

A STUDY OF THE HOME ROOM AS AN ASPECT OF
GUIDANCE IN OREGON HIGH SCHOOL

by

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A STUDY OF THE HOMEROOM AS AN ASPECT OF GUIDANCE IN OREGON HIGH SCHOOLS

CHAPTER I

INTRODUCTION

With a steady growth, that will be traced through three channels leading into this study, guidance in Oregon high schools has a very important aspect - the place of homerooms.

Six Regional Conferences on Guidance, held 1934 to 1936, were devoted to the development of a broader concept of guidance and to the study of an Oregon system of guidance. The need of visitation to observe guidance in operation became apparent to the high school principals. They requested the High School Principals Association to provide the service of a guidance director, who might survey the functioning of the guidance concept in representative schools in various sections of the state. Dr. V. V. Caldwell was released for one quarter from Oregon College of Education to make this survey. He reported that in the places he visited guidance was not considered broadly by most of the high school teachers.

Another important step was taken in 1939, when Oregon began the "evaluation of high schools by use of Cooperative Studies, (14) and Oregon schools began to see

themselves in comparison with schools of other states. Some principals who have discovered the weakness of their homeroom program as evaluated by the Cooperative Studies Criteria⁽¹⁴⁾ are asking for suggestions.

The study on guidance in Oregon reported⁽⁶⁵⁾ in the 1939 High Schools Principals Association Conference stated that only ten per cent of the high schools have any organized guidance and that few classroom teachers have participated. The committee was continued and asked to encourage as much investigation as possible on devices or methods of counseling suited to Oregon high schools. In the 1940 conference R. R. Brand and T. A. Wells, in "The Functioning of Homeroom Organization in Certain Schools" reported on two junior high schools.

The Problem

The purpose of this study of the "Homerooms as an Aspect of Guidance in Oregon High Schools" is to present the conditions as they exist and to compare them with desirable goals as pictured by the leading educators of the country. This study is particularly concerned with the practical activities of the homerooms. This study will attempt to answer these questions:

- I. Are the senior high schools of Oregon organized in the proper units to capitalize the homeroom possibilities in the direction of guidance functions?
- II. What are the needs at present as indicated by the homerooms activities in the programs of the schools studied?

The first question may be divided into the following:

1. How should the group be selected?
2. How many should be in a group?
3. What is the best time for meeting?
4. What is the connection between this unit and a broad activity program?

The last question leads into the activities of the homeroom groupings, in the study of the second phase, "What are the needs of the present time?" This question divides into the following phases:

1. How does the homeroom organization fit into guidance?
2. What is the connection between home visiting and homeroom organization?

Significance of Study

For the administrators, one significant thing in

this study is that it represents viewpoints of the homeroom teachers themselves. For the teachers there are reports of others to inspire individual research.

There is apparent corroboration with the studies made by the principals, in that teachers have not been much interested in guidance. In the evaluation of Oregon high schools, the section on homerooms has aroused a consciousness of need, and an interest in knowing what other states are doing. This is at least part of the answer.

Scope of the Study

The high schools having five or more teachers are included in this study. There are 120 in Oregon. The Portland High Schools are omitted from this survey because they have a particular system of "visiting teachers" specially adapted to a large city. (31)

Part of the value of this study may be indicated by this quotation from one of the letters received in this study from a guidance director in a union high school which does not have homerooms:

Two of the most serious problems that confront us are the development of a sympathetic attitude among teachers and the rearrangement of schedules to provide time for a more individualized type of instruction and counseling. These have been re-

emphasized under the growing philosophy that guidance is the function of every teacher. *

Procedure of the Study

As the ground work for the survey of the homerooms as an aspect of guidance in Oregon high schools, the writer interviewed administrators and teachers at state and county conventions, institutes and conferences. A large number expressed an interest in this aspect of guidance and a dissatisfaction with the present apparent trend merely to use the homeroom as a roll room, or a study hall.

The preliminary survey was made by sending a reply card to each of the high schools having five or more teachers, asking how many homerooms they had in order to send each homeroom teacher the questionnaire, and inviting any principal interested to write a letter concerning his particular homeroom problems. Fourteen such letters were received.

Questionnaires were sent to 365 homeroom teachers in forty-seven schools. A letter was sent to the principals of the schools. In some schools each homeroom teacher filled out a blank; some schools sent a composite report. Consideration has been given to this fact in the analyses

* Letter in the writer's files.

of the data of the study. To those who answered that they have found nothing in homerooms, but a waste of time, Cox says:

It is a revealing statement. In a sense it is analogous to saying, 'Oh yes, we tried the symphony idea. We wrote some music and played it but it sounds terrible. So we know that symphonic music is impossible.' But it is not impossible for others to have composed and directed good symphonies; and there are enough homerooms to show what can be done with this different but comparable medium. (16:236)

CHAPTER II

PREVIOUS STUDIES

After a review of the historical development of homerooms in three aspects under the topic "General Studies," the phases of activities treated in recent literature touching the various phases of guidance will be reviewed under the heading "Specific Studies in Related Phases." This latter section is in three divisions; (1) studies that show how the homerooms meets the needs of individuals, (2) those that show how a particular school's needs are met, and (3) reasons for failure of homerooms.

General Studies

The aspects of homerooms dealt with in this phase include organization, home visiting, and activities concerning guidance. An historical survey of these phases will be made briefly, with mention of the steps in the development of each.

Studies in Homerooms

The study of Kefauver and Scott⁽⁴⁰⁾ in 336 high schools, reprinted from Teachers College Record on the "Homeroom in the Administration of Secondary Schools,"

reported in 1930 that literature treating the subject was meager. They tabulated the practices in junior and senior, both four-year and six-year high schools. Their inferences and evident possibilities in homerooms facilitated the making of a questionnaire for Oregon homerooms.

Harry Swann's study of Washington schools covered especially the matters of organization and administration. He says:

The writer feels that the main objective of the homeroom should be guidance; that a plan should be worked out in which there would be cooperation among the personnel of the guidance department, the director, counselors, and class advisers, the class room teachers, and the homeroom sponsors. Each can and should make a contribution of the working out of the problems of the students. (80:48)

The increasing amount of literature on the subject as well as the content of those articles indicates an increasing use of the homeroom plan.

A recent study evaluating the homeroom period is described in April, 1940, High Point magazine.

Some time ago, Dr. Gabriel R. Mason, Principal of Abraham Lincoln High School, Brooklyn, appointed a committee to evaluate the homeroom period as an instrument of educational practice and to draw up a set of suggestions for teachers. In order to obtain full benefit of the wide and varied experiences of the many homeroom teachers, informal meetings were arranged with them, at which honest and forth right opinions and suggestions were given.

After many months of careful study, the com-

mittee arrived at the conclusion that the homeroom period is a sound educational procedure and is in accordance with modern progressive educational practice. (77:26)

It is coming more and more to be considered the responsibility of all teachers to function in guidance. Rosecrance says that in the traditional secondary school, guidance tasks are more likely to be discharged, if at all, by homeroom teachers. He states:

Recent studies have shown that by far the most common way of drawing all teachers into guidance work was as group advisers in the homeroom, rollroom, and session room. The importance of homeroom teachers for guidance, then, cannot be ignored

They see what it is fashionable to term 'whole children' and their activities tend to restore the lost personal touch caused by excessive departmentalization. They become, in fact, 'school parents' of the children.
(73:271)

Burns claims that checking attendance and disciplinary control are becoming only incidental in the homeroom setup in modern homerooms, and that guidance programs have been successful in several schools. He says:

A guidance program with many ideals, under the leadership of interested, creative teachers, is being successfully carried out according to some research made in several schools throughout the country. (12:195)

For correlating and connecting the interests of teachers, pupils, school, parents, and community, the homeroom is the agency. Roemer says:

Through the homeroom closer contact with the homes is maintained; school and social courtesies are fostered; individual and group initiatives are stimulated; self and school pride are maintained; and health and thrift, and other habits of good citizenship are lived.

The homeroom is, in fact, a means of contact connecting and correlating the interests of teacher, pupil, school, parent, and community, and fostering a broader view of the privileges, duties, and responsibilities of an intelligent citizenry. (71:14)

With a minimum of pupil organization, yet providing for everyone a part in the activities through committees, individual needs are met. Wilkins says:

The home room must be homeroom and nothing else. It cannot be a period of odds and ends, nor a place of announcements and administrative details. There should be another period for these things. The homeroom should be at least thirty minutes long, and should meet no less than once a week.

This room period should be largely for guidance. A few group projects, such as safety, may be taught, but in general, if material is considered important enough to be taught to everyone, then it should be put in the curriculum. (84:357)

Homerooms that have no tie-in with the homes their membership comes from, cannot be homerooms to the child. There he must find understanding and cooperation, not mere regimentation. It should be more than merely a place to check once a day. Much loss of time and effort would be saved if the homeroom teacher tried to find just where to begin with each member of his group. As guidance needs

are individualistic, a very intimate knowledge of each individual is necessary. In respect to current interest in decentralizing guidance by homeroom sponsors acting as guidance officers, McKown wrote in the preface to his "Home Room Guidance,"

Proof of the current interest in the homeroom is to be found in the extent to which discussion of it included in professional meetings and conferences of all kinds; the number of investigations being made of it; the amount of space in professional magazines being devoted to it; and the provision now being made for its inclusion in nearly all schools. (54:vii)

On reviewing the literature since McKown's book was written finds the same acceleration of interest indicated by the space given the subject in the professional magazines. The most recent writing on homerooms deals with plans for activities and ways and means of making the most out of the organization. In 1934 McKown⁽⁵⁴⁾ said that many small schools have adopted the homeroom plan for the entire school.

Wilma Spence⁽⁷⁸⁾ in 1937 in her study of guidance in Oregon high schools reported six schools using homerooms in their guidance programs.

Studies in Home Visiting

The home visiting movement began as a settlement activity in 1906 in two eastern cities⁽⁶⁴⁾ carried on by parents' associations, women's clubs, and groups of clubs. Later the movement was taken over by school boards. Rochester, in 1913, was the first place in which the board of education was responsible for its inception.⁽²³⁾ The early work, strictly was case work, centered around trying to find the causes for absence or other delinquencies.⁽⁷⁵⁾ By 1919 seventy-five per cent of towns having this activity had it under the school board. This is called "preventive work." By 1930 rural children were being given more consideration. Benedict says:

A change is rapidly coming into the school's attitude on this question. There is a growing appreciation of the great influence a child's out-of-school life has on his behavior in the school. The school is realizing that the child has not two personalities, a "home personality" and a "school personality," and that he does not shed his "home personality" somewhere on the road and emerge a "scholar," a child with a school side only, unaffected by what has happened at home.

Thus the school has decided that it must broaden its work, that it must go back over all those winding roads and clattering streets, must become acquainted with parents, brothers, sisters, and friends of the children. (8:15)

Thus the social worker and the teacher became one and was given the title, "visiting teacher."

In 1917 when vocational education began coordinating school work with actual life situations, home visiting was brought into the picture of secondary education.

The concept of the visiting teacher has changed through several stages. First, she was considered the one wise enough to solve social problems of children. Then she was expected to go a step further and prevent "delinquency." Later this visiting teacher was supposed to plan all school work in the light of all the knowledge about the home, for all children, even those not appearing as "problems." The magnitude of this work is apparent. With no one person being able to do all this, it is being recently delegated to homeroom teachers. According to the most recent literature, homeroom teachers are doing more home visiting. In the beginning, it is usually voluntary.

In National Education Association Journal, (1941)

H. S. Bonar, in "Every Teacher a Visiting Teacher," says:

For more than ten years Manitowoc teachers have visited in the homes of the school children. In the beginning the plan was on a voluntary basis, and all calls were made outside regular school hours. Gradually the evidence accumulated over the years proving the values of these home visits. More and more teachers participated on a voluntary basis until all teachers were making calls at the homes of some of their children and a majority of the teachers were visiting in the homes of most of the children

Upon the realization of the need of more concerted action, the visiting was organized. Bonar thought the discussion in social and business circles stimulated genuine interest in the community's school when 150 teachers were calling in the homes of all the children.

The detail of Bonar's report, as well as his comments on the gains, are particularly pertinent at this point in this study. He continues:

Making the calls early in the school year gives the child and the teacher the advantage of profiting early from the understandings these calls make possible Supplementary visits are made as needed during the school year. In the junior and senior high schools teacher home calls are organized by hours. In these cases it is necessary for the teachers to study carefully the cumulative records of the children and consult each child's teacher before making the call. . . .

The average number of calls is thirty. Some teachers complete the calls between the hours of two to five on the six afternoons the schools are closed early. Others need additional time. Some calls have been made at night for the convenience of both teacher and parent. . . .

The records show positive relationship. The child gets little support for his anti-teacher and anti-school attitude when the parents have had the opportunity to meet the teacher and discuss the problems informally in the child's home. The child gets the aid of the parents who understand the modern school procedure better because of these home visits. The child profits from the more sympathetic and understanding attitude of the teacher because the teacher has learned much through the home visits that make it

possible for her better to interpret the child and modify the school environment, including the child's program of study, to more nearly fit his needs.

The teacher gains in reduced problems and in reduced parent misunderstandings. Less time is needed after school to work with children whose maladjustment formerly prevented normal achievement during the regular class periods. Less time is spent in defending before school administrators practices the teacher resorted to in cases of unsympathetic and remonstrating parents. Because the problems are fewer, the teacher gains immeasurably in physical and mental health. (9:4)

Studies in Guidance

In this connection, only the steps taken by Oregon high schools will be mentioned, as the guidance movement in general has been discussed by those who have written on the other phases.

According to the report of the Oregon High School Principals Association in 1930, a questionnaire was mailed to schools having four teachers or more. Of 135 questionnaires mailed out, 106, or about 80 per cent, answered. This study was general and was concerned chiefly with forms for obtaining and recording data. Only 28 of the 160 even claimed to have forms; 12 submitted the requested forms. Only five of these gave any evidence of interest in the factors other than barest essentials in records. Thirty-four per cent claimed to take into consideration home

conditions when courses were planned. The plan suggested in this study was to have advisers or counselors in the ratio of one teacher to fifty students. Point ten of the 1930 report says:

It is the counselor's business to know where the pupil lives and to check up on his home life.
(65:5)

This is a hint at home visiting. In 1934 a permanent committee was created, but still the focal attention in guidance was vocational, and the work of this committee consisted of directing students in their choices of schools in the State System of Higher Education.

Six regional conferences on guidance held during 1934-35 and 1935-36, attended by principals, supervisors, deans of girls, and instructors (of vocational subjects mainly) were devoted to the development of the nature of guidance as a broad educational concept and to a study of how guidance could function in the several schools of Oregon. The need of visitation to observe the guidance work in operation became apparent to high school principals who requested this service through the Guidance Committee of the High School Principals Association which had been operating with the counseling service committee. Accordingly, the services of the Guidance Director were made available to the high schools for this work and to

survey the functioning of the guidance concept in more or less representative schools in various sections of the state.

Because of the brief report of the High School Principals Association concerning Caldwell's work and the importance of this step in stressing the broader concept of guidance and the importance of every teacher, a fuller report of his work has been obtained by an interview with him. In the forty high schools he visited, he spent from one-half to one day at each school to determine not only the guidance work in operation, but also the problems encountered in schools ranging from fifty pupils to the larger high schools of the state. In nearly every school, arrangements were made by the principal for the Director to speak at the faculty meetings. Here the guidance responsibility of every teacher was stressed and the guidance point of view outlined. In many places an opportunity was afforded to meet with and to speak to lay groups, such as, Parent Teacher Associations, service organizations, and chambers of commerce, to present the changing responsibility of the teachers. In some cases county groups of principals and teachers made plans during the time he spent in their regions. Through the individual conferences with principals, counselors, and teachers, some

help was given in making guidance specific to the classroom work.

In 1939, the same year the evaluation of high schools began by use of the "Cooperative Studies Criteria," a study was made by the High School Principals Association calling for information on guidance from all the high schools of the state. A sixty per cent return showed that only ten per cent of Oregon high schools have any organized guidance programs. The report further shows that responsibility seems limited to principals and deans, that few classroom teachers have participated, and that occupational or vocational guidance has received major interest and attention. The 1939 conference of the High School Principals Association mentions homerooms as one possibility of counseling organization. A committee recommended that the State Department of Education print guidance manuals and establish itself actively as a central clearing house for guidance materials and aids, and that the committee be continued to 1940 to investigate further the possibilities of a guidance program in the secondary schools of Oregon.

In the report of the twelfth annual Secondary School Principals Association, (65) the principals of Roseburg Junior High School and Corvallis Junior High School re-

ported on their own homerooms in "The Functioning of Homeroom Organizations in Certain Schools." This report to the October, 1940, conference is included in the report of the 12th Annual Secondary School Principals' Conference, pages 57 to 60. R. R. Brand, from Roseburg, outlined the history of their experience, present organization, purposes or functions, activities of homeroom groups, relation of homerooms to other phases of school program, and problems relating to homeroom organization. T. A. Wells, of Corvallis, discussed the use of the first ten minutes of the forty-minute homeroom period, when the daily bulletin from the office is read and discussed.

Specific Studies in Related Phases

Recent literature on phases of homeroom activities shows that both individual needs and school needs, of various types, are adequately met. Some suggested homeroom aims are:

I. Administrative

- (1) To provide an agency to handle much of the routine work of the school, as class business, announcements, and sale of tickets.
- (2) To become acquainted with the pupil and learn his family history.

II. Social and integrating

- (1) To create inspiration of ideals such as respect for public property, teachers, and high school standards.
- (2) To provide a medium for the development of citizenship, sportsmanship, loyalty, thrift, cooperation, safety education, and literary training. (31:62)

Meeting Individual Needs

If individual needs are met, there must be pupil participation in homeroom management, both to furnish the informal cooperative group experiences especially needed for those not in other activities, and to offer a clearing house for cooperative participation in school affairs. Participation includes planning and evaluating homeroom programs as in handling the activities themselves. Long, in "Pupil Participation in Guidance," says:

Within the student councils lie the means for the initiation, conduct, and evaluation of homeroom programs. It is not too much to ask children what they need and how they should go about satisfying this need. It is not to be expected that because pupils have suggested topics they will be able immediately to plan and to conduct the homeroom discussions. They will need painstaking guidance until they are able to handle the materials in their own way. This can well be the combined effort of the council adviser and chairman of the guidance program. (51:25)

Briefly, Long's plan is this: three members chosen from the council work with the council advisers and the chairman of guidance, preparing the lessons and planning the discussions to be held in the council. This sometimes takes the form of practice lessons. Then each member of the council reports back to his homeroom. He, working with his homeroom teacher, makes assignments. After the

homeroom discussions, the council member reports back the homeroom reactions and any difficulties that may have arisen.

Fretwell, in his book on extra-curricular activities, says that the agency of pupil participation in government is the homeroom, and that here the ability to be self-directive is developed in whatever measure it is attained.

It is a very real question as to how long any form of government among adults no matter how wisely planned can endure if half of the people accept their responsibility as lightly that they do not cast their votes. The homeroom organization is the core of the idea of pupil participation in government. It is here, so far as the school is effective that the ability to be self-directive, in whatever degree it is attained, is developed. (27:239)

In another place he outlines a good plan for student government as follows:

Self-direction in the homeroom can come as a result of managing its own affairs and sending representatives from this small group to the larger group, or groups, and these representatives recommendations of the larger groups. Decisions handed down from a few pupil leaders may be absolutely right decisions, but unless the pupils as a whole have had a real part in making these decisions, they have had no real chance to educate themselves to the point where they can live by them. (27:32)

The forum is another innovation in group guidance that meets the individual needs of homerooms. Wilkins, in "Guidance in the Homerooms," suggests the following seven

devices to help the child solve his own problems.

1. Ask each pupil to write some topics or subjects he is most interested in and would like to learn more about.
 2. Prepare lists of words such as school, teacher, music, sports, books, reading, war, brother, home, church, sister, discipline, etc. This list can be extended to include most of the terms which might show complexes or intolerance. The pupils are asked to check those which at first sight cause any unpleasant reaction. The results will help locate points where the pupils may be helped.
 3. Have a question box where pupils may drop notes asking that certain questions be answered or topics discussed. Do not require the students to sign their names.
 4. Encourage each pupil to choose a topic and prepare to lead a discussion on it.
 5. Give some of the better tests on attitude, achievement and personality. Discuss the results of these tests, and ways of improvement.
 6. Raise questions on social behavior, personality, courtship, home life, choice of companions, entertainment and demonstrate such things as proper introductions, etc.
 7. Arrange for outings, parties, and social gatherings.
- Let us teachers try to help the child solve his problems. Charts in which the individual traits are graded by the pupil have been used with good results. (84:351)

In forums there is a wide range of possibilities of an educational nature such as practice in ethical and moral relations, training in manners and courtesy, selection of vocations, and training for citizenship in democracy. Hall says:

An innovation that promises to pay dividends to the pupil and to the community is the program

of the homeroom forums recently introduced in the high schools of Gloucester City, New Jersey. (67:54)

They began the experiment in the sophomore year at first in the short period before the first class. Later the regular period was requested by the committee of homeroom teachers which formulated the scheme. Hall continues as follows:

Technics employed in the manner of presenting topics and conducting the forums are varied. There are talks by the teachers, reports by the pupils, round table discussions, and the usual forum. General discussion is frequent. Widely used are the questionnaire and the survey which bring to the attention of the faculty much important information. (33:15)

There is always the question of individual differences and needs which face the homeroom teacher. It is essential that some method be devised to meet the needs of individuals. On this point Mary L. Connor says:

No other single force in the homeroom is so potent on the individual child as the special committee. . . . There is no greater opportunity for an alert teacher to observe and study the individual child, no greater opportunity for the child to develop into an enthusiastic and intelligent citizen, and no greater opportunity to produce a happy, wholesome atmosphere which permeates the school than is found in the homeroom where activities are planned so that every individual, regardless of his ability, is encouraged to make his contribution. (13:363)

She enlarges on the work of several committees that may be fitted to a particular school's needs. Some she named are source, safety, attendance, health, scholarship, and citizenship.

Others have written on the work of committees.

Ross names the following:

1. Scholarship Improvement
2. Sanitation
3. Discipline
4. Thrift
5. Welfare
6. Publicity
7. Manners and Conduct
8. Health Inspection
9. Traffic
10. Class Excursions
11. Attendance and Publicity
12. Current Events
13. Athletics, Class, and School
14. Clothing Lockers
15. Social Programs
16. Citizenship
17. Art and Decorations
18. Home Work and Book Inspection
19. Good Speech (74:48)

Varied School Needs

In particular plans for meeting varied needs, the first suggestion is to start with the conditions that obtain at present. In general, the idea is to enlarge upon or eliminate as experience shows such to be expedient. Maxwell and Kilzer say:

To borrow a ready-made homeroom plan may be as disastrous as to borrow a program of studies or the curriculum of another school system without making proper adjustments to fit local conditions.

It is wise to begin the homeroom plan on a limited scale and to make additions and elimi-

nations of certain features from time to time on the basis of experience gained in the local high school. (52:197)

In building to existing conditions, certain routine matters will direct the program. Ross mentions the following:

Administrative routine matters as minutes of meetings, reports, drives, news of the school campaigns . . . educational activities include health improvement, citizen development, guidance program, character training, scholarship improvement. (74:46)

He further enlarges on keeping a flexible program but suggests the following detail:

Since much depends on existing conditions within a school or classroom and on the teacher's ingenuity, the school committee should plan in detail topics suggested above. There is no desire to suggest a rigid program for use by all. Detailed outline follows on suggested topics as, cooperation of the school and home, conduct in school, home, classroom activities as exhibits or decorations, social adjustments, opportunities for service, what I expect from friends and what I am prepared to give, school activities of every kind, and personal growth. (74:47)

Throwing full responsibility on the committee has proved helpful in fitting programs to the period. Knowing what others have done to ensure the programs' fitting the period should be helpful. McKown tells of a practical object lesson that helped prevent "short" programs as follows:

A program was completed fifteen minutes before the end of the period. With a silly smile and an apologetic manner the chairman said to the sponsor, "That's all we have."

The sponsor took charge of the meeting and said, "All right, we have fifteen minutes left so we'll just sit." She very properly would not allow the members to study their lessons, visit, or do anything but just "sit." so they sat for the entire fifteen minutes, doing nothing, and this was probably the longest fifteen minutes that any of them had ever spent in that manner. The reader can imagine what happened to the members of the program committee responsible for that program when the meeting adjourned. The principal told the author, a year later, that this room thereafter had the best programs in the whole school. The reason is clear: the president, the sponsor, and the room insisted that the committee be efficient and accept full responsibility for the period of the program and not for a part of it only and then throw the responsibility for the use of the remainder on the president or sponsor. (54:131)

To understand rightly one question in the study, the use of books directing activity, one should know that there are not only many books for the students themselves are available. McKown says:

Within the past five or six years, there have appeared many smaller books, written for the boys and girls themselves, dealing with various phases of living that are usually represented in the homeroom guidance field. These homeroom libraries, usually occupying only a shelf or two, are open to the pupils at all times. The little red tape attached to borrowing and returning the books encourages examination and reading. Furthermore, many of these books are used definitely for reference in connection with regular homeroom lessons and activities. (57:215)

Timing discussions in relation to school topics is another way particular situations of particular schools

have been met. One school in Los Angeles used general topics for discussion. The report on this school says:

The discussions dealt with such topics as "Setting Our Standards in School Loyalty;" "Setting Our Standards in Scholarship;" "Setting Our Standards in School Politics;" "Setting Our Standards in Generosity;" and "Setting Our Standards in Honesty;" These topics were timed in relation to the school program, scholarship being discussed when report cards were due, generosity at the time of the Christmas charity drive, and politics at the time of the student body election. (12:195)

Another report discussing fitting the program around school events and programming definitely yet flexible enough to fit with other classes is given by Burns:

Elections are held at the end of the second week. The third week is used for the study of school traditions. Citizens are asked to come in to give some of the traditions of the school. Fourth week, they study the rules and regulations of the school; fifth, patriotism; sixth, thrift; seventh and eighth, health.

After all homerooms participate in these general studies, the courses divide. The tenth grade program included; "How to Study," and the study of cartoons, current literature and art appreciation; the eleventh grade gives seven weeks to scientific developments, in which the science department presents experiments, discussions, and demonstrations. Then five weeks are given to "Appropriate Dress and Behavior," another five weeks to "Budgeting and Home Management." The twelfth grade studies "Ethics in Business and Professional Life." Leaders in the community come in to discuss ethics. The last five weeks are used for study, "Why go to College?" Questions are asked on college costs, practices, curricula, and college standards.

(12:196)

Fitting schools that have a homeroom period every day, other clubs might be given part of this time and homeroom periods follow some such plan as another school that Burns reports on. In this same report from selected schools, Burns tells about the Junior High School of Ponca City, Oklahoma, with a homeroom period each afternoon between one and one-thirty o'clock, as follows:

Arrangement by days: Monday, homeroom; Tuesday, clubs; Wednesday, intra-murals, homeroom business, and program practicing; Thursday and Friday, assembly or homeroom. Topics discussed in the homeroom include: "Adventures in Tolerance," "Charm," (girls), "Determining Your Price Tag," "Hobbies," "Introductions," "Junior Etiquette," "Making the Most of What You Have," "Personal Appearance," (boys), and "Table Manners." (12:196)

In many high schools of Oregon to fit the various schools the best place to begin, in the estimation of the writer, is in the activity period that many schools already have, using one period a week of a length best suited to the class schedule.

Duplication must be guarded against in all phases of guidance, not only because of loss of time and effort but because of misunderstanding that may thoughtlessly grow.

McKown says:

The program should not duplicate work that is being, or should be, done elsewhere in the school. Certain types of program material, for instance, phases of educational, social, personal, and school citizenship guidance, quite properly belong

in the homeroom; but certain other types, for instance, phases of health, recreational, citizenship, and vocational guidance, just as properly belong elsewhere. A duplication of class room material by the homeroom is not only uncomplimentary to those classes or departments whose work is being duplicated but is probably a loss of time and effort that should be devoted to the homeroom's own responsibilities. (54:125)

Obviously, if duplication is to be avoided, a careful study of the particular school must be made. This includes definitely trying to fit the time allotted.

Not only the nature of the material used but the amount must fit the system in which it is used. McKown says:

The homeroom program will have to be planned very definitely, to fit a particular period. This is especially important in the schools in which study and other activities are not allowed in the homeroom period, in case the program fails completely to fill the period. If the program is too long, probably little can be done about it except to cut it when the meeting closes and perhaps schedule the omitted or incompleated parts for the next meeting. If the program is too short, good use may be made of "reserve" material. On the whole, while there may be many occasions when the program will not fit the period accurately, yet there should be little excuse for a program's being very much too short. (54:131)

Recent literature indicates that the trend is to have one meeting a week with the group divided as they are for courses. There are some exceptions to this grouping. One plan reported in the American School Board

Journal, "The Family Type Homeroom for Six Year High Schools" had been successful for three years. The seniors are omitted from the regular organization, but otherwise all the classes were divided and there was a definite attempt to get the rooms equalized as much as possible in scholarship, behavior, activities, and not to have too many people of one kind or age in any one group. Mr. Jantz advocated fifteen-minute periods every day with the following list of typical activities:

1. To study ways of raising scholarship.
2. To keep the room neat and the procedure of the homeroom orderly.
3. To study and practice thrift.
4. To review the opportunities of the high school.
5. To give practice in parliamentary procedure.
6. To help homeroom members who are absent or ill.
7. To devise ways and means of "boosting" the school.
8. To make opportunities for the enjoyment of cultural subjects, such as music, art, etc.
9. To study problems of politeness, manners, and conduct.
10. To study means of improving attendance and punctuality.
11. To provide for the observance of special days, such as Washington's Birthday.
12. To hold homeroom parties.
13. To make provisions for the entertainment and directing of guests coming to the school.
14. To provide the foundation and fundamental organization for the democratic and representative organization of the student body.
15. To provide for announcements, distribution of school papers, etc.
16. To give opportunities for individual guidance by the homeroom teachers and older students.
17. To give opportunities for registration and other organizational activities.
18. To provide opportunities for the discussion and study of subjects which are not handled in regular classes. (36:23)

He advocates this family type plan for six-year high schools because it gives the older students a chance to be leaders and provides quicker orientation for the beginners.

One activity, number 8, mentioned by Jantz⁽³⁶⁾ is also reported by Dawes,⁽¹⁸⁾ who tells how the music of the school is worked out through the homeroom program. In arguing for music to be taught through homerooms Dawes says:

The homeroom teacher brings to the child a complete musical experience . . . and works toward the technical details, where as the musician begins with the technical details and works toward the professional artistic finish. Moreover, the homeroom teacher is familiar with the general interests of the children and in most of the classrooms makes a definite effort to vitalize the musical experience by relating it in some way to the children's immediate interests. (18:35)

Number twelve, mentioned by Jantz⁽³⁶⁾ is also reported by Koos and Kefauver⁽⁴⁶⁾ who stress the importance of the homeroom as the place the social and guidance programs join. They say:

The homeroom is an important part of the internal structure of the school where the social program and the guidance program join. Matters of discipline and social conduct of individual students come in for attention and multifarious features of more or less systematized social life in the school are fostered in the homeroom. (46:558)

Reasons for Failure

Another subject discussed in recent literature is the reasons for failure. Because the homeroom is a benefit to administration, it has sometimes been misused. Sometimes the period has been too short, sometimes the teacher has not stayed in the background with the goal being to help the pupil himself. Ross gives some reasons for failure of the homeroom period:

- (1) The homeroom period was too short for effective work; (2) Undue freedom of program.

Then he tells how to realize the most from the period:

The aims and purposes to be kept in mind to realize the fullest responsibilities of this period are:

- (1) Make administrative routine educational through use of pupil aid.
- (2) Homeroom activities should be programmed in the official rooms with the official teacher in charge.
- (3) Stress should be laid on the importance of the teachers as guide and sympathetic helper. The teacher's goal should be to help the pupils help themselves. (74:46)

Sometimes abuse and misuse will mar the most important and helpful experience in the school life of the child. Wilkins says that if the homeroom is in disrepute it is because of abuse. He explains the importance of the homeroom as follows:

Under the proper conditions the homeroom can be one of the most important and helpful experiences in the school life of the child.

Where the home is below standard, the homeroom may be the only bright spot in the child's life. The homeroom is the child's school-home, where the pupil teacher relationship should be one of trust and good will. (84:88)

Moon(59) describes one school where the homeroom program had not succeeded at first. After two years the teachers decided to study the matter at summer school to try to find what was wrong. If it had succeeded other places they were determined to find the cause of their failure. The first thing they found out was that probably they had expected too much in too short a time, and that their meetings had been too short and too frequent. After obtaining some books by authorities on the subject and becoming a little more familiar with the purposes of homeroom organization, they democratically thrashed out some correct administrative procedures.

In these faculty meetings, they decided that the purpose of homerooms was to establish closer understanding and more sympathetic relationships between the teacher and the pupil. To work out this aim they decided to use three devices, individual conferences, home visiting, and interesting educational programs.

There were seventeen teachers in this school of 550 students. Dividing this into sixteen homerooms with thirty to thirty-five members, one teacher was left as a homeroom

director, whose task was to supply suggested programs for the homerooms to use to supplement those suggested by the students. Moon observed that,

After three months in the third year of our experiment we believe we have a successful start to a successful homeroom program. We would be glad to answer questions concerning our setup or help start a new one.

Each homeroom adviser visits the home of all his homeroom members. This needs little comment, except that it was decided by the teachers themselves. Teachers see the value of such opportunity to make friends and render their job more secure as well as know their homeroom members.
(59:188)

Summary

Previous studies have been briefly traced from the early beginnings to the present time in the three phases; homeroom, home visiting, and guidance in Oregon. The recent literature touching the three aspects: individual needs, particular school needs, and causes of failure of homerooms was reviewed.

Although the separate phases of guidance is educational, moral, recreational, personal, social, vocational, and physical they have not been mentioned specially in these studies, these aspects have been apparent and will appear in the study of homerooms in Oregon high schools.

CHAPTER III

THE STUDY

General Procedure

In the preliminary interviews with teachers and administrators at the state and county conventions, there seemed to be a misunderstanding or disagreement about the meaning of "homeroom." Following the leads suggested by some of the interviews, a questionnaire for teachers of homerooms was prepared. The questionnaire was sent to ten schools early in the fall of 1940 so that at the fall teachers' institute these teachers and principals could be interviewed concerning their reactions to the questionnaire, especially, and the study of homerooms generally. It appeared that most groupings are by grade thus the item, "Circle the method of selections in homeroom groupings: age, sex, grade, alphabetical, geographical, intelligence, random, course, student choice of counselor," was unnecessary. This item was omitted from the questionnaire sent to the rest of the homeroom teachers of the state. The questionnaire appearing in the appendix is the revised one.

As the High School Principals Association in 1934 had⁽⁶⁵⁾ recommended one teacher to fifty or fewer students in the counseling units, schools of 200 students could have been taken as the starting point of this study, but

since that limitation would have left only sixty-two schools to be studied instead of 120, out of a total of 260 high schools in the state, the division was made at schools having five or more teachers.

Because Portland has a special "visiting teacher" system, Portland high schools were not included in the survey. Hall, in the Phi Delta Kappan says:

The visiting teacher department of Portland, Oregon, Public Schools carries on a rather typical program but is responsible for social service activities with all the children referred to the Child Guidance Clinic, which is supported in the main by the Board of Education. (32:354)

As much data as possible was taken from the State High School Directory.⁽⁶⁶⁾ Reply cards were sent to 120 schools. Some returned the cards saying that they had no homerooms. Those who gave the number of homerooms received that number of questionnaires as well as one for the principal himself. A letter accompanied these, explaining the study and inviting any who had special guidance problems to describe them. Fourteen letters were received. Of the 120 schools eighty-three per cent replied. Several interviews and telephone calls were necessary to bring the number of answers to ninety-nine.

Some of the larger schools replied that they had been busy with building programs and changing curricula

for the increasing enrollments so that guidance had been incidental, possibly accidental. Several, from sheer necessity of administration, have organized a suitable setup, but have worked out no homeroom programs. They have a rather unsatisfactory study hall-activity period combination. Some said that since their homeroom plan never had been much more than a roll room and study hall, it was dropped as unessential.

TABLE I

Distribution of Schools with Five or More Teachers

Class	Number schools	Number reporting	Per cent reply
Class 1	25	24	96
Class 2	31	25	80
Class 3	5	5	100
Union and county	59	45	76
Total in this study	120	99	83

The importance of considering the class of school lies in the fact that responsibility for counseling in Oregon lies with the principals.⁽⁶⁷⁾ The class of school depends on the size of the systems for which the administrators are responsible. Because the size of the high

school and the class are not necessarily the same, the high school enrollment will be considered next. Since the class of the school does tell us something of the amount of responsibility of the principal, it should be noted here that the best per cent reply is from the Class 1 and Class 3 schools. That may mean that schools of Class 2 have the busiest administrators.

As the size of the union and county high school range in enrollments from forty-four to 700, the seventy-six per cent reply from that group probably tell nothing about any particular size school.

A little more than half of Class 1 schools have homerooms as shown in the table below. That fact may indicate that homerooms are more necessary in the larger schools. In the other groups slightly over half do not have homerooms.

TABLE II

Class of School and Type of Program Compared

Class of school	Number having homerooms		Not answered	Total schools
	Yes	No		
Class 1	14	10	1	25
Class 2	11	14	6	31
Class 3	2	3	0	5
Union and county	20	25	14	59
Totals	47	52	21	120

Of the twenty-one that did not answer, fourteen were union or county high schools whose enrollment ranges from forty-four to 700 students. The table, of enrollments distribution of answers, will show there is probably no significance to the fact that most of the schools not reporting were union high schools.

Since the enrollment of the high school is more pertinent to the question of homerooms, the table below will show the distribution of answers with and without homerooms compared by size of high school.

Table III shows that more than half the schools of this group with five or more teachers have less than 250 enrollment. Thirty-five of the fifty-two schools with less than 250 enrollment have no homerooms. Of the twenty-one that did not report at all, thirteen were from this group.

TABLE III
School Frequency by Enrollments

Enroll- ment	All in this study	Reported	No report	Full report on home- room	Homeroom but no report	Have no home- room
Below 100	18	15	3	5	1	9
100 - 150	28	21	7	8	0	13
151 - 200	12	10	2	1	1	8
201 - 250	8	7	1	1	1	5
251 - 300	9	6	3	1	2	3
301 - 350	10	9	1	5	0	4
351 - 400	4	4	0	1	1	2
401 - 450	3	3	0	1	0	2
451 - 500	8	7	1	6	0	1
501 - 550	4	2	2	0	1	1
551 - 600	4	4	0	2	0	2
601 - 700	1	1	0	1	0	0
701 - 750	2	1	1	0	1	0
751 - 800	1	1	0	1	0	0
801 - 850	3	3	0	3	0	0
851 - 900	3	3	0	2	0	1
901 - 2000	1	1	0	0	0	1
2001-3000	1	1	0	0	1	0
Totals	120	99	21	38	9	52

Of the fifty-four schools having five or more teachers and more than 250 enrollment, there are only seventeen that reported "no homeroom" and only eight that made no report at all. Of the 120 schools, forty-three per cent do not have and forty per cent do have, homerooms, and seventeen per cent did not answer at all. Of the forty-seven schools that reported homerooms, thirty-eight reported the nature of their program of activities as requested in the questionnaire.

Administrative Features

Times of meeting per week, length of period, time of day meetings are held, number of homerooms per school are the administrative details and are shown in the following tables.

TABLE IV
Frequency of Meeting

Times per week meeting of homeroom	Frequency	Per cent
1	19	46
2 - 5	13	32
5	9	22

The tendency for frequency of homeroom meetings is

toward once a week. A careful check of the questionnaires³ shows that those homerooms meeting every day have the tendency to call a study period a "homeroom" period. It is good to have the same place for a study period, but the significant thing here is that no program of activities is reported for most of these that meet every day.

In Table IV, "Frequency of Meeting," as five times a week, should not be confused with the frequency of nine, which means the number of schools that meet five times a week.

TABLE V
Length of Homeroom Period

<u>Minutes per homeroom period</u>	<u>Frequency</u>
0 - 9	0
10 - 19	16
20 - 29	18
30 - 39	4
40 - 49	3
50 - 59	3
60 - up	26

This indicates that there are six others, possibly ten, having a full period of a little less than a clock

hour besides the twenty-six that have one hour each week. Thirty-four schools have less than 30 minute periods and thirty-six have more than thirty minutes. Of the 36 that have more than 30 minutes, 26 have a full hour. The modal period is upward of an hour.

Special classes that give one period a week for the homeroom program are as follows:

TABLE VI

Special Classes Sometimes Used as Homerooms

Social science and social living	4
Remedial reading	1
English and public speaking	3

In Table VI the special classes used as homerooms are included in the number reported as homerooms. This list of special classes means that once a week a regular class gives the time to homeroom activities. This is mentioned here because it is suggestive of what others could do who report no place for homerooms.

These four social science, one remedial, and three English classes are very similar to some organized classes in the regular organization of some schools that reported no homerooms. Representatives are sent to the student council and report back to their groups. H. B. Johnson,

Principal of Eugene High School, (39) has written in May, 1940, Clearing House, "What, No Home Rooms?" in which he explains that they do the work of a homeroom under another name. Six schools reporting no homerooms have this arrangement.

Only the schools completing the questionnaires are indicated in Table VII.

TABLE VII

Number of Homeroom Meetings and Time of Day for Meeting

Part of day	1 per week	2 per week	3 per week	4 per week	5 per week	Totals
Beginning of school day	26	0	0	0	49	75
Just before noon	35	1	0	0	12	48
During noon	0	0	0	0	17	17
Just after noon	27	11	1	1	48	88
After classes	1	0	0	0	1	2
Between 2&3 period	15	0	0	0	15	30
Between 5&6 period	17	2	0	0	0	19
Totals	121	14	1	1	142	279

For those meeting once a week, "just before noon" is the most frequent with thirty-five. "Beginning of school" and "just after noon" tie for the second place with 26 and 27 each. For those meeting every day, "beginning of school" and "just after noon," have 49 and 48 respectively. The totals show 88 "just after noon," 75 "beginning of school day," 48 "just before noon," 30 "between periods two and three," 19 "between periods five and six," 17 "during noon hour," and two "after classes."

Although once a week has thirty-five, the greatest number just before noon, those meeting five times a week have the greatest number the first thing in the morning and the first thing in the afternoon with forty-nine and forty-eight respectively. These two times in the day have nearly an equal rating for the once-a-week groups with twenty-six and twenty-seven respectively. The choice of other times of day was probably due to some particular condition in the school or curriculum. For example, some schools that bring large numbers of students in on busses have to plan their activities all in school time. One school has the lunch hour for boys and girls at different times in order to get time for the glee clubs. For example, while the boys eat, the girls are having glee club. Thus other activities must fit into this arrangement.

In addition to the seventy-five groups meeting at the beginning of school, forty-eight just before noon, seventeen during the noon hour, eighty-eight just after noon, two after classes are over, thirty between periods two and three, and nineteen between periods five and six, there are the groups that are called homerooms in the first report that really are classified as roll rooms or study groups, etc., as shown in Table VIII.

The numbers in Table IV are by schools; those in VII are by homerooms. From this point on, in the report of the study, most tabulations are by homerooms. The variety in the nature of the programs makes it more valuable that way than by a composite report for each school as was used in the first tables. As there are forty-seven schools having homerooms, when totals are higher than that it means by homerooms.

Table VII gives the number of groups meeting each week and the time of day that they meet. In making this report consistent where a composite report had been sent in for a school, the number of homerooms in that system was used to compute the total number of group meetings as given in Table VII.

This table does not include the schools that failed to check the items relating to their program but wrote what they had. Table VIII gives these.

TABLE VIII

Varieties of Groups Called Homerooms

Listed in Table VII	279 have some program
Roll rooms only	49 reported as homerooms
Class organization	10 reported as homerooms
Study room for certain group (when not in activity)	38 reported as homerooms
Preliminary report	109 no blanks filled
In first report but changed to "no homerooms"	17 probably roll rooms
Total	<hr/> 502 called homerooms in the report of 47 schools <hr/>

This table shows that of the total groups, 502, first reported in the forty-seven schools as homerooms, only 279 have some program. In other words, organization is not the present problem in Oregon high schools.

With one more table showing the number of homerooms per school, the rest of the tables will be using reports by homeroom teachers for each group rather than by schools.

TABLE IX
Number of Homerooms per School

Homerooms per school	Frequency	Per cent
1	7	16
2 - 4	13	28
5 - 25	25	52
Over 25	2	4
Total	47	100

The number of homerooms depends more on the enrollment than on anything else. However, the following table will show that there are also other factors.

TABLE X
Number Homes Represented in Group

Size of homeroom group	Frequency	Per cent
Below 10	2	2
10 - 19	10	10
20 - 29	32	32
30 - 39	49	49
40 - 59	6	6
60 - 69	1	1
Total teachers reporting	100	

The seven with groups 40 to 70 are schools reporting one homeroom for the entire student body. The groups having twenty to forty number eighty-one. Since only 100 reported on this item the table shows the central tendency to be about thirty. The size of school room groups as shown in Table X reveals a wide range. Part of this is due to adding to the group year by year from the freshman class, so that although a teacher follows the same student the full high school course the personnel will change somewhat each year with some graduating and some added from the incoming class. Some believe that this method provides a better situation for rapid orientation of new students. The schools that are just beginning this system have not built their groups up to the maximum number which they will have when all classes are represented in their homeroom group. This is one way to begin small enough for the teachers to become familiar with counseling practices to take care of the group as it gradually becomes larger.

This is similar to the family idea for six-year high schools advocated by Jantz,⁽³⁶⁾ in Ohio, described on page 30. The responsibility for the homeroom program as shown in Table XI rests mostly with the homeroom teacher working with the principals.

Guidance Phases

The next two tables have dual application which are administration and guidance. Table XI deals with responsibility for homeroom programs and Table XII deals with the reasons given by teachers for having homerooms.

TABLE XI

Who is Responsible for the Homeroom Program?

Those responsible	Frequency	Per cent
Homeroom teacher working with principal	33	32
Each homeroom teacher	22	21
Principal	17	15
Committee of teachers	11	10
Committee of principal and teachers	11	10
Noon hour activity committee of students and teacher supervisor	4	3
Principal and student council	3	2
Supervisor of homerooms	3	2
Guidance teacher	2	1
Director of activity program	2	1

The number, 3, indicating student council responsibility is low. The committee of teachers with the principal, 11, though higher, is low. A word of warning from

"Homeroom Activities," by Good, is fitting here.

In a few schools the homeroom program has been abandoned for no other reason than the lack of direction and guidance. (28:12)

TABLE XII

Teachers' Reasons for Having Homerooms

Reasons	Frequency	Per cent
Required	5	3
To make provision for study room	27	16
To provide activity period	28	16
To supply counseling and guidance	16	9
To promote intra-mural interests	5	3
To check roll and give announcements	16	9
To get students to participate in school affairs	30	17
To provide opportunities for discussion	2	1
To improve individuals socially	16	9
For class meetings	6	3
To give students feeling of security	5	3
To get students to react to school affairs	3	1
Don't know the reason	17	10

There is a large group uncertain about the reason for having homerooms. Some inadequate reasons are: five, because it is required; twenty-seven, to make provision

for study room; twenty-eight, to provide activity period; sixteen, to check roll and give announcements. One-half of the reasons may be considered poor.

Couple this fact with that of the teachers having considerable responsibility, as shown in Table XI, for the homeroom activities and one need is very apparent; namely, that the teachers should study the subject with real professional attitude. All the reasons for having homerooms as here given that have any guidance functions at all total only 54 per cent of the reasons shown in Table XII.

Reasons for having homerooms were written on the questionnaire by the teachers. This was not a check item. It seems significant that no one suggested that it was a democratic unit of administration. It might be an interesting study to find out students' reactions to the homeroom programs.

This has a close connection with the next, Table XIII, the reasons for visits. Teachers with little concern for the students' guidance have little appreciation of the value of home visits.

TABLE XIII
Reasons for Visits

Reasons for visits	Frequency		
	Part	Most	None
Before units of work	4	4	21
Discover cause of failing	4	6	22
Get assistance for known causes	3	8	23
Aid student to make adjustment	11	3	20
Other reasons			
Promote better citizenship		1	
Get acquainted with parents		1	
Find causes of absence		1	
Aid democracy in school		1	

The table reads that four sometimes visit before units of work, four visits more than other times, and twenty-one never visit home to plan units of work. The second item is similar in number. Four sometimes visit to discover cause of failing work, six visit for this reason more than any other, and twenty-two none for this reason. More visiting is done to get assistance for removing known causes of failing work, but this number, eight, is not high. The highest number for any single reason given "to aid student to make adjustment" checked by only eleven and they indicated that this was only partially the reason.

This table partially explains why so many groups

in Table VIII have no activity program. School affairs are half the reasons and phases of guidance or individual direct personal benefit are less than forty per cent.

The part of that plan suggested as the newest feature of guidance as far as Oregon is concerned is the home visiting. The number is shown by the Table XIV.

TABLE XIV

Home Visiting of Homeroom Teachers

<u>Number of visits made</u>	<u>Frequency</u>
None	75
"Few"- 10	22
11 - 50	10
51 - 100	4
101 - 200	4

As the number of home visits almost corresponded to the number of visits made, it was not necessary to put the former in the table. Since there were two visits to the same home in one year in only four cases, since seventy-five teachers reported not visiting at all, and since the median for the remaining forty is only three visits, this entire item is significantly low.

Since there were only eighteen homeroom teachers

reporting more than ten visits, and seventy-five teachers reporting none at all, one might expect to find from administrators what other individuals are visiting, if it is being done. Twenty-four administrators answer as follows:

TABLE XV
Administrator's Reports of Visits

<u>By whom</u>	<u>Frequency</u>
Principals	4
Vocational teachers	4
Principal and vocational teachers	6
Deans	6
Health teachers	2
Others (commercial 1, mathematics 1)	2

According to the State Supervisor of Homemaking, reports are made on home visits by the homemaking teachers of the state. For thirty-one schools receiving state money for vocational teaching, one condition is that they do home visiting. Since this table shows only ten principals reporting that they have homemaking and agriculture teachers making visits, it shows, not that there are no home visits made, but that the people answering the home-room questionnaires knew little or nothing of what was

being done. It may or may not mean that other teachers as well as vocational teachers might be doing more than was reported. But it does indicate little or no connection with homeroom plans. The four having most visits reported were homemaking teachers, as well as homeroom teachers. The following illustrates some of the value of home visiting.

One teacher had been chosen junior class adviser. Having decided to visit in the homes of her group as fast as excuses came up, she found reasons, such as, planning for the class play, or other class functions, easy steps leading into general school affairs and specific things incident to the particular child. One boy in that class apparently not mixing with the rest of the group, taking very little interest in school work, was called a "ne'er-do-well" by a teacher who had known him for some time. Instead of going to his parents and asking why he was doing such poor work in school, this new teacher planned a class party at her own home, went to his home and stated that as class adviser she wanted to get acquainted with all the parents and was going to call on the parents of each member of the class. The first response was, "Now what has 'S' done?" When fully assured that there was nothing wrong but that a party was being planned, and if the mother wished to furnish something she could, the

mother offered a large cake and then told how she had never been asked to serve at P.T.A. As teachers had never visited them before, she had supposed teachers were too good. It was then discovered that the boy was taking flying lessons evenings and Saturdays, and was eager to talk on that subject. His folks had not allowed him to play football. He thought he was ostracized by the students. When geometry, the subject he was nearly failing in, was related to his heart's delight - airplanes - it gained new life and almost became a new subject.

As his work improved, grades were better. The parents became very happy. They started coming out to school affairs, such as ball games, plays, P.T.A., etc. That spring this pupil's father umpired most of the local baseball games of the high school and S. became one of the indispensable players. In English, when the class was writing original plays, he wrote a most interesting airplane story. He had a few dates with class mates and had proved to be an efficient electrician and stage manager for the class play. At first the picture given this teacher was that S. was not dependable and entirely uninterested in school work. Because she was unwilling to fail him and let the matter drop, an interest in his life was discovered by visiting in his home.

In the matter of keeping records, half the teachers answered that information about students is kept informally. The other half said that records were not kept informally which might mean that they are not kept at all or are kept formally. The next question about homeroom teachers keeping individual folders, nearly half did not report at all; forty-four said, "No." A few specified that the main office kept the folders. The principals reported⁽⁷⁸⁾ that eighty-six per cent of the schools have some form of cumulative records. From the report of the teachers it appears the homeroom teachers are not making much use of them.

In the next item, "Other Sources of Information," is seen the chief dependence of homeroom teachers. But since so little use is being made of cumulative records, getting the information appears more important than using it.

Notice in the next table that although becoming acquainted with the pupil and learning his family history are stressed as major aims for homeroom programs in recent literature, the State of Oregon seems to depend mostly on conduct, marks, and conferences.

Conduct may be a good source of information about students, but it is only the starting point as far as guidance is concerned.

TABLE XVI
Source of Information about Students

Questionnaires	47
Conferences	98
Marks	92
Conduct	102
Visits in homes	23
Standardized tests	47

Since this is the report of the homeroom teachers, the item "conference" may mean "with other teachers," as in the faculty meetings or any with others who may "talk about" the students rather than conferences with the students.

The number using standardized tests seems low considering the number of people that had a chance to answer this. In Table XVII, some schools named the standardized tests used.

TABLE XVII
Standardized Tests Used

Name of test	Frequency
Binét	3
Kuhlman and Anderson	5
Pressey Diagnostic English Tests	6
Otis Self-Administering Test of Mental Ability	11
Terman Group Test of Mental Ability	4
Pinter Advanced Intelligence Test	2
National Intelligence Test	1
Metropolitan Achievement Test	1
Stanford Achievement Test	2
Public School Achievement Test	1
Iowa Reading Test	1
Unidentified Tests	11

There must surely be many more standardized tests being used. But, again, this does indicate the slight use, by homeroom teachers, that is being made of possible available material. Very few individual tests are given. Surely not enough of any kind.

The next phase, of how guidance fits the homeroom organization, or what is the connection between guidance

and the homeroom organization is the method of interviews. The important thing to notice in Table XVIII is the column "Regular."

The largest item with failing students, includes only about one-third of the teachers reporting. This may mean there are few failing students or that there is little concern of homeroom teachers. Since marks and conduct rank high in the sources of information about students, it may be true that little or nothing is being done about it, though information is available. At least those who do little, 42, or none, 4, nearly equal the number of those who are regular in interviews. Some "guidance consciousness" is shown by "some" in high numbers concerned with guidance, discipline, directing activities, conducted in school time.

Since only thirteen regularly hold interviews with students, the "conference" mentioned in Table XVI must have meant teachers' meetings were the sources of information about students.

With only forty-seven using questionnaires to gain information about students (Table XVI) and with so nearly no one visiting in homes, (Table XIV) reports on interviews as sources of information about students become even more important, but out of 100 teachers only thirteen regularly interview all students, forty-eight regularly visit failing

students, and so on, as indicated in Table XVIII.

TABLE XVIII
Report of Interviews

List for "Are interviews-"	Regular	Some	Never
Held with students	13	55	15
With failing students	48	42	4
Scheduled in main office	1	11	39
Scheduled by counselor	18	30	18
Source of data on students	18	36	8
Outgrowth of classwork	5	50	5
Conducted in school time	14	60	5
Conducted at noon	0	36	21
Concerned in guidance	8	63	2
Concerned with discipline	2	63	4
Personal	1	66	4
Directing Activities	4	52	3
During activity	8	37	16

Some teachers wrote into the questionnaire certain activities in which interviews are held. The amount is included in the last item. The activities named are as follows: Caesar club 2, home economics club 2, gymnasium 2, class meetings 2, homeroom period 2, drama rehearsal 1,

physical education 1, activity period 8, music 2, club meetings 4, and journalism 2.

The three devices mentioned in Chapter II, page 33, "individual conferences, home visits, and interesting educational programs" are three major emphases of this study.

Activity Phases

The following tables show the activities of home-rooms that describes the nature of their programs. A quotation from Ross seems a suitable introduction to the next two tables.

During the presentation of the program the teacher should retire into the background as much as possible, but should be ever alert to see that the program is presented in such a way that it is interesting, valuable, and keeps reasonably close to the planned outline.

There should be a maximum of pupil activity both in preparation and presentation. (71:26)

TABLE XIX
Student Planned Activity

<u>Activities planned by students</u>	<u>Frequency</u>
Games, Recreation, Parties, Picnics, Banquets	37
Programs, Plays, Assemblies, Music	27
Sales, Contests, Rallies, Carnivals	13
Clubs, Hobbies, Displays	11
School problems, Leagues, Publications	8
Discussions	5

The teachers were to list student planned activities and what part they consumed of the whole program. Thirty-seven listed games, parties, picnics, banquets, or recreation; twenty-seven gave programs, plays, assemblies, or music. Sales, contests, rallies, or carnivals were listed by thirteen. Approximately two-thirds were concerned with some type of recreation and one-third with school functions. The amount is listed in Table XX.

The per cent indicated by the bars represents the schools that have the amount of activity listed with the bars. Tables XX, XXII, XXIV, XXVI, XXVII, XXVIII, XXIX, XXX, XXXI, XXXIII, and XXXIV are made up in this manner. The bars following each of the activity tables gives the

per cent of programs of that kind as well as the per cent of schools having that much.

TABLE XX

Per Cent Program Student Planned

Frequency	Amount	0%	10%	20%	Per cent
7	75%-100%	=====			12
14	50%-75%	=====	=====		23
5	25%-50%	=====			8
15	10%-25%	=====	=====		25
12	1%-10%	=====	=====		20
7	"Some"	=====			12

The activities planned by students and the next list, those directed by text, are in a sense alike, for it is the student reaction to materials suggested in texts that give any guidance aspect to this part of the work. An understanding teacher can use suggestions of texts at times needed. For instance, dramatizations might take care, in a legitimate way, of a student who wants to show off. When the social program and the guidance program join in the homeroom, probably more guidance texts will find a place in this important part of the school structure. Kocs and Kefauver say:

The homeroom is an important part of the internal structure of the school where the social program and the guidance program join. Matters of discipline and social conduct of individual students . . . in more or less systematized

social life in the school are fostered in the homeroom. (46:558)

Texts fitting into this idea are available for homerooms. Only twenty-five report the use of any. Only two have real guidance lessons. The other four are really activities that are suggested by some text almost accidentally having guidance functions.

TABLE XXI

Activities Directed by Text Named

Text	Frequency
"Guidance Lessons" by Endicott	1
Academic Subject Study	8
Dramatizations	7
Speech and Radio Work	5
Panel Discussions	3
"One Hundred Guidance Lessons"	1

Only two mention a special text to direct activities. With twenty-three suggesting some guidance activities directed by regular texts, only twenty-four per cent of those few that reported have more than fifty per cent of their program directed by text. By academic subjects are meant classes in orientation or vocational education that have become a regular part of the course of study.

Table XXII contains bars showing the limited extent texts are used.

TABLE XXII

Per Cent of Activities Directed by Text

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
5	75%-100%	=====					15
3	50%-75%	=====					9
6	25%-50%	=====					18
12	1%-25%	=====	=====				35
8	"None"	=====	=====	=====			23

This means that fifty-eight per cent of the schools report twenty-five per cent or less of their homeroom activities are directed by texts. Closely allied with activities directed by texts are those directed by work books. Only ten are named. These are named in Table XXIII. Twenty-four checked some amount (Table XXIV) but only named the one used.

TABLE XXIII

Name of Work Books

"The Thinker"	5
"Laboratory Method English"	3
Planned by teacher or principal	2

Supervised study may be the activity connected with these work books. The two that are planned by teacher or principal are more likely to have some definite connection with the immediate school orientation. The other two, though regular work books in courses in the curriculum, do have guidance value as far as the individual is concerned.

The twenty-four who gave amount of homeroom program directed by work book but do not name the book may mean supervised study. The eight per cent that gave the amount as "mostly" probably do. Some conferences with principals indicate this fact.

Since few of the homerooms reported on this, it seems to have little significance, even though half of them have less than twenty-five per cent. This negative way shows the fact that often appears in this study; that the organization is ready for some definite program of activity.

TABLE XXIV

Directed by Work Book

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
7	"None"						30
12	1%-25%						50
3	25%-50%						12
2	"Mostly"						8

Table XXIV shows that two teachers, or eight per cent of those answering, answered "mostly," but the eighty per cent of the schools do not use work books more than twenty-five per cent of the homeroom program.

It was the common supposition among the principals interviewed that this study would show the routine business of checking roll and making announcements the chief business of homerooms. But according to the next table only fifteen of the homeroom teachers named this activity. The amount is named in Table XXVI.

The weakness revealed is that this unit of administration is not being used to a very great extent in student body business.

TABLE XXV

Routine Activities Named

Class meetings	16
Check roll, make announcements	15
Club elections	12
Ticket sales	6
Student council business	5
Discussion of student business	5

These activities did not take over fifty per cent of

any homeroom program, (Table XXVI). Over half the homerooms had ten per cent or less. It may also mean that student business is taken care of in some other fashion, probably less democratic. Fretwell's⁽²⁷⁾ way is outlined in Chapter II, page 21.

TABLE XXVI

Per Cent of Program Business Routine

Frequency	Amount	0%	10%	20%	30%	40%	50%	Per cent
4	"Some"	=====						7
31	10% or less	=====	=====	=====	=====	=====		52
19	15%-25%	=====	=====	=====	=====			31
6	25%-50%	=====						10

Only half of the homeroom teachers filling out the questionnaire attempted any estimate of the part of their programs given to business routine.

The part of the program observing special days included the activities connected with Christmas. Preparation and presentation of a program was named by slightly under three-fourths of those naming the amount of time spent according to Table XXVII. Distribution of Christmas baskets was a major project in two schools.

TABLE XXVII

How Much of Program Spent Observing Special Days?

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
3	"None"	=====					6
17	"Some"	=====	=====				33
20	Up to 10%	=====	=====				40
6	15%-25%	=====	=====				11
5	25%-50%	=====	=====				10

Half the homerooms did not check this item at all. Slightly over three-fourths have ten per cent or less. Apparently special days are not a strong determining factor in making homeroom plans.

Although vocational guidance has received the major emphasis in guidance discussions and practices according to the reports of the High School Principals Association (65), thirty-seven of the twenty-seven that checked this item say none of it has any connection with homeroom programs. It would appear that the guidance aspect of homerooms are not apparent or at least appreciated by the homeroom teachers. This is one of the problems relating to homeroom organization that Brand⁽⁶⁵⁾ reported, saying:

The opportunities of the plan are not often appreciated by the advisers. (65:58)

Eighty-seven per cent of homerooms reporting have ten per cent, or less, of vocational guidance and only

one school reported over twenty-five per cent of homeroom programs concerned with vocational guidance.

TABLE XXVIII
Vocational Guidance

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
10	"None"	=====					37
12	10% or less	=====	=====				44
4	10%-25%	=====					15
1	Above 25%	=====					4

Other phases of guidance as personal interview and personal problem discussions also have no one reporting more than twenty-five per cent.

In Table XXIX over three-fourths have five per cent or less, and Table XXX eighty-two per cent report one-tenth or less of the programs concerned with personal guidance in the two ways named in the next two tables.

TABLE XXIX
Personal Interviews

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
3	"None"	=====					7
18	"Some"	=====	=====				39
14	5% or less	=====	=====				30
11	10%-25%	=====					24

These two tables show there is even less personal guidance than vocational guidance.

TABLE XXX
Personal Problem Discussions

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
9	"Some"	=====					22
24	10% or less	=====					60
7	10%-25%	=====					18

A few less than half the homerooms filling questionnaires checked this item at all.

The report of the 1940 High School Principals Association gave one of the problems relating to homeroom organization that social activities are liable to overbalance serious discussions. In this study only half the homerooms checked any amount at all. Only ten per cent said over one-fourth of their program was concerned with socials and entertainments. Table XIX, activities planned by the students, shows three-fourths of the schools naming socials and entertainments. But according to the following table the amount does not seem excessive.

TABLE XXXI

Socials and Entertainments

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
21	"Some"	=====					37
16	10% or less	=====					30
13	10%-25%	=====					23
6	25%-50%	=====					10

Another phases of social activities is the noon-hour activities. This is one place the homeroom connects best with the activity program of the school. The activities named were intra-murals 13, ping pong and table games 8, physical education department 4, play practice 3, slides and pictures 2. Only twelve homeroom teachers have anything to do with noon activities.

Table XXXII shows the amount of their programs they use this way.

TABLE XXXII

Program of Noon-hour Activity

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
4	"None"	=====					25
4	1%-5%	=====					25
6	5%-10%	=====					38
2	10%-25%	=====					12

One-half of these have five per cent or less, none

go over one-fourth.

The next table is concerned with the number using, and the amount of program concerned with, the discussion of school problems. Although eighty-one per cent have less than a tenth of their program used this way, more go over one-fourth for this activity than did for vocational and personal guidance. Probably these school problems do not all pertain to educational guidance. How to study was named in another place as the big school problem.

School forums are apparently not a very common practice of homerooms in Oregon.

TABLE XXXIII

School Problems Discussions

Frequency	Amount	0%	10%	20%	30%	40%	50%	Per cent
11	"Some"	=====						21
30	10% or less	=====	=====					60
7	10%-25%	=====						14
3	25%-50%	=====						5

A comparison of the number discussing school problems with the number discussing personal problems, shows eighty-one per cent in the former, and ten per cent or less in the latter.

Only one-fourth of schools reported on the item that presumably would be the chief interest of homerooms.

TABLE XXXIV

What Per Cent of Program to Check Members?

Frequency	Amount	0%	10%	20%	30%	40%	Per cent
6	"None"	-----					18
4	"Some"	-----					11
23	10% or less	-----					65
2	10%-15%	-----					6

Only one-third of the homerooms reporting checked this at all. With eighteen per cent having none, and ninety-four per cent having ten per cent or less there does not appear to be much confusion about homerooms and roll rooms as some have suggested. No one named more than fifteen per cent of homeroom activity concerned this way. Probably the ones that would have marked this a high per cent are those named in Table VIII while these are from those named in Table VII.

No one thing named as the concern of homerooms seems to dominate a very large number of homerooms or to a very great extent in any one.

In relation to other phases of school work, Brand's report⁽⁶⁵⁾ to the 1940 High School Principals Association says five things are based on this study and could also be repeated about the senior high schools.

1. It is a functional unit in the student body association.

2. It is a convenient administrative unit.
3. It supplements vocational and educational guidance of class work.
4. It is the foundation for the interscholastic athletic program.
5. It is an important part of a broad activity program. (65:57)

But the per cent to which it is being used justifies the repetition of another statement of Brand's which was used here once before:

The opportunities of the plan are not often appreciated by the advisers. (65:58)

CHAPTER IV

SUMMARY AND CONCLUSIONS

Oregon may not have gone very far in capitalizing the homeroom possibilities in the direction of guidance functions. However, it would seem from this study in comparison with other studies in this state of a similar nature that a productive growth and healthy development are evidenced. Although the teachers have, in a limited way only, seen the need, there is a growing sense of a need for a broader activity program and a better distribution of guidance responsibility.

This study, to find out if Oregon high schools are organized in proper units, and to discover the needs of the present time, was made in the high schools having five or more teachers, Portland excepted. Using reply cards and questionnaires, eighty-three per cent of the schools reported. Of the schools with less than 200 enrollment, the ratio of schools that have homerooms to those that do not is eight to fifteen, or a trifle over one-half. In those with enrollment between 200 and 500, the ratio is nineteen to seventeen. For schools above 500, the ratio is eighteen to six, or three times as many have homerooms as do not.

Since most of the schools not having homerooms are the smaller schools, the chief reason for not having such may be that they have not been needed as an administrative device, and that the guidance function has not appeared.

The high schools of Oregon seem organized in the proper units to capitalize the homeroom possibilities. Four specific questions have been considered.

The first is concerned with the selection of groups. The regular way is to use classes or divisions of classes that are used in subject matter groups. The use of sections of social science classes is the most popular. Some use sections of English classes since most of the students take English work.

The second question concerns the size of the groups. This is partly determined by the number of available advisers. In the small school where the principal has all the guidance responsibility, the size of the group depends on the enrollment, since all the students are in one homeroom. In seven schools reporting their respective homerooms, the entire student body made up a homeroom group. Eighty-one per cent of the groups reported twenty to forty in their homerooms. Of these more than one-half had thirty to forty in each homeroom. The

central tendency seems to be about thirty.

The next part of the question relating to the best time for meeting includes length of period, meetings per week, and the part of the day for meetings. Twenty-six reported sixty minutes. Ten reported thirty to sixty minutes, and eighteen reported twenty to thirty minutes. In respect to times per week, the tendency seems to be toward once a week. There seems to be a growing tendency to use the activity period once a week for homerooms. Because of the schools that have not entirely separated rollroom and homeroom, there is a tendency for more homeroom periods to be first in the morning or first in the afternoon. For those meeting once a week just before noon is most common.

The last of these four phases of being organized in proper units is, What is the connection between the homeroom unit and the broad activity period? In this study only three mentioned student councils having any responsibility for homerooms.

Although there appear to be only a few student councils based on homeroom representation, some principals have indicated a desire for some such plan.

At this particular time with high school teachers so keenly alert to the need of incorporating as much democracy as possible in the schools, not only for its

present value to the students but also as a means of teaching in the most potent manner the true meaning of this much talked about "democracy"; homerooms offer the answer.

High school students resent dictatorship. Student body councils made up of representatives from homerooms and the officers elected by the student body offer the best unit for a broad activity program. The homeroom representative properly guided prevents the resentment that comes from the teacher stepping in.

Another connection between this unit of organization and a broad activity program is that if this homeroom meeting held once a week at the activity period is properly handled by student committees as well as other student leaders, there will be a better chance of making the activities belong to everyone than is possible where teacher sponsors carry most of the responsibility of the activities and rather vie with each other to work their program in and interest the certain few students that always excel.

Keeping and using cumulative records is probably the connecting link between individual needs and fitting into varied school needs. Although duplications are unwise it is better to have some records really functioning though there is some duplication than it is to have

one perfect set which is not used.

In reasons given by teachers for having homerooms, only three per cent mentioned "to promote intra-mural interests," only one per cent said "to provide opportunity for discussions," but seventeen per cent did say "to get students to participate in school affairs." Nine per cent gave the reason "to supply counseling and guidance."

It is an alarming fact that teachers do not realize the guidance possibilities. This fact and the one that "student planned activities" do not have a large part may explain the seeming failure of homerooms in some schools of this state. As new techniques are discovered and passed on to others the homeroom idea will grow in Oregon as it has in other states.

In consideration of the need of homerooms at the present time, a summary of the phases of activities has been made. Student planned activities, texts directed, and work books directed each have the tendency to take twenty-five per cent, or less of the program of homeroom activities. Of each of the following the tendency is to take ten per cent, or less; school business and routine, observing special days, vocational guidance, discussion of school problems, discussion of personal problems, and social and entertainment.

The amount of student-planned activities is so low that it seems to indicate part of the reason homerooms are not having more of the last six items showing ten per cent or less. Some principals interviewed have the idea that homerooms are "good for junior high schools but senior high school students have outgrown being told what to do." The trouble with that philosophy is that successful homerooms for senior high schools would delegate more and more activities to student committees and teachers would stay more in the background.

To be the director instead of dictator in such a large per cent of activity as seventy-five per cent will require three things; personal interviews, visiting in the homes, and using the available cumulative records in the school. The central tendency, (77% in this case) is five per cent or less in personal interviews. Seventy-five of the homeroom teachers do no home visiting. Only eighteen made more than ten visits. In the matter of using systematic records, one-half the teachers report that information on students is kept informally. On the question of homeroom teachers using individual folders nearly one-half did not report; forty-four said "no." Only forty-seven reported use of questionnaires to get information on students. A few specified all information was filled in the office.

Of course no wholesale assignment of tasks to the teachers would work out. But moving slowly, qualifying teachers for these new responsibilities, the general assignment of responsibility in guidance work should be a goal to work toward.

In respect to the importance of home visiting, it has been noted that two who were home economics teachers, as well as homeroom teachers, remarked that in addition to the visits required as home-making teachers, two a year for every student they have, they make one visit a year as early in the school term as possible, to every home represented in their homeroom groups. This would lead one to think that he sees value in it, if after the required amount, they go further. Some people argue that home-making teachers should visit, but that it is not only unnecessary but impossible to require or expect other teachers to visit in homes. Is this not assuming that all we teach that ties into the homes' interest are the vocational subjects? If we are not assuming that parents are interested only in cooking and sewing and farming, are we not assuming that other things of as much importance, or interest to parents are taught by people having more psychic insight to guess about the people they teach? Surely the vocational teachers have access to the same tests, measurements, questionnaires, marks, conducts, and

other means that regular teachers rely upon sufficiently to inform them about the needs of the students.

It will not happen all at once. But in other states evidence is accumulating proving the value of home visits. In our state vocational teachers voluntarily visit in more homes than required in their courses because of its values. Principals can get their teachers to study into this question. When they are convinced, and voluntarily take up the work, necessary training in techniques will naturally be sought.

Home visiting should be a cooperative movement to accomplish the most good. Some say it is impossible to expect every teacher to visit in homes because all cannot successfully do it. Let us look again at home economics teachers since they are all expected to do so. From the standpoint of salary obtained one look at the state directory shows that people are willing to pay the home-making teachers more. If this higher salary is due to their being more efficient and the ones who do not have what it takes to contact parents are sifted out until it is necessary to pay more, may not teachers of other subjects look to the home visiting?

If homeroom teachers were chosen on the basis of experience and proved ability to deal with people as well as books; if homeroom divisions are made on the basis of

every student in some one group; could there be any more economical administration of this function of the school than through expecting every homeroom teacher to visit every home in her homeroom group? Some trading or grouping with other teachers might occasionally be advisable for economy of effort, time, and money.

Going one step farther than expecting every homeroom teacher to visit at least once a year each home represented in the group, the writer suggests that the same should be expected of every class sponsor if advisers are chosen on that basis, and each teacher of a guidance section or social living class where these are used in place of homeroom groups for representation on the student council. Each should contact every home represented in his group.

There seems to be potential organization for homerooms, and an awakening consciousness of need of this type of guidance.

Vocational education has led the way showing the value of home visiting. Further coordinating education, other teachers should have the same requirements in home visiting.

At the present time, democracy is being emphasized. The present time seems very opportune for a substantial growth of homerooms in Oregon high schools both in number

and quality, because of the attitudes of the principals.

The increased requirement of hours for teaching credentials and the newer offerings of the teacher training schools in studies of psychology and student nature as well as in activity programs indicate that teachers will be better prepared for home visiting and other home activities. Both Oregon State College and the University of Oregon are offering courses in planning the activity program of high schools.

Recommendations:

1. That more teachers of Oregon high schools continue to study the subject of homerooms from a professional point of view.
2. That more democracy be practiced in the high schools by using homerooms as a broad foundation of the activity program and as the unit for representation on the student council.
3. That each homeroom teacher visit in each home represented in her group.
4. That in home room activities more forums be fitted around school situations.
5. That more use be made of individual records, using student help in keeping activity records.
6. That teachers having studied the underlying philosophy of homerooms would share the responsibility

with the principal and share the activity directing with the students.

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APPENDICES

Appendix A

Copy of reply card.

Dear Sir:

In my study on guidance from the standpoint of homerooms in high schools of Oregon, your school has been chosen as representing a certain size or type of school. In order that the sampling be adequate I am asking the schools that are willing to cooperate in this survey to return the enclosed card properly filled out.

Findings of the study will be made available.
A prompt reply will be appreciated.

Yours sincerely,

Marjorie B. Votaw

--(Name of high school)--

Are you willing to cooperate in the study of guidance in the high schools of Oregon? Yes. No.
(Circle one)

How many homerooms in this school? _____

A personal letter from the principal will be appreciated if any problems of yours, or opinions of trends or needs that should be included in this study.

Send blanks for use in this school to:

Name _____

Address _____

Appendix B

Copy of letter to principals.

Jacksonville, Oregon
April 15, 1941

Dear Sir:

Since you have returned the card indicating a willingness to cooperate in the study of guidance through the homerooms, I am here enclosing the blanks for each of your homeroom teachers as well as for yourself. Each blank is to be unsigned and mailed separately.

Each may use the back of the blank for any additional information where questions do not fit the situation.

The purpose of this study is to discover the practices and trends in homerooms with reference to guidance in the high schools of Oregon. We wish to discover the most practical, desirable, useable devices. A summary of the findings will be available to you.

The section marked "T" need not be filled out by the administrator. The section marked "A" need not be filled out by homeroom teachers.

A prompt return of the blank will be appreciated.

Yours sincerely,

Marjorie B. Votaw

MBV/W

Appendix C

STUDY OF HOMEROOMS IN OREGON

Name of school _____ . Times per week for homerooms?

(Circle length of time to describe your plan.)

0-9, 10-19, 20-29, 30-39, 40-49, 50-59, 60 up.

Underline the time of day that corresponds to your homeroom meeting.

Beginning of school day, _____ During noon hour,

Just before noon, _____ Just after noon, _____ Last period,

Between periods 1 and 2, 2 and 3, 3 and 4, 4 and 5,

5 and 6, 6 and 7.

Indicate "Most", "Part", or "None" for the following reasons that match home visiting done: If another reason is prominent fill in same below.

_____ Before units of work to plan project.

_____ To discover cause of failing work.

_____ To get assistance to remove known causes of failing work.

_____ To aid students making difficult adjustments.

_____ To _____

T. How many homes represented by your homeroom group? _____

How many homes do you visit per year? _____

How many home visits per year? _____

Is information gained by home visits of other teachers available to homeroom teachers and counselors?

A. How many homes visited by other than homeroom teachers? _____

How many home visits per teacher by _____ (Name of position)
teacher? _____

Are records kept informally by homeroom teachers? _____

- informally by counselors and advisors? _____

- in individual folders for each student? _____

- concerning students' activities outside of school? _____

- later checked with follow-up of graduates? _____

Circle sources of information about students:

Questionnaires, Conferences, Marks, Conduct, Visits in homes, Standardized tests, (Mention any other).

(Name tests used) _____

Appendix C

Are interviews - (R, S, or N, for "Regular", "Some", and "Never").

Held with all students? _____

With failing students? _____

Scheduled by clerk in main office? _____

Scheduled by counselor? _____

Source of data on students? _____

Outgrowth of class work? _____

Conducted in school time? _____

Conducted during noon hour? _____

Conducted during some activity? _____

Name of same? _____

Concerned chiefly with guidance? _____

Directing activities? _____

Concerned with discipline problems? _____

Personal problems? _____

Describe the nature of your program by indicating per cent of time in homeroom spent per week in the following:

___ Activities planned by students? _____
(Name some) _____

___ Activities directed by textbook? _____
(Name some) _____

___ Activities directed by workbook? _____
(Name some) _____

___ Routine of organization and business? _____
(Name some) _____

___ Observance special days, weeks, etc? _____
(Name some) _____

___ Vocational study? _____
(What plan is used?) _____

___ Social and entertainment? _____
(Which ones?) _____

___ Check up members of group? _____

___ Personal interviews? _____

___ Personal problems discussions? _____

___ Discussion of school problems, as, "How to Study"? _____

___ Program of noonhour activities? _____

Use the back of this page to enlarge on your program if you feel this questionnaire does not cover your situation.

Appendix C

Who is responsible for developing the homeroom program in your school? Circle proper number:

1. Principal
2. Committee of teachers
3. Combination of 1 and 2
4. Homeroom teachers together
5. Each homeroom teacher
6. Homeroom teachers working with principal
7. Any other (Name same) _ _ _ _ _

Why do you have a homeroom program?