"

109. A man should take a girl by the elbow only while assisting her to keep her footing.

110. A girl should introduce her date to her mother or house mother.

111. No person should break a date because of a more interesting invitation.

112. A girl should help a man with his coat when he is ready to leave after having called on her.

113. It is permissible for a girl to straighten up her date's tie when they arrive at their destination.

114. It is good manners for a man to show irritation when a man he dislikes cuts in on him at a dance.

115. A girl should ask a man to excuse her when she leaves him to dance with another.

116. It is not considered a breach of etiquette for a girl to suggest not finishing a dance.

117. It is not considered a breach of etiquette for a man to suggest not finishing a dance.

118. It is considered all right to smoke on the dance floor.
119. A man may refuse to relinquish the girl with whom he is dancing to any stag who "cuts in."

120. It is permissible for a man to leave a girl when the dance is over before her other partner arrives.

121. A man should say "I am sorry" when his dancing partner steps on his foot.

122. A man who takes a girl who is a stranger to a private dance should introduce her to several persons there.

123. Practice has made crashing parties acceptable.

124. One should never chew gum in public.

125. When one arrives late at a concert, he should wait until the end of the selection before entering.

126. In a theater one should rise from his seat to let a latecomer pass.

127. It is considered good taste for two girls to walk along the street arm in arm.

128. A driver should keep the speed of his car down to the point where no passenger feels uneasy.

129. It is bad etiquette for a man not to remove his hat when he is in an elevator where ladies are present.

130. A man should lift his hat when he is with a lady who speaks to someone he does not know.

131. A man should precede a woman upon leaving a restaurant.

132. In the theater a woman should precede the man to their seats.

133. At church the woman should precede the man to their seats.

134. It is better to say, "Will you go with me to the dance Saturday night?" than to say, "May I have a date Saturday night?"
135. If one is calling in a car for a guest, it is permissible to summon him with a honk of the horn.

136. When one asks a salesman to show him something and then does not make a purchase, he should thank the salesman.

137. A young woman should never accept an invitation to stay in a young man's home unless she has received an invitation to do so from his mother.

138. A guest visiting in a home that has no servants should keep his own room in order.

139. A house guest should stay longer than the time mentioned in the first invitation.

140. A woman should not go into a restaurant wearing street clothes with her hat off.

141. It is permissible for a young unmarried girl to engage in conversation with a young man who is a stranger to her when she is riding cross country in a plane or train.

142. If you are talking to someone whose name you have forgotten and a friend of yours comes up, you should introduce your friend to him and wait for him to supply his name.

143. Upon meeting some acquaintance whose name you cannot remember, you should not let him know it, if possible.

144. It is good form to ask someone whom you have not seen in a long time if he remembers your name.

145. It is courteous to consider the comfort of other passengers when raising a window on a bus or train.

146. One should never use a main thoroughfare to take a leisurely Sunday evening drive.

147. Upon passing a car on a wet or dusty highway, it is courteous to wait as long as safety permits to cut back on the right side of the highway.
148. One should be as courteous to those he meets on the highway as he is to those he meets on the street.

149. Dimming lights when meeting another car is only common decency.

150. Unnecessary honking your horn when the driver ahead is unable to start is a rude act.

DIRECTIONS FOR SCORING

Below are the correct answers. For convenience in scoring, the columns may be clipped out and placed next to the answers at the beginning of each statement. The score is obtained by counting the number of correct answers.

A score of 135 or above is considered very superior; 115 to 134 is good; 100 to 114 is fair; and below 100 is poor.

<p>| | | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>46</td>
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<td>47</td>
<td>79</td>
<td>111</td>
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<td>2</td>
<td>17</td>
<td>80</td>
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<td>139</td>
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<td>48</td>
<td>81</td>
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<td>82</td>
<td>113</td>
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<td>19</td>
<td>50</td>
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<td>141</td>
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<td>5</td>
<td>20</td>
<td>83</td>
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<td>114</td>
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<td>6</td>
<td>21</td>
<td>51</td>
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<td>7</td>
<td>22</td>
<td>52</td>
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<td>115</td>
<td>142</td>
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<td></td>
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<td>85</td>
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<td>143</td>
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<tr>
<td></td>
<td>23</td>
<td>54</td>
<td>86</td>
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</tr>
</tbody>
</table>
112

9 -
  24f 55 - 87 - 117 -
  10f 88f 118 -
  11 - 26f 57f 89 -
  12 - 27 - 58 - 91f
  13 - 28 - 60f 92 - 121f 147f
  14f 59f 93f 122f
  15 - 29f 61f 94f 148f
  16 - 62f 123 -
  30 - 63 - 95 - 124f 149f
  31 - 64f 96 - 125f 150f
  32f 65 - 97f 126f
  33 - 66f 127 -
  34 - 67f 98 -
  35f 68 - 99 - 128f
  36 - 69f 100f
  37f 101f
  38f 70 - 102 - 130f
  39 - 71 -
  103f 131f
| 40 | 72 - | 132 |
| 41 | 73 - | 134 |
|    | 104 - | 133 |
|    | 105 | |
| 42 | 106 - | 135 |
|    | 74 - | |
| 43 | 107 - | 136 |
| 44 | 75 | |
|    | 108 - | 137 |
| 45 | 76 | |
|    | 109 | |
| 77 | |
QUESTIONNAIRE

Number of pupils in home room

I. TYPE OF PROGRAM IN THE HOME ROOM OF THE JUNIOR HIGH SCHOOL

1. What general type of activities are carried on in the home room program in the junior high school? Please check.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements and general information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned activities covering various guidance problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other types:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. If there are planned activities for guidance, what general areas are covered? Please check.

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Is there a theme of guidance for the year?

   Yes  No

4. If there is a theme, is it determined by:

   Each individual teacher  
   A committee of teachers  
   The Administration  
   Others:  

II. PLANNING THE ACTIVITIES OF THE HOME-ROOM PROGRAM

1. Are the activities of the home room planned?

   Yes  No

2. If activities are planned, who is responsible for planning?
Check:

   Central guidance counselor  
   Counselor and home-room teacher  
   Home-room teacher  
   Counselor, home-room teacher, and pupils  
   Home-room teacher and pupils  
   Pupils  
   Others:  

3. What are the purposes of the activities? Please check.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
</tr>
<tr>
<td>Information concerning school activities</td>
<td></td>
</tr>
<tr>
<td>To meet specific needs of pupils</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

4. If the activity is based on the needs of the pupils, what method is used to determine the needs? Please check.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td>Check sheet</td>
<td></td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td></td>
</tr>
<tr>
<td>Survey of community</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

III. ADMINISTRATION OF THE ACTIVITIES OF THE HOME-ROOM PROGRAM

1. Who initiates the activity? Please check.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher and pupils</td>
<td></td>
</tr>
<tr>
<td>Pupils</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>
2. Who participates in the activity? Please check.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the pupils (voluntarily)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All the pupils (compulsory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only pupils with strong leadership qualities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only interested pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only pupils with most apparent need for improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What per cent of pupils participate in activities?

        per cent

IV. ACTIVITIES FOR SOCIAL GUIDANCE IN THE JUNIOR HIGH SCHOOL HOME-ROOM PROGRAM

The following statements represent activities commonly carried on by home-room teachers in attempting to give social guidance to junior high school boys and girls. If the activity is used in your home room, please place a check mark (x) in the first column ("Yes"). If not, please place a check mark in the second column ("No").

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing elements of a good personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making lists of pleasing personality qualities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using check sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using self-rating scales for measuring personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Making rating scales for visiting personalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inviting guest speakers (business or professional men or others) on personality, personal appearance, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displaying suitable accessories and types of school clothing, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making &quot;appearance lists&quot; for opposite sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranging illustrated talks, showing proper dress for different occasions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting personality contests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking diagnostic tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using true-false check sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other activities:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Good Manners and Courtesy**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using good manners &quot;expressionnaire&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compiling lists of good manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing films such as &quot;Everyday Courtesy,&quot; &quot;How Do You Do?&quot; etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using self-rating scales on good manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having home-room socials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Checking good manners:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In lunchroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At socials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having contests in observing good manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having programs demonstrating good and bad manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using true-false checklist on good manners and courtesy</td>
<td></td>
<td></td>
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<tr>
<td>Others:</td>
<td></td>
<td></td>
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<tr>
<td>3. Good Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing what constitutes good citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compiling lists of good citizenship traits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having discussion of meaning of citizenship grade on report card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying local community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting pictures and newspaper clippings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending public meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Studying crime and delinquency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holding election of officers in the home room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing parliamentary procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing proper care of school property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using self-rating scales on citizenship in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In relation with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In obeying school regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In participating in school activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In community affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating self-rating scales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing games</td>
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