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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A STUDY AND ANALYSIS OF THE IMPLICATIONS AND
CONTRIBUTIONS OF THE HOMEROOM PROGRAM
IN THE JUNIOR HIGH SCHOOL

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CONTRIBUTIONS OF THE HOMEROOM PROGRAM
IN THE JUNIOR HIGH SCHOOL

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A STUDY AND ANALYSIS OF THE IMPLICATIONS AND
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CHAPTER I

THE PROBLEM: ITS PURPOSE AND DEFINITION

Introduction

Probably no one knows the exact time and place when the first homeroom originated. Galen Jones, in a study of 196 schools reporting homerooms, discovered that the two earliest of these were introduced between 1875 and 1879; two, in the period 1900-1904; three, in 1905-1909, and nine, in the period from 1910-1914.¹ From this date the growth was rapid, with the period of greatest development being from 1920-1930.

Although we become discouraged over the failure of homerooms to do many of the things expected of them they still are one of the most common methods of keeping records, obtaining information, assisting pupils in choosing electives, making referrals to nurses and counselors, and similar activities. Thousands of principals have increased the effectiveness of homeroom teachers by simple in-service programs, rather than a defeatist feeling that nothing can be done.²

In current literature school leaders have said that the homeroom is the center of activity of the school. It should be the student's

¹"Extracurricular Activities in Relation to the Curriculum," Teachers College Contributions to Education (New York: Columbia University, 1935), No. 667, p. 17.

²Interview with Dr. Paul W. Harnly, former Director of Secondary Education, Wichita Public Schools, Wichita, Kansas, May 4, 1961.

school home; it should be the place where student problems can be brought for sympathetic hearing; it should be the center where cooperation among school personnel, parents, students, and community life should be developed to the maximum. The homeroom should be the place where a student can feel "at home" and feel that he is being considered important as a person.

A homeroom program is only as successful as the extent to which it aids the school in the maximum attainment of its objectives. Where else, if not in the homeroom, will the objectives of the total school program of group guidance and counseling be achieved? In a well planned homeroom program, the student, his problems, and his adjustment should be the subject and the center of attention.

Divergent viewpoints on the success and failure of the homeroom have been given extensive treatment in the professional literature. Those in favor of homerooms claim that when the homeroom fails, the failure should be credited to the people who have abused it rather than the idea itself. In addition, it has been said that contributors to failure are the insufficient time allotted specifically to the program by schools, the lack of belief in the program's importance, and primarily the lack of knowledge of the purpose of the program by students, teachers, and administrators.

With these varied ideas concerning the merits of a homeroom program, one finds that the junior high schools in the Wichita Public Schools, Wichita, Kansas, are not an exception. The status of the homeroom program in the Wichita School System has been in a state of flux during the past few years, some advocating retainment, others elimination.

Before any justifiable decision may be drawn, it would be appropriate to ascertain the achievements of the varied homeroom programs in the junior high schools, if, in fact, they exist. Significant information pertinent to this problem might also be gathered from those schools which have already eliminated the program.

Statement of the Problem

The problem of this study was to make an analysis of the homeroom program in the Wichita Public Schools and to determine the extent to which the homeroom program has contributed to the total goals or objectives of the junior high school. Answers to the following questions would greatly facilitate the solution to the problem:

1. Do the homeroom experiences help the student make a smoother transition from the elementary school?
2. Are the homeroom programs an outgrowth of the problems of adolescents?
3. Are the homeroom programs designed to help meet the needs of junior high boys and girls?
4. Do the homeroom programs take into consideration the individual differences of this age student?
5. Do the homeroom programs provide an opportunity for exploratory experiences such as serving on committees, social activities, and excursions?
6. Is personal health and well-being considered in the homeroom programs?
7. Do homeroom programs provide for aesthetic experiences?
8. Are the homeroom programs designed in such a way that the student will develop the ability to think?
9. Do the homeroom experiences help to develop good study habits?

10. Are ethical and moral values stressed in the homeroom programs?
11. Do the homeroom activities provide opportunity for student guidance and counseling?
12. Are experiences provided in the homeroom that develop the ability to make intelligent choices in future activities?
13. Do the homeroom programs improve individual skills?

Need for the Study

The Junior High School was originated more than fifty years ago, and now is one of the most rapid growing levels of education in the United States. Today, this "in-between" school is a vital part of the American secondary school picture. Still, the effectiveness of many of the practices of the junior high school need to be re-examined. As an example, major changes in the pattern of utilization of teaching skills are taking place in response to the pressing demands of the society. The literature seems to reflect the idea that to meet these demands, many junior high school principals have made changes in their administration of the homeroom program. "The trend in the Wichita Public Schools indicates that a regular academic class will simply be designated as the homeroom period."³

Principals seem to agree that with good organization and sufficient interest, the homeroom can serve an educational purpose in the junior high school. However, the same school leaders indicate that optimum results have not yet been obtained. For this reason, there

³Letter from Dr. Alvin E. Morris, Deputy Superintendent, Wichita Public Schools, Wichita, Kansas, February 11, 1963.

seems to be a need for more thorough investigation concerning the effectiveness of this one phase of the junior high school program.

One guidance director in attacking the homeroom idea stated that:

The reasons given in favor of the homeroom are many; it is obvious that they overlap and contradict one another. Moreover, many of the values most often mentioned are trivial and of doubtful relevance to the task of the school. Those functions generally referred to as administrative procedures are basically necessary and important to the smooth operation of the school; but isn't there a plan more effective and less cumbersome and time consuming to take the place of this task in the day's schedule of the busy classroom teacher?⁴

Administrators, teachers, and the public are questioning anew the educational value of many practices involved in secondary education. Most of these people do not deny that the homeroom has some value; rather, practices are being questioned and abuses pointed out. Certainly, the homeroom program should be retained if it is doing what it should; if not, it should be modified or eliminated. In this study an attempt was made to offer evidence to guide such determinations with specific reference to the Wichita schools, but with the hope that this prototype investigation will make broader generalizations possible.

Background of the Study

It is difficult for most teachers and principals to imagine a highly departmentalized junior high school without a homeroom organization. Although the homeroom plan of organization is a mere infant

⁴Clement E. Vontress, "The Demise of the Homeroom," The Clearing House, Vol. XXXVI, (September, 1961), p. 17.

when considered against the three-hundred-year background of American secondary education, it has become popular in modern educational institutions. The conditions which helped to bring the homeroom idea into being are enlarged schools, heterogeneous grouping, increased curricular offerings, group guidance, and the development of the three-year junior high school.

During the years of World War II, the homeroom period was greatly reduced or eliminated. A large percentage of the junior high schools have retained the homeroom period. Lounsbury's⁵ study of 251 junior high schools in the Midwest in 1954 revealed that 93 percent had homeroom periods.

An examination of the more recent literature shows that the homeroom is the most widely used method of group guidance in the junior high school. The homeroom in many junior high schools can meet needs not met by other departments of the school. It has been said, "from the homeroom radiates the social life and spirit of the school."⁶

The homeroom in the modern school today is entirely different from the "so-called" homeroom of the early 1900's. Instead of being teacher dominated, the students are given freedom to plan the programs and work freely in groups and committees. One homeroom teacher briefly described the modern homeroom as follows:

⁵John Horton Lounsbury, "The Role and Status of the Junior High School," (unpublished Ed. D. dissertation, George Peabody College for Teachers, 1954), p. 162.

⁶J. B. Edmonson, Joseph Romer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The MacMillan Company, 1941), p. 249.

The homeroom is the counterpart of the home in the school. It consists of a group of students and a teacher who meet together frequently during the school year. A close, warm, and personal relationship should prevail between the student and the teacher. The true homeroom should stress mutual respect for each individual.

Practices concerning the use of the homeroom vary considerably among various schools. The homeroom idea was included in the curriculum of the Wichita Public Schools more than thirty years ago. In an attempt to provide a "home base" from which a junior high school student could operate, he was assigned a homeroom which provided a place for his books and his coat. With this purpose in mind, a homeroom period was scheduled at the beginning and at the end of the day. The period in the morning was long enough to check attendance, make announcements, read the Bible, and salute the flag. On one day each week the last period was lengthened five minutes so the homeroom teacher could have the weekly spelling lesson for his homeroom.

Twenty years later in most of the junior high schools in Wichita, hall lockers have replaced the cloak rooms and the bookshelves, but the ten minute reporting period in the morning is used in much the same way. The five minute period at the end of the day has been eliminated since there is no need to return to the homeroom for coats and books.

Today most of the junior high schools have an activity period of approximately thirty minutes in their daily schedules. In some schools one activity period per week is designated as homeroom day. On this day

7William S. Linn, "The Home Room Then and Now: A Study in Contrast," School Activities, Vol. XXX (January, 1960), pp. 146-47.

there are no club meetings or other activities planned. Other teachers are not to ask that students be out of the room during the homeroom period.

At the present time there seem to be two conceptions of the function of the homeroom program. One is that if the junior high school is to be a place where a youngster may find the richest opportunities for personal growth and development, there is then a place for a homeroom program. Interests and abilities are encouraged and developed in the homeroom that are not otherwise developed by other phases of the school program.

The second is that in the pressure for the teachers' and students' time this period could be used to better advantage, and the accomplishments of the homeroom could be achieved elsewhere in the curriculum. Because of the increase in the number of counselors, there are some school officials who advocate doing away with the homeroom for the purpose of group guidance. The counselors would then handle group guidance in English classes or social studies classes.

Definition of Terms

Homeroom. In a completely departmentalized school--a room presided over by a single teacher to which a class is assigned for purposes of checking attendance and similar administrative details and in which educative homeroom activities may or may not be carried out.⁸

⁸Carter V. Good, Editor, Dictionary of Education, Second Edition (New York: McGraw Hill Book Company, Inc., 1959), pp. 271-72.

Activity Period. A special period, approximately thirty minutes in length, set aside each day devoted to homeroom meetings, club activities and assemblies.

Homeroom Period. The homeroom period, as the term is used in this study, refers to a specific activity period which is designated for homeroom activities. In this study the brief five-minute period at the beginning of the day is not a homeroom period. It is suitable only as an administrative period for discharging certain routine duties.

Junior High School. A junior high school includes grades seven through nine. In the Wichita School System prior to 1962 these schools were referred to as Intermediate Schools.

Homeroom Teacher. In addition to the regular teaching load, most junior high teachers in Wichita are assigned the added responsibility of a homeroom. This teacher takes care of the records necessary for the thirty or so students assigned to his or her homeroom and is responsible for the program carried out in the room on homeroom days.

Limitations of the Study

This study has the following limitations:

1. The goals and objectives of the Wichita junior high schools will be used as the criteria for the analysis of data presented in current literature to develop an interview guide.
2. The study will be concerned only with the contributions of the homeroom to the total goals and objectives of the junior high schools of the Wichita Public Schools, Wichita, Kansas.
3. Only principals, counselors and teachers from the Wichita Public Schools will be interviewed.

Major Assumptions

In this study the following major assumptions were made:

1. That information concerning the contribution of the homeroom program in the Wichita Public Schools could be obtained by interviewing principals, teachers and counselors.
2. That the statement of principles and purposes of the junior high school as developed by a workshop at the Wichita State University in the summer of 1962 for the Wichita Public Schools is an appropriate measure for analyzing the literature relating to the homeroom.
3. That in general the writings in the literature on homerooms are applicable to the local school situation.
4. That programs could be evaluated by comparing the practices identified in the interviews with the characteristics of programs described in the literature.

Method of Study

The first step taken in this study was to determine the contributions, organization and functions of the homeroom as described in the literature. Several extra-curricular books have been written on the secondary school level; however, none has been written solely on the junior high school level. The number of books published about the junior high school was also limited, and most of these devoted only a single chapter to extra-curricular activities with only a part of one page or a few pages discussing the homeroom. Several research studies were examined carefully for ideas that might be helpful in making this study.

The second step involved the delineation of the set of criteria to be used in analyzing the content of the literature concerning the

homeroom. The possibility of using the Seven Cardinal Principles of Education, The Ten Imperative Needs of Youth or the Four Functions of the Secondary School as criteria was considered. The following principles were selected because they were developed by the teachers in the Wichita Public Schools. Defining the specific goals and objectives of the junior high school they are:

1. To serve as a smoother transition from the elementary to the senior high school.
2. To recognize the problems of adolescents so that boys and girls may be assisted in every way to develop into self-reliant, competent, and wholesome individuals.
3. To recognize the needs of the young and to provide the atmosphere to meet their needs.
4. To recognize the differences that exist among individuals and to seek ways of developing the abilities, interests and potentialities of each child.
5. To provide a wide variety of exploratory experiences for boys and girls of adolescent age.
6. To provide the pupil with the opportunity to improve his personal health and well-being.
7. To provide the opportunity to develop and increase appreciation of art, music, literature, and other aesthetic experiences.
8. To develop good study habits and the ability to think.
9. To develop ethical and moral values.
10. To provide a sound guidance and counseling program.
11. To provide experiences that will lead to an intelligent choice of future activities.
12. To provide instruction and practice in oral and written communication, the art of computation and other skills.⁹

⁹Let's Know Our Junior High School, Workshop report, Wichita Public Schools (Wichita State University, Wichita: 1962), p. 2..

Third step: In order to get comparative data a standard interview guide was prepared. Knowledge gained from the analysis of the literature was used in developing the questions in the interview guide (Appendix A). The guide was used as a means of obtaining data to answer the sub-questions listed in the Statement of the Problem. Following suggestions for refinement and alterations in the interview guide, interviews were held with Dr. Charles Peccolo, former secondary school principal, Mr. Bob Chalendar, principal, Manhattan Junior High School, Manhattan, Kansas, and Mr. H. D. Karns, principal, Junction City Junior High School, Junction City, Kansas. Their answers to the interview questions were recorded, their criticisms and interpretations were noted, and the amount of time needed for each interview was checked. After an initial revision, the instrument was used by one graduate student at Kansas State University, two counselors and two teachers at Manhattan Junior High School, and one counselor and two teachers at Junction City Junior High School in an effort to further test the effectiveness of the guide in gaining the information relating to the purposes of this study. On the basis of the experience gained through this trial procedure, the final revisions were made in the guide.

Fourth step: This step involved the interviewing of all (14) junior high principals, one counselor from each of the fourteen junior high buildings, and forty-two junior high teachers randomly selected from the teaching staff of the Wichita Public Schools. The following factors were considered in limiting the teacher population to be sampled:

1. Only teachers who have had at least one year of experience as a homeroom teacher in the Wichita school system will be interviewed.
2. Only teachers who were not personally acquainted with the writer will be interviewed.

From this population the sample of forty-two teachers was obtained by selecting three teachers from each junior high building by use of a table of random numbers.

In the fifth step of the investigation, the data were analyzed, interpreted and summarized. A percentage comparison of the responses of the principals, counselors and teachers was made. The findings from the data obtained from the interviews were used to develop a description of a typical homeroom program which had been eliminated and to develop a description of a successful homeroom program which is now in existence. The characteristics of what the typical homeroom should be, as indicated in the current literature, were also presented.

Organization of the Study

This study is divided into five parts:

Chapter I presents the study's origin and purpose. The problem is stated and limitations are set. The source and nature of data is presented.

The philosophy and history of the homeroom is discussed in Chapter II. Chapter III is devoted to an analysis of the literature in relation to the evaluative criteria discussed in Chapter I; also the questions for the interview guide are formulated.

Chapter IV contains the presentation of data obtained from the personal interviews with the principals, counselors and teachers.

Chapter V includes the summary of the data and the writer's recommendations and conclusions.

CHAPTER II

HISTORY AND PHILOSOPHY OF THE HOMEROOM

The homeroom idea dates back to schools in colonial days. When the children arrived for the first time at the one-room country school, they were met by the teacher whose desire was that they become quickly orientated to their new surroundings. After putting up their dinner pails and hanging up their coats, they greeted their teacher and seated themselves for the opening exercises. This period usually consisted of roll call, singing, reading the Scriptures, prayer, announcements and admonitions. After this, the school moved into its regular routine. In reality, this short opening exercise was to let the children become adjusted to the work and spirit of the school.¹

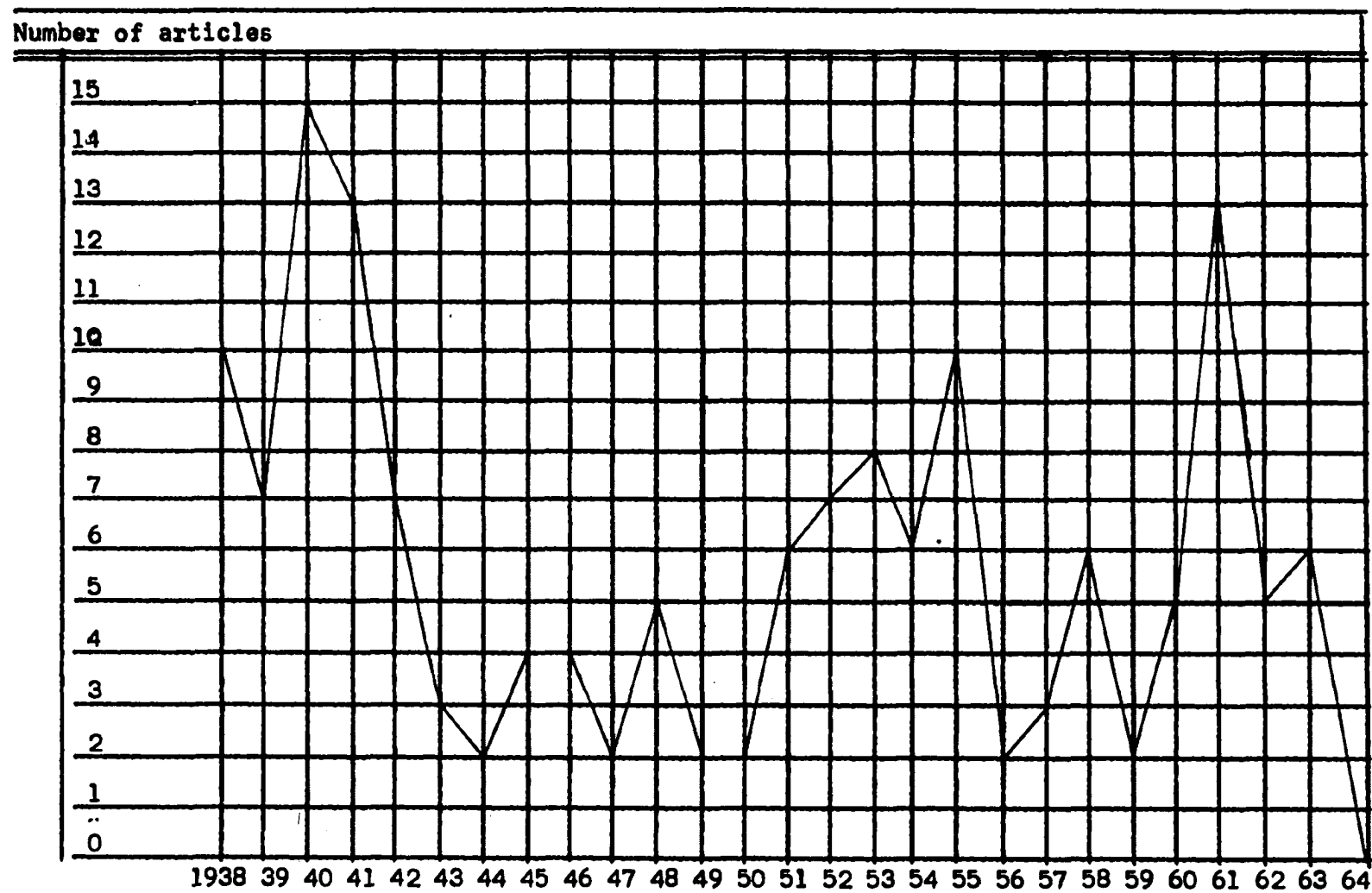
As population increased and the school grew, the village school of several rooms, or a consolidated rural school replaced the old one-room school. However, the spirit of this one-room school was not lost; it was transferred to the larger building. The factor of numbers then necessitated some sort of system by which students would have a designated place and some adult would have the responsibility of fitting each person into the machinery of the school. The community has come more and more to expect the schools to do more about citizenship education.

¹Edmonson, Roemer, and Bacon, op. cit., p. 246.

That task was given to the homeroom; then the goals of character building were designated to the homeroom. It was also realized that if education were not to become a haphazard pattern of disjointed offerings, somewhere in the school personal and group guidance would have to be offered--guidance in education, vocation, and personal problems. The homeroom adviser could provide valuable individual as well as group guidance. Since much of the burden for educational guidance fell upon the homeroom teacher, it was important that he be a person with sympathetic interest in the students and their problems.

From an examination of the literature it is to be noticed that a great many of the articles concerning the objectives of the homeroom appeared in educational publications around 1940. The graph on Page 17 shows that from 1938 to 1941 forty-five articles were published. This is more than the total of the thirty-seven published from 1941-1951 and the thirty-four which were published prior to 1938. The profusion of writings and studies on the homeroom around 1940 is evidence of both increased interest and work on the homeroom problem. The writings indicate that educators at all levels were becoming interested in the homeroom at that time and that they were seeking solutions to the problems of effective homeroom operation. As shown by the graph the writings since 1948 seem to be in cycles. During the period from 1956 to 1961 only eighteen articles were written. Beginning in 1961 the literature begins to reveal a feeling of general dissatisfaction with the homeroom program. Prior to this period most of the writings were reports of successful programs or articles on how to set up a homeroom program. From 1961 to and including 1963 only twenty-four articles

FIG. 1. ARTICLES DEALING WITH THE HOMEROOM
APPEARING IN EDUCATIONAL JOURNALS FROM 1938 - 1964



appeared in educational journals. During the year 1964, there was not a single article appearing in the educational journals dealing with homeroom programs. The total of one hundred fifty-five articles written during the past twenty-seven years were about evenly divided in expressing favor or dissatisfaction with the homeroom plan. However, these articles do clearly point out that during the past fifty years, the homeroom has become established as an institution in many junior high schools.

The homerooms existing today vary greatly as to purposes, manner of operation, methods of administration, functions, amount of time devoted to various functions, results, and effectiveness. Some school administrators feel that the growing size and complexity of our junior high schools have made the homeroom almost a necessity to handle routine school business effectively. In the homeroom official attendance records were kept, auditorium seats were assigned, various monies collected, report cards distributed, and school projects carried out.

The purposes of a good junior high school homeroom program extend far beyond the administrative conveniences or necessity. The age level of junior high students, their prior school experiences, and general educational principles would suggest that an organized homeroom period or an appropriate substitute is needed.

In recent studies, the homeroom has been found to be the most prevalent avenue of guidance provided in the junior high schools. The homeroom in many schools meets pupil needs neglected in departmentalization and traditional subject-matter classes. It is a form of guidance in which every pupil has a teacher who knows him personally. As its

name implies the homeroom should be a place where the students feel most at home. In the modern junior high school which is dedicated to the task of developing each student to his capacity in terms of his own interests, ambitions, and potentialities, the homeroom should become an important part in the cooperative life of the school. The homeroom should be the center of varied activity in which a small group of students works its way into a larger social and educational group. One writer has suggested that from the homeroom radiates the social life of the thirty or more students assigned to the group.²

From the response of more than 200 principals in Texas schools, Davis Dale³ found the leading purposes of the homeroom to be: (1) administration, (2) social, (3) personal, (4) educational, (5) vocational guidance, (6) club meetings, (7) better pupil-teacher relationships, (8) special homeroom programs, (9) testing, and (10) instruction on how to study.

Functions and Objectives of the Homeroom

Although many of the books and magazine articles dealing with homerooms contain lists of objectives of the homeroom, there is a great variation among these purposes. However, most of them can be classified under a few main headings. McKown compiled a list of nearly one hundred objectives but grouped the more important of them into the following four main headings:

²Edmonson, Roemer, and Bacon, op. cit., p. 249.

³Davis E. Dale, "What's Wrong With Homerooms?" The Texas Outlook, Vol. XL, (September, 1961), pp. 19-20.

1. To develop and maintain desirable student-teacher relationships.
2. To guide the student.
3. To develop desirable ideals and habits of citizenship.
4. To expedite the handling of administrative routine educatively.⁴

Another author said, "The objectives of the homeroom may be expressed in five simple statements. Each objective, however, contains a real challenge for those who are responsible for homeroom groups either directly or indirectly.

1. To encourage and assist with the development of fine personal relationships between students and their adviser.
2. To help youth develop the qualities needed by good citizens.
3. To assist with the more efficient handling of certain administrative matters.
4. To aid in the growth of school loyalty.
5. To serve as the main avenue through which the pupil guidance program of the school is administered.⁵

The objectives of the two authors mentioned above are somewhat similar, but in reviewing various authors' comments, many different functions are listed. Douglass has a very compact group of purposes worthy of listing:

⁴Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, 1946), pp. 27-47.

⁵Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1957), pp. 175-77.

1. Administrative. It serves as an agency for distributing notices, report cards, textbooks, and materials; for making announcements, checking on tardiness and absence; for collections of scrap paper and other materials; for sales campaigns; for discussion of school policies, new rules and the like.
2. Curriculum Supplementation. It furnishes an opportunity for teaching important topics that are not adequately treated in the regular curriculum subjects, or which may be better learned from homeroom procedures--for example, safety education, personality development, occupations, social conventions, current events, study habits and techniques, home relationships; an excellent place for emphasis upon social and character education.
3. Guidance. (a) It is an organization for group guidance in such fields as health, selection of courses, selection of an occupation, personal appearance, making friends, use of leisure time, securing, holding and getting ahead in a job, boy-girl relationships, school citizenship, matters of ethics and of sportsmanship, problems of going to college, and similar ones; and (b) It is an arrangement for guidance of the individual by a homeroom teacher, who comes to know the individual pupil better than the typical teacher of his classroom subjects can, and whom a small group of pupils are assigned as proteges for guidance.
4. Promotion of extra-curricular activities. The homeroom may contribute to this function in two ways: (a) by contributions to the all-school program of activities, and (b) by its own program of activities. In the homeroom clubs, the program of school organizations and other activities may be brought to the attention of homeroom members, values discussed, and participation encouraged. Certain types of administrative routine may be carried on--for example, making announcements, election of homeroom representatives, rally programs. The homeroom may carry on its own program of activities in the form of putting on programs at the school assembly; and it may have programs for its own members or with another homeroom as its guest, including musical numbers, talks, debates, vaudeville stunts, or reading of the homeroom "paper."⁶

⁶Harl R. Douglass, Modern Administration of Secondary Schools (New York: The MacMillan Company, 1953), pp. 204-05.

McFarland⁷ has suggested the following as the scope of homeroom services and roles:

1. To provide or to facilitate the provisions of needed guidance and counseling for homeroom members.
2. To co-ordinate the pupil activity programs.
3. To provide democratic and co-operative group experience leading to the development of effective citizenship.
4. To co-ordinate, enhance, and clarify the entire learning program of the school.
5. To provide a basis and constituency for student government.
6. To provide individual and personal help and attention for pupils.
7. To expedite administrative and clerical work, exploiting routine jobs as opportunities for educative experiences.

Comparable lists of the functions and objectives of the homeroom are found in most of the literature. They all assert the need of specific functions for the homeroom which must serve to reach the desired objectives. Some practical objectives have been compiled by an Intermediate School Workshop:

1. To establish desirable teacher-pupil understanding and relationships.
2. To keep a record of attendance, scholarship, health, schedules, grade cards.
3. Reports of Student Council should reach students through homeroom.
4. Each homeroom teacher should become acquainted with home conditions and background of each pupil as far as possible.

⁷John W. McFarland, "Developing Effective Home Rooms," School Review, Vol. LXI (October, 1953), p. 400.

5. To provide one teacher to whom the student is directly responsible and to whom the student may anchor.
6. To provide one teacher in whom each pupil will feel free to confide, and of whom he will be free to ask — advice.
7. To provide citizenship training and to guide the student.⁸

Smith⁹ states that, "The most important function of the homeroom is to provide a place where students feel at home in an informal natural atmosphere, with a sympathetic sponsor to whom they may go for assistance. Another function is to provide a place where the student can be known as an individual; where he is the subject studied; worked with; and learned about."

In some schools the homeroom provides a place where administrative routine may be handled effectively and efficiently. Some authors place this function first and others place it last on the list. This writer believes that this function should be provided for each day at the beginning of the school day with perhaps a ten-minute period for opening exercises and handling of administrative routine matters.

The existing homerooms today generally fit into two broad groupings:

1. Administrative type. For the purpose of keeping records, holding elections, maintaining discipline, ordering supplies, and providing group guidance.
2. Non-administrative type. For developing school morale, encouraging pupil initiative, promoting leadership, encouraging self-expression, teaching democratic living, providing individual and group guidance.

⁸"The Purposes and Functions of the Intermediate Schools Individual Differences and Functional Applications--Home Rooms," prepared by an Intermediate School Workshop, Wichita, Kansas, 1958, p. 12.

⁹W. Scott Smith, "That All-Important Home Room," School Activities, Vol. XXVII (December, 1955), pp. 115-22.

The functions and objectives of the homeroom seem to vary from school to school but there are a number of points of agreement as shown in the summary on page 33.

Organization of the Homeroom

There are many methods used in assigning students to homerooms. Local conditions must be taken into account in selecting the plan to be used. The writer, in examining the literature, found that the most frequently used plans for student assignments were:

1. On a school-wide basis--this would include students from each of the grades in the school.
2. Alphabetically--by class.
3. By curriculum--academic students assigned to certain homerooms, vocational students to others, and commercial students to others.
4. By intelligence quotients, or ability ranking.
5. By sex.
6. By first or other class period.
7. By previous school attended.
8. By random selection.
9. By student or teacher selection.

There are many advantages and disadvantages to each of the methods. One must decide which method works best for the local school or, as is done in many schools, use a combination of more than one of the methods. The most common practice seems to be placement of students in the rooms, according to class or grade, thus assuring a heterogeneous grouping.

Another problem to consider, in the area of organization, is that of scheduling the homeroom period within the school day. There seems to be agreement among the authors of material on homerooms that morning homeroom periods are generally better than afternoon meetings. Either the second or third period in the morning was suggested by Miller, Moyer and Patrick,¹⁰ since it serves as a break in the class schedule. The literature also indicates that the second choice for the homeroom period would be early in the afternoon--the first period after lunch. Gruhn and Douglass¹¹ advocate the middle of the morning or early afternoon since pupils are usually still sufficiently alert to be interested in activities.

Chisholm¹² suggests that the time of meeting and length of the homeroom period, like all other aspects of the work of the school, should be determined according to the nature and purpose of the work to be done. At the beginning of the homeroom program it is well to shorten the periods to thirty minutes a day; however when the program gets underway, more time will be needed.

The literature also indicates that one homeroom period per week is most common. The quality of the planned experience is of more importance than the number of meetings per week. A good program once each week, or even every two weeks, is better than a poor program every few days. There seems to be agreement that Tuesday and Thursday have

¹⁰Miller, Moyer and Patrick, op. cit., p. 187.

¹¹William T. Gruhn, and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1956), p. 269.

¹²Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 350.

advantages over the other days of the week. Miller, Moyer and Patrick¹³ suggest that Tuesday is the best day, since students are fresher early in the week and there is less interference from outside activities.

The length of the homeroom period seems to vary from a five- or ten-minute period to an hour. These five- or ten-minute periods can hardly be called homeroom periods, but should be called reporting periods. Lounsbury¹⁴ found in a study of 251 schools that the average or typical junior high school homeroom period lasts twenty-eight minutes, but is often extended for activities. In a study conducted by the NEA in 1960 it was found that the median length of homeroom periods ranged from eighteen minutes in the largest districts to twenty-eight minutes in the smallest; the estimated median for all urban districts was twenty-three minutes.¹⁵

The organizational plans for homeroom programs are quite different; however, there is some agreement in the basic principles of organization. These common practices are shown in the summary at the end of the chapter.

The Homeroom Teacher

The effectiveness of the homeroom organization depends a great deal upon the teacher's role as a homeroom counselor. The wise counselor recognizes the possibilities present for utilizing both group and

¹³Miller, Moyer and Patrick, op. cit., p. 187.

¹⁴Lounsbury, op. cit., p. 162.

¹⁵NEA Research Bulletin, published by the Research Division National Education Association, Washington, D. C., Vol. XXXIX, No. 1, (February, 1961), p. 10.

individual guidance techniques and will make plans accordingly. There are problems which are common to each grade level that require skillful planning by the counselor.

The homeroom counselor is the key person in any homeroom program. Ideally, the homeroom teacher should have a sympathetic interest in the problems of junior high school youth and should possess personal qualities that appeal to boys and girls; he should have preparation in the philosophy, organization, and methods of the homeroom; he should have previous experience teaching in junior high school.¹⁶

Many ways are used to select homeroom sponsors. Some schools let students select their homeroom, some let teachers select their group, and others simply assign. If students select their homerooms, a popularity contest soon develops; if the teachers select, one teacher may get all the leaders in one room; if the teacher is assigned, there may be personality conflicts. There does not seem to be one best method, but one idea should be kept in mind--this task, of selection or assigning, is the principal's responsibility.

McKown recommends that the procedure for selection of a homeroom teacher should be the same as that used in the selection of subject matter teachers. Since it is a serious matter, consideration should be made on the basis of such qualifications as ideals, personality, leadership, patience, judgment, enthusiasm, responsibility, age, experience, dependability, and tact.¹⁷

¹⁶Gruhn and Douglass, op. cit., p. 273.

¹⁷McKown, op. cit., p. 182.

Teachers not adaptable to homeroom work should be given other tasks or teacher morale is likely to suffer. Before undertaking a homeroom program, a teacher must be sure of its purposes, its opportunities, and its potentialities. He must feel that it is a good idea.

Vivian Ross¹⁸ states that the attitude of the teacher cannot be stressed too much. If in any way he suggests by his manner or by his tone of voice that he disapproves of the idea, thinks it a waste of time, is fearful of it, or does not want to be bothered with it, he is lost.

Inevitably, the success or failure of a given group, the degree to which its members achieve satisfaction from participation in it, is bound up with the personality of the leader, with his conception of his role in the group, and with his understanding of his function. In considering the personality traits of a leader, the following are applicable to the homeroom teacher. It is important that:

1. He has personal security.
2. He recognize the importance of self-knowledge.
3. He has "found himself" in the larger society.
4. He has a satisfactory life of his own.
5. He has abilities and talents developed to a high degree.
6. He is certain that he is accepted by his peers.
7. He is able to live in the present and enjoy it.
8. He knows what he lives by.
9. He believes in life.
10. He believes in the uniqueness of personality.
11. He recognizes the power beyond the Finite.
12. He respects others because he respects himself.
13. He respects personality because he accepts growth as a process.¹⁹

¹⁸Vivian Ross, Handbook for Homeroom Guidance (New York: The MacMillan Company, 1956), p. 8.

¹⁹Ruth Fedder, Guiding Homeroom and Club Activities (New York: McGraw-Hill Book Company, 1949), pp. 66-67.

While it is assumed that the homeroom teacher will do everything possible to see that activities in the homeroom point toward achieving the main objectives of the homeroom, the range and extent of these responsibilities are boundless. While it should not be assumed that the sponsor will perform all of the activities that are designed to achieve these aims, yet, the sponsor does have the final responsibility for them or for the degree to which they are accomplished. The main responsibilities are given by McKown as follows:

1. Educating the group in the main objectives and spirit of the homeroom plan.
2. Developing desirable personal relations with the members of the room.
3. Making desirable contacts with the administrative officers, guidance and activity directors, the member's family, his teachers and others.
4. Developing a properly functioning internal organization of the room.
5. Guiding the members in all phases of their interests and activities.
6. Developing standards for homeroom programs and activities.
7. Encouraging wide participation in programs and activities.
8. Making material and sources of material for programs and activities available to the members of the room.
9. Supervising the handling of routine.
10. Promoting the general activities of the homeroom.
11. Developing homeroom spirit and morale.
12. Cooperating with administration, faculty, central committee, guidance officers and activity director.

13. Representing his group "before the world."

14. Acting as missionary in spreading the gospel of the homeroom.²⁰

One homeroom teacher expresses the ultimate purpose of her efforts as follows:

A teacher and students, living daily together and doing their utmost to practice the golden rule will bring about an atmosphere where good citizens will grow and develop. And is not this the ultimate of education.²¹

There seems to be considerable division on the question of keeping homeroom groups intact during the three years in junior high school. Some of the advantages of keeping the same homeroom group for three years would be:

1. The members and the teacher become better acquainted.
2. Loyalty to the homeroom and school spirit can be developed.
3. A three year plan of programs can be carried out without duplication.
4. Responsibility for the group is specifically placed.
5. Friendships are formed that continue through high school.

Of course, there are disadvantages in keeping the same group for three years such as:

1. Students profit from making new contacts and developing new friendships.
2. A new sponsor and a new homeroom each semester of each year adds interest for students.
3. Unpleasant teacher-pupil relationships do not continue for a long period of time.
4. One teacher may be an expert in homeroom guidance for one specific age group.

²⁰McKown, op. cit., pp. 191-97.

²¹Margaret N. Kemp, "Is the Home Room a Failure," The Clearing House, Vol. XXXI (May, 1957), pp. 544-46.

A great deal of care should be taken in the selection of homeroom sponsors. Some of the most frequently mentioned factors to consider are listed on page 34.

Planning the Homeroom Program

The plan of homeroom activities should be prepared as carefully as any other phase of the instructional program. The most common cause of homeroom failures has been the lack of proper planning. The plans can be outlined on a grade level basis, by semester, or developed like a course of study for six semesters if the group stays together for a three year period. Whatever method is used, the success of the program will depend to a great extent upon the plans made and the interest and enthusiasm with which the sponsoring homeroom teacher carries them out.

Students should be given an opportunity to help in the planning of the homeroom activities, because leadership may be expressed in both planning and in conducting homeroom activities. It has been suggested by Wiggins²² that, in some respects the homeroom needs to take on the characteristics of a club. Comradeship among pupils can be improved with some of the symbols of club type organization.

Homeroom programs have failed because the sponsor was given a suggested outline of activities, developed by the director of guidance, the principal or faculty committee, and was expected to follow it exactly instead of letting the students help in the planning of the program. The inexperienced teacher should be given some guides but should

²²Sam P. Wiggins, Successful High School Teaching (The Riverside Press, Cambridge, Massachusetts, 1958), p. 279.

have freedom to plan with his own group the things that fit their interests and needs.

One rather important principle of organization and planning which should be followed is to fit the plans to the group.

The desired objectives and the resource materials available must be considered in planning the homeroom program. McKown²³ offers the following suggestions gathered from the experience of school people with the homeroom plans:

1. Each program should have a clear, desirable, and reasonable objective.
2. The material of the program should be appropriate and timely.
3. The program should have both educational and inspirational merit.
4. The homeroom program should emphasize the here and now.
5. In cycle programs previous work should be briefly reviewed.
6. Programs should, in general, represent member and not sponsor activity.
7. Probably all members should participate, formally or informally, in the programs.

Summary

From the current literature reviewed and from the homeroom programs studied there were functions and objectives which were common to the majority of the programs. The functions and objectives most frequently mentioned are as follows:

²³McKown, op. cit., pp. 132-34.

1. Development of desirable relationships between students and teachers.
2. Provide for citizenship training.
3. Provide an avenue for group guidance and counseling.
4. Serve an administrative purpose.
5. Contribute to the school's program of extra-curricular activities.
6. Provide an opportunity for teaching things not taught in the regular classes, such as social graces, occupational information and character education.
7. Improve study habits and work techniques of students.
8. Provide a place for reporting to students.
9. Provide a basis for student government and service clubs.
10. Provide the students with a "home base."
11. The student has one teacher whom he knows better and with whom he should feel free to discuss problems.

The literature reveals a great variety of plans for homeroom organization in the junior high school. The organization is similar in many ways but different enough to meet the needs of the individual schools. Only the most common practices are listed below:

1. Students are grouped alphabetically by grade.
2. Homeroom meetings are most frequently held during the afternoon.
3. One homeroom period per week is the most widely accepted practice.
4. Tuesday or Thursday have advantages over other days of the week for meetings.
5. The median length of meetings for urban districts is 23 minutes.

From the literature it seems appropriate to conclude that the success of the homeroom program depends upon the teacher. The same care should be exercised in the selection of a homeroom sponsor as is exercised in the selection of a classroom teacher. The following factors should be considered in the selection of a homeroom sponsor:

1. The homeroom teacher should be a person with a real interest in junior high age students.
2. The teacher should understand the philosophy, function and objectives of a homeroom program.
3. All factors such as ideals, personality, leadership, patience, responsibility, and tact which are qualifications for a subject matter teacher should also be considered for homeroom sponsors.
4. All successful subject matter teachers are not necessarily successful homeroom teachers.
5. Teachers not assigned homerooms should be given other tasks or teacher morale will suffer.

The successful homeroom programs are characterized by:

1. The activities are planned as carefully as any other phase of the instructional program.
2. Students are given an opportunity to help in planning activities.
3. Inexperienced teachers are given guides to follow but have the freedom to make plans to meet the needs of individual groups.
4. Resource materials are available for planning programs.
5. The principal is interested in the success of the homeroom program.
6. The homeroom plays an active part in the life of the school by promoting intramurals, encouraging club membership, selecting representatives for student council, and serving as a center for communication.

CHAPTER III

DEVELOPMENT OF THE INTERVIEW GUIDE

This study was designed to determine if the junior high school homeroom programs in the Wichita Public Schools, Wichita, Kansas, were contributing to the achievement of the objectives of the junior high schools of that system. In Chapter I the twelve objectives of the junior high schools in the Wichita Public Schools were listed. These objectives were used as the criteria to make an analysis of current literature pertaining to the homeroom. In this Chapter literature is reviewed which relates to these objectives. In order to determine if the homerooms in the junior high schools are contributing to the achievement of these objectives, thirty-one interview questions were formulated.

It is generally agreed that the success of a good homeroom depends upon the same basic factors that determine the success of any supervised group learning situation. If the homeroom idea is to be successful, each teacher and administrator participating in the program must accept the purposes of the program and be enthusiastic not only about the homeroom program, but about the teaching profession. The homeroom, then, is dedicated to the philosophy of the child centered school. The pupils themselves occupy the pre-eminent position in any consideration of the agenda or program for the group. The

planning of the homeroom program, the orientation of new teachers into the program, materials provided teachers, the time schedule for homerooms and the activities assigned to this period will reflect this philosophy. For this reason, the following four questions were developed in an attempt to determine the place of the homeroom in the administrative structure of the Wichita junior high schools.

Questions:

1. Does your school have a homeroom program? ☐ yes ☐ no
 - 1a. (If Yes) How long has the school had this system? _____
 - 1b. " Who originated the idea of establishing the homeroom in your school? _____
 - 1c. (If No) When was the program discontinued? _____
 - 1d. " Why was the homeroom discontinued? _____
 - 1e. " Was anyone opposed to discontinuing the homeroom? ☐ yes ☐ no
 - 1f. (If Yes) Was one subject area group of teachers opposed? ☐ yes ☐ no
 - 1g. " What area? _____
 - 1h. " What were their reasons for opposition? _____
2. When (did, do) the homeroom groups meet? _____
 - 2a. How long (are, were) the meetings? _____
 - 2b. What (is, was) the nature of the programs carried out in these meetings? _____
3. Does (did) every teacher have a homeroom? ☐ yes ☐ no
 - 3a. (If No) Are beginning teachers assigned homerooms? _____
 - 3b. " What factors determine who has a homeroom? _____
4. How many semesters (does, did) the homeroom teacher remain with the same group of students? _____

After leaving an elementary school with self-contained classrooms where the student had one room and was taught by one teacher, the new junior high school student may well be lost in a school with many classrooms and teachers. One of the most popular avenues for orientation activities is the homeroom. In some schools most of the seventh

grade homeroom programs during the first semester are devoted to orientation. Many times orientation activities emphasize the educational program and the administrative organization but fail to help new students feel completely at home in his new school environment.

Question:

5. Is (was) the homeroom program an effective device for orienting new 7th grade students to the routine of the junior high school? ____yes ____no

5a. (If Yes) In what way (is, was) the homeroom used for orientation? _____

5b. " Who plans the program of orientation? _____

In the large junior high schools which now have a full time director of guidance, it is usually quite impossible for him to hold conferences with more than just a few of the students. Thus, much of the guidance can and should be done in the homeroom. In a study of junior high schools, Lounsbury found the uses of the homeroom period mentioned in the following declining order: guidance, administrative, study.¹ When asked for an appraisal of their homeroom programs, eighty-five percent of the principals included in a study of 215 secondary schools in Texas stated that the homeroom fulfilled an important function in the school, while four percent said the program was entertaining but not worth while.²

Question:

6. What (is, was) the main function of the homeroom in your school? _____

¹Lounsbury, op. cit., p. 162.

²J. W. McFarland and J. G. Umstattd, The Homeroom in 215 Texas Secondary Schools, The Texas Study of Secondary Education, Austin, Texas, 1949, p. 149.

The homeroom period is often misused and poorly organized in many junior high schools. Teachers often view it as an extra responsibility, one that does not require planning and preparation. The lack of good materials sometimes handicaps teachers in planning and carrying out an appropriate program. There is some disagreement among authors as to who should do the general planning for homeroom programs. In a study by Kefauver,³ of one hundred thirty schools in thirty-seven states, of which seventy-five were junior high schools, he found that a committee of teachers was the most frequent type of organization for outlining a program. Some of these committees described in great detail the manner which the materials were to be used by the homeroom sponsors. Ross⁴ indicated that there were three distinctly different attitudes on the part of principals regarding materials to be used for homeroom programs. Some principals fail to provide any materials for the sponsor; other principals imposed materials on the sponsor; and still other principals provided materials for the sponsor and the pupils to work out their own activities on the basis of the needs and interests of the particular group.

Question:

7. Are (were) suggested materials for planning homeroom programs given to teachers? ____yes ____no

- 7a. (If Yes) What type of materials? _____
 7b. " Who prepares these materials? _____
 7c. " Are the teachers required to use them? _____

³Grayson N. Kefauver, and Robert E. Scott, "The Home Room in the Administration of Secondary Schools," Teachers College Record, Vol. XXXI, (April, 1930), pp. 624-641.

⁴L. W. Ross, "Preparation of Homeroom Program," Educational Administration and Supervision, Vol. XXVII, (May, 1941), p. 356.

In the curriculum guide of the Shoreline Public Schools, Seattle, Washington, one of the objectives and purposes stated for the homeroom is: "To insure that each student will have at least one teacher who is intimately acquainted with him and keenly interested in him and his affairs."⁵ One of the functions of the junior high school as stated by the Southern Association of Colleges and Schools in their study The Junior High School Program is that:

The junior high school must share with the family and other community organizations and agencies the responsibility for meeting social and emotional needs. As the characteristics and functions of these agencies change, particularly in the case of the family, the school must continually reappraise its responsibility for fulfilling this function.⁶

Since the homeroom teacher sees the student in a less formal situation than the regular classroom teacher, he or she should constantly be alert for kinds of cues that indicate need for referring the student to a specialist for help in meeting a particular kind of difficulty.

Question:

8. Do (did) the homeroom teacher recognize student problems which are missed by classroom teachers? ____yes ____no

8a. (If Yes) What kind of problems? _____

8b. " Could you give an example of one such case? ____

8c. " Does the homeroom teacher correct the problem or refer to someone else? _____

⁵Basic Curriculum Guide, District No. 412, Shoreline Public Schools (Seattle 55, Washington: 1959) p. 87.

⁶The Junior High School Program, A joint study conducted by the Commission on Secondary Schools and the Commission on Research and Service, The Southern Association of Colleges and Schools, (Atlanta, Georgia: 1962), p. 26.

According to Johnston and Faunce⁷ the homeroom should be designed for counseling, and every effort should be made to use the sponsor as the basic counseling agent, under the supervision of the school guidance director. McKown⁸ has grouped the objectives of the homeroom into four main headings, one of which was: "To guide the student." Most writers of current literature agree that the homeroom is the most widely used method of group guidance in the junior high school. In a study of ninety-seven secondary schools in Texas, Barrett⁹ found that principals predominantly indicated that guidance was the main purpose for which homerooms exist. Gertrude Noar,¹⁰ however, felt that guidance could not be "Taught" in a homeroom period and that the best current practice was to integrate guidance with good teaching.

Question:

9. Does (did) the homeroom program in your school provide opportunity for group guidance and counseling? ____yes
____no

- 9a. (If Yes) What is the nature of a typical program which was used for group guidance? _____
9b. " Who is responsible for planning programs for group guidance? _____
9c. (If No) Where is group guidance handled in your school? _____

⁷Edgar G. Johnston, and Roland C. Faunce, Student Activities in Secondary Schools, (New York: The Ronald Press Company, 1952), p. 77.

⁸Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, 1946), pp. 27-47.

⁹Winfred Thomas Barrett, "A Review of the Organization and Administration of the Homeroom, including an Evaluation of the Program at Orange, Texas, with suggestions for Improvement," (unpublished Master's Thesis, University of Texas, 1947), p. 68.

¹⁰Gertrude Noar, The Junior High School Today and Tomorrow (New York: Prentice-Hall Inc., 1953), p. 9.

The homeroom helps the student to feel that he really belongs; it gives him a group of students with whom he shares more interests than with any other group in the school.

Students who feel that they belong in and to the school are going to be more responsive to school activities; their school spirit and school morale should be improved by participation in the activities of a well-organized and directed homeroom.¹¹

Question:

10. Do you believe that the homeroom (develops, developed) improved school spirit? ____yes ____no

10a. (If Yes) Would you give an example of how school spirit is developed in the homeroom? _____

Harl Douglass¹² has suggested that the homeroom organization may assist in promoting extracurricular activities by contributing to the all-school program of activities and by its own program of activities. In homeroom periods there may be discussed such things as the types of clubs and extracurricular activities available, their values, and how to participate in them. Certain types of administrative routines pertaining to extracurricular activities may also be taken care of in the homeroom period, including reading of announcements, election of homeroom representatives to various all-school organizations, rally programs, and so forth. The homeroom may have its own activity program; it may once a year contribute a program to the all-school assembly; and it may occasionally have a period for a homeroom program including

¹¹Gerald M. Van Pool, "The Home Room," The Bulletin of the National Association of Secondary-School Principals, Vol. XXXVI, (February, 1952), p. 151.

¹²Harl R. Douglass, Secondary Education in the United States (New York: The Ronald Press Company, 1964), p. 337.

musical numbers, debates, reading of an unprinted homeroom newspaper, and guest speakers and entertainers. Intramurals enable the values of sports to be extended to the entire student body rather than be restricted to varsity teams. The homeroom provides a natural base for forming the various teams. "Since the homeroom is the one organization which reaches all the pupils in the school, the homeroom is increasingly being recognized as the backbone of the school-activities program."¹³

Question:

11. What extracurricular activities (are, were) promoted in the homeroom? _____

If the homeroom period is to be more than a study period, some type of group organization is necessary to facilitate administrative details. Wiley and Van Cott¹⁴ stated that the first step toward establishing an effective homeroom was to encourage the pupils to organize themselves into working groups. No other single factor in the homeroom is so vital in the development of the individual pupil as the committees. One of the best ways of making a homeroom run smoothly and successfully is by establishing active committees, some of which may be permanent and others temporary.¹⁵ Gruhn and Douglass¹⁶ stated that it was customary for the junior high school to elect officers and standing

¹³Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School, (New York: Harper and Brothers, 1956), p. 35.

¹⁴George Wiley and Harrison H. Van Cott, The Junior High School in New York State (Albany: The University of the State of New York, 1928), p. 282.

¹⁵Kilzer, Stephenson, Nordberg, op. cit., p. 50.

¹⁶Gruhn and Douglass, op. cit., p. 271.

committees to assume the responsibility for planning the homeroom activities. A greater number of pupils have an opportunity to develop leadership if the term of office is for only one semester. According to Anderson and Gruhn¹⁷ the homeroom is a small social unit in the school community--a practice field for the ideals, principles, and theories acquired in history, civics, English, business, and other school subjects.

Clement¹⁸ has suggested that the homeroom can be a workshop for democratic living. It provides a logical unit for the election of delegates to the Student Council and whole-school organizations. The homeroom provides an ideal group for the Student Council delegates to report back to and for the discussion of council business.

The well-planned homeroom will provide practice in the assumption of responsibilities and the development of leadership.

Question:

12. Are (were) students given responsibilities and duties in the homeroom which will improve individual skills?
 ___yes ___no

12a. (If Yes) Would you give an example? _____

13. Do (did) students elect their own homeroom officers?
 ___yes ___no

14. Who conducts the business and programs in the homeroom?

¹⁷Vernon E. Anderson and William T. Gruhn, Principles and Practices of Secondary Education (New York: The Ronald Press Co., 1962), p. 413.

¹⁸Stanley L. Clement, "Don't Sell Out the Homeroom," School Activities, Vol. XXIV, (November, 1962), p. 76.

In McFarland's¹⁹ study, included in the list of what principals considered to be the worst defects and weaknesses in the homeroom program was the statement that "The homeroom creates disciplinary problems."

Question:

15. Are (were) discipline problems greater in the homeroom than in a regular class? ____yes ____no

15a. (If Yes) How would you account for this? _____

Douglass²⁰ states that the complete and well-organized homeroom serves four principal purposes: (1) administration, (2) curriculum supplementation, (3) guidance, and (4) promotion of extra-curricular activities.

Question:

16. What purpose or purposes (did, does) the homeroom serve in your school? _____

Children do not come to school knowing how to study. The development of desirable techniques and habits of study is one of the primary teaching tasks that confront teachers. Telling the student to study, or berating him because he does not seem to study or does not appear to know how to, is not the solution. The homeroom teacher has an opportunity to give very serious consideration to the development of effective study habits.

¹⁹McFarland and Umstattd, op. cit., p. 47.

²⁰Douglass, op. cit., p. 336.

Question:

17. Is (was) the development of good study habits considered in the homeroom? ____yes ____no

In the homeroom, students should normally play a major part in deciding what they will do and who will do it. Youngsters in the junior high school years benefit from the informal give-and-take situation in a good homeroom. "The resulting program should be largely an outgrowth of their needs and interests."²¹ Most homerooms elect officers, have representatives in the student government, prepare bulletin boards, plan assemblies, and enter homeroom teams in intramural competition.

Questions:

18. Are (were) the homeroom programs an outgrowth of the problems and needs of the members of the group?
____yes ____no.

18a. (If No) What (is, was) the basis for planning the programs? _____

19. Are (were) the homeroom programs designed to seek ways of developing individual abilities, interests and potentials of each child? ____yes ____no

19a. (If Yes) In what type of program is this goal achieved? _____

Helping junior high students grow intellectually involves the development of such abilities and skills as thinking and reasoning, sensing relationships, organizing and evaluating and solving problems. There are certain fundamental skills or tools of learning which often make intellectual growth possible and for which the junior high school must assume continuing responsibility. Of course, the skills involved

²¹William Van Til, Gordon F. Vars, John H. Lounsbury, Modern Education for the Junior High School Years (New York: The Bobbs Merrill Company, Inc., 1961), p. 421.

in communicating (reading, writing, speaking and listening) are not the only fundamental skills but are of great importance. Kimball Wiles²² has suggested that perhaps these communicative skills have further increased the pressure on today's youth. He said, "Communication which makes it possible to know what is going on in all portions of the world has many advantages, but it has also served to increase the pressures on youth."

Question:

20. Does (did) the homeroom experience contribute to the development of communication skills? ____yes ____no

It is not generally possible for the student and teacher to know each other very well during the routine work of the regular classroom. This lack of or deficiency in opportunities for desirable social interchange can well be corrected by a good homeroom program. "If the homeroom teacher takes his job seriously, he will observe each child in many types of activities to detect strengths and weaknesses."²³ In the informal casual pupil-teacher relationship the teacher will have an opportunity to detect personal problems.

Question:

21. Are individual differences considered in the homeroom that would not have been considered in a regular class situation? ____yes ____no

- 21a. (If Yes) What is an example of this type of individual difference? _____

²²Kimball Wiles, The Changing Curriculum of the American High School (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 45.

²³Ibid., p. 167.

The church no longer plays the role that it formerly did in establishing ethical and moral values for children. Even in many families there may be conflicting value patterns. Lacking a clear cut code of ethics, people are falling back on a kind of personal relative morality, which justifies most actions, even illegal ones--that do not actually cause harm to another person. The problem of values in our society has been expressed by Jeffreys when he said:

In an age of moral confusion and shifting values the line of least resistance is to have no standards at all . . . to say that nothing is right or wrong in itself but only if you think it to be.²⁴

The breakdown of traditional moral authorities makes it all the more important in education to help young people to group the values that underlie codes of conduct.

Question:

22. Are (were) homeroom programs developed to stress ethical and moral values? ____yes ____no

22a. (If Yes) What is an example of such a program? _____

If the needs of the pupil within the framework of contemporary society are the major concern of the junior high school, every possible facility to meet those needs must be utilized in the homeroom. Jones²⁵ has stated that the unique function of any school should be based upon the needs peculiar to the group of pupils whom it attempts to serve.

²⁴Jeffreys, M. V. C. "Confusion of Values and the Teacher's Responsibility," The Educational Forum, Vol. XXV, No. 3, (March, 1961), p. 373.

²⁵Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, 1945), p. 174.

It is only natural for youngsters, at this age, to be a bit scatter-brained and unorganized. However, business meetings, committees and program planning provide a wonderful opportunity to show them the real value of thinking a little before doing something. In Chester Redman's²⁶ school, if the students appreciate the programs, if the staff works to make them a worthwhile part of the program of the school, then the resultant value to school morale is a factor of major proportion. The homeroom program has done much to promote a concept of belonging and mutual concern.

The junior high school must share with the family and other community organizations and agencies the responsibility for meeting social and emotional needs. As the characteristics and functions of these agencies change, particularly in the case of the family, the school must continually reappraise its responsibility for fulfilling this function.

Question:

23. Does (did) the homeroom program in your school provide opportunity for meeting needs of students which (are, were) not met elsewhere in the curriculum? yes no

23a. (If Yes) What kind of needs? _____

Young people in the junior high age group should be given the opportunity to explore and participate in many different kinds of experiences. The Joint Study Committee on the Junior High School Program²⁷ considers exploratory experiences to have six fundamental purposes:

²⁶Chester Redman, "Group Guidance in the Homeroom Program," Kentucky School Journal, Vol. 42, No. 3, (November, 1963), p. 28.

²⁷The Junior High School Program, op. cit., p. 31.

- (1) They contribute to and are an integral part of the general education program.
- (2) They help students develop present and future social and recreational skills and interests.
- (3) They provide new experiences which broaden the horizons of boys and girls.
- (4) Exploratory experiences help students develop new and useful skills.
- (5) They assist students in making present and future vocational plans and choices.
- (6) They provide valuable assistance to students in making choices of future educational experiences.

Ruth Fedder²⁸ has said, "Group experiences provide the laboratory in which boys and girls grow and develop as social beings."

Question:

24. Does (did) the homeroom program provide the exploratory experiences? yes no

24a. (If Yes) What is an example of such an experience? _____

The bridging of the gap between the elementary school and the secondary school has been a major task of the junior high school. Unless this is done, the establishment of a junior high school creates two breaks in a child's experiences in place of one. The Joint Study Committee for the Junior High School²⁹ suggests that the bridging of this gap involves planned articulation with the elementary school below and the senior high school above and calls for a close working relationship with these units. While the main impact of the function of articulation with its orientation problems will fall on the guidance program, a number of schools use the homeroom to implement the program.

²⁸Ruth Fedder, Homeroom Guidance and Club Activities (New York: McGraw-Hill Book Company, Inc., 1949), p. 353.

²⁹The Junior High School Program, op. cit., p. 33.

Question:

25. Does (did) the homeroom help in making a smoother transition from elementary school to the junior high and from junior high to senior high? ____yes ____no

25a. (If Yes) How is this accomplished? _____

McFarland and Umstattd³⁰ made a study of the homeroom situation in two hundred fifteen secondary schools in Texas. From their study one can draw some conclusions which are probably as pertinent in other parts of the country. When principals were asked what was the most valuable thing accomplished in the homeroom, their most common answer was guidance and their second most common response was handling of administrative routine. Wiles³¹ considers the informal, casual pupil-teacher conferences to be one of the major values of the homeroom.

Question:

26. What do you consider to be the most valuable thing accomplished by the homeroom? _____

Not all teachers are enthusiastic about the homeroom responsibilities. Some of them feel that their homeroom period is just a waste of time, that nothing constructive is ever accomplished. Too often the homeroom is allowed to degenerate into a study hall or a reading period because the teacher cannot seem to develop a functional organization. Probably one of the most common reasons for homeroom failure is the use of the homeroom for a study period. Wiles³² has

³⁰McFarland and Umstattd, op. cit., p. 47.

³¹Wiles, op. cit., p. 168.

³²Wiles, op. cit., p. 168.

said if the homeroom is used for a last-minute skimming of lessons prior to the student's going to class, the homeroom is a wasted portion of the school day as far as guidance is concerned, and the time could have been better spent in a class activity.

Questions:

27. Is (was) the homeroom mainly another study hall? ____

In a study of homeroom practices in nine Tennessee secondary schools, it was reported that very few homeroom sponsors were specifically trained either through pre-service or in-service training.³³ Similar results were found in twelve North Central secondary schools selected on the basis of having guidance as one of the purposes of the homeroom. The results of this study indicated that sponsors were not adequately trained and that satisfactory in-service training programs were not in effect. This study also pointed out that the homeroom sponsors did their best work with individuals rather than with groups.³⁴ The results of a study by McCorkle and O'Dea,³⁵ in which they sent questionnaires to homeroom teachers in two hundred sixty-eight schools in forty-three states, indicated that 74 percent of the homeroom teachers felt special training was necessary, 17 percent saw no need for special training. Of the 17 percent a majority had homerooms

³³E. T. Watrous, "A Study of Homeroom Practices in Nine Secondary Schools in Tennessee," (unpublished doctoral dissertation, University of Tennessee, 1956), p. 217.

³⁴G. T. Gilluly, "The Characteristics and Evaluation of Practices in Homerooms Having a Guidance Function in Selected Indiana High Schools," (unpublished doctoral dissertation, Indiana University, 1954), p. 293.

³⁵D. B. McCorkle and J. D. O'Dea, "Some Problems of Homeroom Teachers," Personnel and Guidance Journal, Vol. 32, (December, 1953), p. 207.

devoted almost exclusively to administrative routine. It seems evident that the homeroom has not accomplished its purpose, perhaps not because of the homeroom itself, but perhaps due to inadequately trained sponsors.

Questions:

28. Do you think you received adequate training in homeroom activities as a part of your teacher training program? ____yes ____no

28a. (If No) What additional training would you suggest? _____

29. Has workshop training or in-service training on the homeroom been available to you? ____yes ____no

29a. (If Yes) How recently? _____

The health program of a secondary school should help a student know himself better and to secure treatment when necessary. The checks on annual physical and dental examinations are usually handled through the homeroom. Fleming's³⁶ study of teacher acceptance of pupils indicated that increased teacher acceptance decreased the incidence of certain types of pupil illness. Health is affected by the emotional and social, as well as the physical climate.

Question:

30. Are (were) homeroom programs concerned with improvement of the personal health of the students? ____yes ____no

30a. (If Yes) Would you describe such a program? _____

Many homeroom programs have evolved into a roll call, study hall, listen-to-the-announcements, or kill-a-little-time situation.

³⁶Robert Fleming, "Psychosomatic Illness and Emotional Needs," Educational Leadership, Vol. IX, (November, 1951), p. 121.

From the recent literature it appears that part of the reason for this is that many administrators do not care enough about the homeroom program to devote the necessary time for study and planning. Poor homeroom programs are more destructive than no program.

In a study by McFarland³⁷ the most frequently named defects were:

- (1) Lack of time.
- (2) Lack of trained personnel.
- (3) Inadequate program planning.
- (4) Indifference of teachers.

None of these difficulties is inherent in the institutions. They arise because of poor planning, inefficient administration and lack of preparation of teachers.

Wiles³⁸ suggests that a major weakness of the homeroom program has been that many teachers did not know what to do with the homeroom period.

Question:

31. What do you consider to be (was) the worst defect or disadvantage of the homeroom? _____

³⁷John W. McFarland, "Developing Effective Home Rooms," School Review, Vol. 61, (October, 1953), p. 400.

³⁸Wiles, op. cit., p. 166.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was concerned with the extent to which the homeroom program has contributed to the goals and objectives of the junior high school. In an attempt to determine this, all (14) of the junior high school principals, fourteen junior high counselors and forty-two junior high teachers in the Wichita Public Schools were interviewed. Appointments for one-half hour were set up in advance for the interviews. The interviews were conducted in the principal's office, the counselor's office or in the teacher's room during an open hour. The teaching fields of the forty-two randomly selected teachers are indicated in Table I.

Some of the interviewees in each of the three groups were in a better position to judge certain phases of the homeroom program than were those in the other two groups. There were points of common interest and agreement in all three groups; and although their opinions may vary, they have been considered together in order to secure an accurate picture of the homeroom programs.

In the following pages, each question used in interviewing the principals, counselors and teachers is restated, including each sub-item. In an attempt to analyze and evaluate the responses, the answers from each group are discussed and a percentage comparison of

TABLE I
TEACHING FIELDS
OF THE
TEACHERS INTERVIEWED

Teaching Field	Number of men	Number of women	Total
Art	1	2	3
Business	0	1	1
English	2	9	11
Home Economics	0	2	2
Industrial Arts	2	0	2
Math	1	4	5
Modern Language	0	1	1
Music	1	1	2
Physical Education	1	1	2
Science	4	1	5
Social Science	3	5	8
TOTAL	15	27	42

the opinions of principals, counselors and teachers has been prepared when appropriate.

Question:

1. Does your school have a homeroom program? ____yes ____no
 - 1a. (If Yes) How long has the school had this system? ____
 - 1b. " Who originated the idea of establishing the homeroom in your school? ____
 - 1c. (If No) When was the program discontinued? ____
 - 1d. " Why was the homeroom discontinued? ____
 - 1e. " Was anyone opposed to discontinuing the homeroom? ____yes ____no
 - 1f. (If Yes) Was one subject area group of teachers opposed? ____yes ____no
 - 1g. " What area? ____
 - 1h. " What were their reasons for opposition? ____

Analysis of responses. The three groups were in complete agreement in their answers to questions 1, 1a, 1b, and 1c. Table II shows that seven of the fourteen schools have discontinued the program and the other schools have modified their homeroom programs in the past three years. All principals, counselors and teachers answered question 1b with the same general statement that, "The school had a homeroom program when they came." In response to question 1d there seemed to be some slight difference of opinion as to why the homerooms were discontinued. The most common reason given by the principals was: it was the trend in the Wichita schools to eliminate the homeroom to eliminate discipline problems. The next most common response was: to provide more time for classes. The number one reason given by counselors was to eliminate discipline problems; their second response was that teachers did not like the homeroom idea. The most common answer given by teachers was that the homeroom was just a study period. The second most common response

TABLE II
 PRESENCE OF HOMEROOM PROGRAM OR
 DATE OF ELIMINATION IN THE WICHITA
 JUNIOR HIGH SCHOOLS

School	Presence of program	Date eliminated
Allison	No	September 1963
Brooks	No	September 1963
Curtis	Yes	
Hadley	No	September 1963
Hamilton	Yes ^a	
Horace Mann	No	September 1963
Jardine	No	November 1963
Marshall	Yes	
Mathewson	Yes	
Mayberry	Yes	
Mead	Yes ^b	
Robinson	Yes ^c	
Roosevelt	No	September 1962
Truesdell	No	September 1963

^aThe homeroom meets two days per week this year.

^bThe homeroom has met one day per week for the past two years.

^cThe homeroom is a supervised study period for those students not attending clubs.

was to eliminate discipline problems, and the third response was that the homeroom is a waste of student and teacher time.

When asked question 1e, six of the seven principals which do not have a homeroom program stated that there was opposition to the idea of eliminating the homeroom. One principal interviewed reported that all of his teachers expressed some feelings of opposition when the program was abolished. In response to questions 1e and 1f, one principal indicated that one music teacher and one physical education teacher were opposed to discontinuing the homeroom. The counselors did not express this opposition. The teachers stated that the music teachers were opposed to discontinuing the homeroom and seven stated that the physical education departments were not in favor of the new program. Eleven teachers also mentioned the fact that club sponsors were not in favor of eliminating the homeroom.

In reply to question 1h, the one principal suggested that the elimination of homerooms did not give the music groups time to practice and forced physical education teachers to find another time for leaders club to meet. Four teachers gave the same answer concerning a time for leaders club and eight teachers expressed a concern for finding a time for small music groups to practice. Seven teachers also were concerned with finding a time for assembly practices. Three teachers expressed a fear that the club program would die as it had in other schools which have eliminated the homeroom.

The interviewees from the three groups expressed the idea that there was some opposition to eliminating or de-emphasizing the

homeroom. However, in only one school was there a real indication that the entire faculty was really in favor of a homeroom program.

Questions:

2. When (did, do) the homeroom groups meet? _____

2a. How long (are, were) the meetings? _____

2b. What (is, was) the nature of the programs carried out in these meetings? _____

Analysis of responses. The three groups agreed in their responses to questions 2 and 2a. In twelve of the fourteen schools the homeroom met the fifth period of the day. (The first period following lunch.) In the other two schools the homeroom program was held during the last period of the day. The length of meetings ranged from 25 minutes to 34 minutes. One school had a 25-minute homeroom period, seven schools had 30-minute periods, five schools had 32-minute periods and one school had a 34-minute period. The range in the length of the homeroom is not great enough to be considered a contributing factor in the success or failure of the program.

The three most common answers to question 2b from principals were: go to clubs, guidance, and time for practices. The counselors mentioned study first, guidance second and go to various clubs last. Ten teachers mentioned study and ten teachers mentioned clubs as the program carried out in the homeroom. Nine teachers stated that there was not a planned program during these periods and nine stated that this was a time for doing school business. (Office forms, questionnaires and student information records.) Eight teachers said that group discussions were planned during this time and four reported that this was the time used for orientation of new seventh grade

students. The interviewee's responses seem to reveal the lack of definite planned programs.

Question:

3. Does (did) every teacher have a homeroom? ____yes ____no

3a. (If No) Are beginning teachers assigned homerooms? ____

3b. " What factors determine who has a homeroom? ____

Analysis of responses. There was agreement on questions 3 and 3a. In only two of the fourteen schools did every teacher have a homeroom. In all schools the fact that a teacher is a beginning teacher is not a factor in making homeroom assignments. In reply to question 3b, twelve principals indicated that teaching assignment determined who had a homeroom. The other two principals said that homeroom assignments were an administrative decision. All of the counselors thought that teaching assignments determined who had a homeroom. Thirty-seven teachers stated that teaching assignments determined who had a homeroom; four said that extra duties (hall duty, lunchroom duty, coach and ticket sales) were factors which are considered in assignments of homerooms; one teacher said that club sponsorship is also considered in determining who had a homeroom.

All teachers did not have a homeroom, but they appeared to have a general understanding why. Therefore, there did not appear to be jealousy or ill feelings present because some teachers did not have a homeroom assignment.

Question:

4. How many semesters (does, did) the homeroom teacher remain with the same group of students? _____

Analysis of responses. The homeroom teacher had the same group for three years in thirteen of the schools, and in the other school the teacher had a new group each year.

Question:

5. Is (was) the homeroom program an effective device for orienting new seventh grade students to the routine of the junior high school? ____yes ____no

5a. (If Yes) In what way (is, was) the homeroom used for orientation? _____

5b. " Who plans the program of orientation? _____

Analysis of responses. The information obtained in response to question 5 and presented in Table III shows that 78.6 percent of the principals and 66.7 percent of the teachers consider the homeroom to be effective for orientation. However, only 42.9 percent of the counselors indicated that this was an effective orientation device.

TABLE III

PERCENTAGE OF PRINCIPALS, COUNSELORS AND TEACHERS
INDICATING THE USE OF THE HOMEROOM
FOR ORIENTATION OF 7TH GRADE STUDENTS

	Yes	Percentage	No	Percentage
Principals	11	78.6	3	21.4
Counselors	6	42.9	8	58.1
Teachers	28	66.7	14	33.3

There did not seem to be a great deal of consistency in the responses to question.5a. The principals indicated that the homeroom was used for orientation by providing a place to discuss cafeteria

procedure, proper school conduct and to answer questions in small groups. The homeroom provided a place for visitation by 6th graders. The counselors stated that the homeroom was an ideal place for discussion of the student handbook and for general school orientation, since this was a relatively small group. The use mentioned most by teachers was the discussion of school policy. A place to discuss the student handbook was mentioned second and third was the use of the homeroom as a place to explain book rental procedures and collect money.

Four principals indicated that orientation programs were planned by the counselor and principal, and four indicated that the counselor planned the program. Three counselors stated that the counselor and principal planned the program. One counselor said that the program was planned by the counselor. Eight teachers indicated that the orientation program was planned by the principal, seven said that the program was planned by the counselor and six said the program was cooperatively planned by teacher, administrator and counselor. All three groups gave various other plans and combinations of people responsible for the planning of the program. The plans included students, parents, central administration staff as well as various school units like the Student Council, ninth grade honors groups and class officers.

The percentage differential is not extremely large, but the data indicates that principals and teachers consider the homeroom a more effective orientation device than do the counselors.

Question:

6. What (is, was) the main function of the homeroom program in your school? _____

Analysis of responses. The two functions of the homeroom program on which the three groups seem to agree were guidance and provision for clubs and activities. From Table IV, it is rather interesting to note that study period was given as a function of the homeroom by 17 (35.4 percent) teachers, but this was not mentioned by principals or counselors; also, three principals and four teachers stated that the homeroom did not have a worthwhile function, but this was not mentioned by the counselors. The data indicate that there is not one function for the homeroom upon which the members of the three groups agree. Perhaps an inference could be drawn that the principals, counselors and teachers did not know why they had homerooms.

Question:

7. Are (were) suggested materials for planning homeroom programs given to teachers? ____yes ____no

- 7a. (If Yes) What type of materials? _____
 7b. " Who prepares these materials? _____
 7c. " Are the teachers required to use them? ____

Analysis of responses. The data clearly indicate that teachers are not given a great amount of help in planning programs. Thirty of the forty-two (71.4 percent) teachers indicated that they were not given materials. Six counselors (42.9 percent) said that material was not given to the teachers, and four said that material was given to the teachers. As the table indicates there was a variety of suggested material. However, the two kinds most frequently mentioned were homeroom handbooks and guidance booklets. The other types of material were

TABLE IV

RESPONSES OF PRINCIPALS, COUNSELORS AND TEACHERS
AS TO THE MAIN FUNCTION OF THE HOMEROOM PROGRAM IN THEIR SCHOOLS

Function	Principal		Counselor		Teacher	
	Number of responses (N=15) ^a	Percentage of total principal responses	Number of responses (N=16) ^b	Percentage of total counselor responses	Number of responses (N=48) ^c	Percentage of total teacher responses
Study period	0	0	0	0	17	35.4
Guidance	5	33.3	5	31.3	6	12.5
Clubs and activities	2	13.3	5	31.3	11	22.9
Orientation	0	0	0	0	3	6.2
Place of belonging-- "Home base"	1	6.7	3	18.8	2	4.2
Announcement and directives	1	6.7	1	6.3	2	4.2
Administrative function	2	13.3	1	6.2	3	6.2
No worthwhile function	3	20.0	0	0	4	8.4
Break in the day-- "Time to relax"	1	6.7	1	6.2	0	0

^aOne of the fourteen principals named two functions.

^bTwo of the fourteen counselors named two functions.

^cSix of the forty-two teachers named two functions.

things which an individual school used to meet their own special programs. In answer to question 7b the three groups were in agreement in their responses as to who prepared the material. The number one source was counselors and administrators, second was workshops, third, publishing companies, fourth was central guidance office and fifth was film companies.

Table V, page 66, shows the kinds of suggested materials which were given to homeroom teachers to help them to plan homeroom programs.

In response to question 7c, all members of the three groups indicated that teachers were not required to use the suggested materials. Even though there was not a great amount of materials made available to help teachers plan programs, there did not appear to be evidence that teachers were availing themselves to materials which were provided. There was no indication that teachers were asking for more material or for additional help.

Question:

8. Do (did) the homeroom teachers recognize student problems which are missed by classroom teachers? ____yes ____no

8a. (If Yes) What kind of problems? _____

8b. " Could you give an example of one such case? ____

8c. " Does the homeroom teacher correct the problem or refer to someone else? _____

Analysis of responses. Eight of the principals (57.1 percent) indicated that homeroom teachers recognized student problems which were missed by classroom teachers. Three (21.4 percent) of the counselors felt that homeroom teachers would recognize student problems that a regular teacher would miss. Thirteen (30.9 percent) of the teachers stated that problems were recognized in homerooms that would not have

TABLE V

KINDS OF SUGGESTED MATERIALS FOR
PLANNING HOMEROOM PROGRAMS WHICH WERE GIVEN TO TEACHERS

Kind of material	Principal		Counselor		Teacher	
	Number of responses (N=14)	Percentage of total principal responses	Number of responses (N=14)	Percentage of total counselor responses	Number of responses (N=42)	Percentage of total teacher responses
Homeroom handbook	0	0	3	21.5	7	16.6
Guidance booklet	1	7.2	0	0	2	4.8
Workshop book on homeroom	0	0	0	0	2	4.8
Information sheet for programs	0	0	0	0	1	2.4
Filmstrips	0	0	1	7.1	0	0
List of what to talk about on grade levels	0	0	1	7.1	0	0
Dating material	0	0	1	7.1	0	0
Program outlines	1	7.1	2	14.3	0	0
Guidance series pamphlet	1	7.1	0	0	0	0
Books in library	1	7.1	0	0	0	0
No suggested materials	10	71.45	6	42.9	30	71.4

been recognized in a regular class situation. The kinds of problems which were mentioned by the three groups are shown in Table VI. Of the principals who indicated that the homeroom teacher would recognize problems, 62.5 percent stated that these would be personal problems. Two of the three counselors (66.7 percent) also stated that the problems which the homeroom teacher would detect are personal problems. The teachers did not rank personal problems as high as the other two groups. Only 46.2 percent of the teachers named personal problems. The problem with the next highest response from teachers was home problems with 30.8 percent of the teachers mentioning this. The counselors did not mention home problems and only one principal (12.5 percent) mentioned this. The one counselor who mentioned behavior as a problem which the homeroom teacher would recognize was the only person in the three groups who mentioned this. One principal and one teacher indicated that the homeroom teacher would recognize study problems, and one principal and two teachers suggested social adjustment as another personal problem likely to be overlooked by a classroom teacher.

The examples which the groups gave to illustrate the kinds of problems included such things as: the boy who came to school each day without breakfast or the student who had a serious health problem which the parents could not afford to treat but they would not ask for assistance. One example concerned a student from a broken home, and the divorce proceedings had caused a serious emotional problem for the student. Another child did not have adequate clothing, and the clothes he had were so dirty that the other students resented being around him.

TABLE VI

KINDS OF STUDENT PROBLEMS WHICH ARE RECOGNIZED
BY HOMEROOM TEACHER WHICH ARE NOT RECOGNIZED
BY THE REGULAR CLASSROOM TEACHER

Kind of problems	Principal		Counselor		Teacher	
	Number of responses (N=8) ^a	Percentage of total principal responses	Number of responses (N=3) ^b	Percentage of total counselor responses	Number of responses (N=13) ^c	Percentage of total teacher responses
Personal problems	5	62.5	2	66.7	6	46.2
Home problems	1	12.5	0	0	4	30.8
Behavior	0	0	1	33.3	0	0
Study Problems	1	12.5	0	0	1	7.7
Social Adjustment	1	12.5	0	0	2	15.3

^aThe number of principals who indicated homeroom teachers recognized problems not recognized by the regular classroom teachers.

^bThe number of counselors who indicated homeroom teachers recognized problems not recognized by the regular classroom teachers.

^cThe number of teachers who indicated homeroom teachers recognized problems not recognized by the regular classroom teachers.

In the homerooms which were used for study periods, the teachers had an opportunity to observe study difficulties.

In answer to question 8c those in the three groups who indicated that the homeroom teacher recognized student problems expressed the same opinions as to how the problems were corrected. Some of the problems were corrected by the teacher, some were referred to the counselor and others were referred to specialists or special agencies who could help the student. The responses indicate that a larger percentage of the principals think that homeroom teachers recognize problems that a classroom teacher would miss than the percentage of counselors and teachers. From the data a clear cut answer can not be given in regard to recognition of student problems. The interviewees frequently responded with the answer that, "a good teacher recognizes student problems in class, in the homeroom, in the cafeteria and in many school situations."

Question:

9. Does (did) the homeroom program in your school provide opportunity for group guidance and counseling?

____yes ____no

9a. (If Yes) What is the nature of a typical program which was used for group guidance? _____

9b. " Who is responsible for planning programs for group guidance? _____

9c. (If No) Where is group guidance handled in your school? _____

Analysis of responses. Nine (64.3 percent) of the principals indicated that the homeroom program provided for group guidance and counseling. Eight (56.1 percent) of the counselors and seventeen (40.5 percent) of the teachers gave the same answer. Five (35.7 percent) of the principals, six (42.9 percent) of the counselors and

twenty-five (59.5 percent) of the teachers said that the homeroom did not provide opportunities for group guidance.

Table VII shows there is not one area of group guidance mentioned by the three groups on which they all agree. Principals (33.3 percent) and teachers (11.8 percent) mentioned group guidance programs concerned with helping seventh graders to adjust. Counselors (50 percent) and principals (22.2 percent) suggested that educational and vocational planning were areas of group guidance considered in the homeroom programs. Two principals (22.2 percent) and one teacher (5.9 percent) mentioned panel discussions on dating as another area of group guidance. Other areas of group guidance such as: filmstrips on how to study, test interpretation, discussions on sportsmanship, school courtesy, interpretation of grade cards, assembly conduct and care of personal property were mentioned by one of the three groups. The data clearly indicate that there is not one area in which all homerooms are providing group guidance and counseling.

Eight of the nine (88.9 percent) principals who stated that guidance and counseling was provided in the homeroom said that the teacher and counselor were responsible for planning the program. The one principal indicated that this was the responsibility of the counselor. Three of the counselors (37.5 percent) reported that the teachers and counselors planned the program. Four counselors (50.0 percent) indicated that the counselors planned the guidance program in the homeroom. One counselor (12.5 percent) said that all planning was left to the teacher. The responses of teachers present a somewhat different picture. Ten (58.8 percent) of the teachers indicated that teachers and

TABLE VII

THE KIND OF GROUP GUIDANCE AND COUNSELING PROVIDED
IN THE HOMEROOM PROGRAMS AS DESCRIBED BY PRINCIPALS, COUNSELORS AND TEACHERS

Program	Principal		Counselor		Teacher	
	Number of responses (N=9) ^a	Percentage of total principal responses	Number of responses (N=8) ^b	Percentage of total counselor responses	Number of responses (N=17) ^c	Percentage of total teacher responses
Help seventh graders to adjust	3	33.3	0	0	2	11.8
Filmstrip on how to study	0	0	0	0	6	35.3
Educational and vocational	2	22.2	4	50.0	0	0
Test interpretation	2	22.2	0	0	0	0
Panel to discuss dating	2	22.3	0	0	1	5.9
Panel on sportsmanship	0	0	0	0	4	23.6
School courtesy dis- cussion	0	0	1	12.5	0	0
Grade card interpretation	0	0	2	25.0	0	0

TABLE VII--Continued

Program	Principal		Counselor		Teacher	
	Number of responses (N=9) ^a	Percentage of total principal responses	Number of responses (N=8) ^b	Percentage of total counselor responses	Number of responses (N=17) ^c	Percentage of total teacher responses
Assembly conduct	0	0	0	0	2	11.8
Appropriate dress	0	0	1	12.5	1	5.8
Care of personal property	0	0	0	0	1	5.8

^aThe number of principals who described a homeroom guidance and counseling program.

^bThe number of counselors who described a homeroom guidance and counseling program.

^cThe number of teachers who described a homeroom guidance and counseling program.

students planned the group guidance and counseling program for their homeroom. Four (23.3 percent) reported that the programs were planned by the counselor. Two (11.9 percent) indicated that teachers, students, parents and counselors were involved in the planning. One (5.9 percent) teacher stated that the programs were planned by the teachers.

In the schools in which the interviews indicated that group guidance and counseling was not handled in the homeroom, there was, with one exception, general agreement in the three groups as to where group guidance was handled. They all mentioned the counselor (in group meetings) first and in the regular classroom second. One principal indicated that group guidance was not done in his school since it was not done in the homeroom, but the counselors and teachers interviewed in that building did not give the same report. The percentage differential shown in Table VII would indicate that there is not a planned program of group guidance. There was some slight agreement in the responses of two groups but the three groups did not agree in any situation.

Question:

10. Do you believe that the homeroom (develops, developed) improved school spirit? ____yes ____no

- 10a. (If Yes) Would you give an example of how school spirit is developed in the homeroom? ____

Analysis of responses. Eight (57.1 percent) principals indicated that the homeroom contributed to the development of school spirit. Six (42.9 percent) did not consider that the homeroom was a factor in the development of school spirit. Six counselors (42.9 percent) and eighteen (42.9 percent) teachers agreed that the homeroom

did contribute to the development of school spirit. The remaining eight counselors (57.1 percent) and twenty-four teachers (57.1 percent) indicated that the homeroom did not improve school spirit.

Of the interviewees who indicated that the homeroom did improve school spirit there was agreement that intramurals are a method of developing school spirit. As Table VIII shows, this was indicated by seven (87.5 percent) of the principals, four (66.7 percent) of the counselors and twelve (66.7 percent) of the teachers. Clubs were mentioned by one principal (12.5 percent), one counselor (16.6 percent) and by two (11.1 percent) teachers as a means of developing school spirit. Other ways on which there was not agreement but mentioned by at least one member of one of the groups were: loyalty to homeroom members on school teams, competitive P.T.A. drives, team work on projects and school assemblies, and loyalty to homeroom moves to the larger unit, the school, were considered to be ways in which school spirit could be developed. The data clearly reveal that intramurals is the only area in which the interviewees agree that school spirit is improved.

Question:

11. What extracurricular activities (are, were) promoted in the homeroom? _____
- 11a. Are (were) Student Council representatives elected from the homeroom? ____yes ____no
- 11b. (If No) How (are, were) Student Council representatives elected? _____
- 11c. " How (do, did) representatives report back to the student body? _____

As shown in Table IX, the members of the three groups mentioned Student Council and clubs as activities promoted in the homeroom. Ten

TABLE VIII

WAYS IN WHICH PRINCIPALS, COUNSELORS, AND TEACHERS
INDICATED THAT THE HOMEROOM IMPROVED SCHOOL SPIRIT

Method	Principal		Counselor		Teacher	
	Number of responses (N=8) ^a	Percentage of total principal responses	Number of responses (N=6) ^b	Percentage of total counselor responses	Number of responses (N=18) ^c	Percentage of total teacher responses
Intramurals	7	87.5	4	66.7	12	66.7
Clubs	1	12.5	1	16.6	2	11.1
Loyalty to homeroom member on school teams	0	0	0	0	2	11.1
Competition--in P. T. A. drive	0	0	0	0	1	5.5
Team work on projects and assemblies	0	0	0	0	1	5.6
Loyalty to homeroom transfers to the larger unit, the school	0	0	1	16.7	0	0

^aThe number of principals who reported that the homeroom improved school spirit.

^bThe number of counselors who reported that the homeroom improved school spirit.

^cThe number of teachers who reported that the homeroom improved school spirit.

(71.4 percent) principals, fourteen (100 percent) counselors and twenty-nine (69.1 percent) of the teachers mentioned this. Of the four remaining principals one (7.2 percent) said that music activities were promoted in the homeroom and one (7.2 percent) indicated that the proctor system operated through the homeroom and two (14.3 percent) mentioned community projects as activities promoted in the homeroom. Ten (23.7 percent) of the teachers reported that intramurals were promoted through the homeroom. Three (7.2 percent) of the teachers stated that no extracurricular activities were promoted in the homeroom.

In response to question 11a, eleven (78.6 percent) principals said that Student Council representatives were elected from the homerooms and three (21.4 percent) indicated that the representatives were not elected from the homerooms. Twelve (85.9 percent) counselors stated that the Student Council representatives were elected by homerooms and two (14.1 percent) indicated that other means for selection were used. Thirty-eight (90.5 percent) teachers reported that the representatives were elected on a homeroom basis and four (9.5 percent) said that some other method was used.

The principals, counselors and teachers who said the Student Council representatives were not elected from the homeroom indicated that the representatives were elected by classes, such as math class, English class or first-hour class.

In response to question 11c, the three groups stated that the above mentioned representatives reported the activities of the Student Council to the class from which they were elected.

TABLE IX

EXTRA-CURRICULAR ACTIVITIES PROMOTED IN THE HOMEROOM
WHICH WERE MENTIONED BY PRINCIPALS, COUNSELORS AND TEACHERS

Activity	Principal		Counselor		Teacher	
	Number of responses (N=14)	Percentage of total principal responses	Number of responses (N=14)	Percentage of total counselor responses	Number of responses (N=42)	Percentage of total teacher responses
Student Council and clubs	10	71.4	14	100	29	69.0
Music activities	1	7.2	0	0	0	0
Proctor system	1	7.1	0	0	0	0
Committee projects	2	14.3	0	0	0	0
Intramural	0	0	0	0	10	23.7
None	0	0	0	0	3	7.2

A high percentage of the interviewees indicated that clubs and Student Council were promoted in the homeroom. It is not reflected in this data, but the interviewees in the school which had discontinued the homeroom reported that the club programs have suffered severely.

Question:

12. Are (were) students given responsibilities and duties in the homeroom which will improve individual skills?
 ___yes ___no

12a. (If Yes) Would you give an example? _____

Analysis of responses. In reply to this question seven principals (50 percent) said yes and seven (50 percent) said no. Four (28.6 percent) of the counselors indicated that students were given responsibilities and duties which will improve individual skills. Ten (71.4 percent) of the counselors gave a negative answer to this question. The teachers considered the homeroom to be slightly more effective in improving individual skills than did the principals or counselors. Twenty-three (54.8 percent) teachers answered the question in the affirmative and nineteen (45.2 percent) responded with a negative answer.

The examples of responsibilities and duties given students which will improve individual skills that were mentioned by principals, counselors and teachers are shown in Table X. Intramural team captainships were mentioned by three (42.9 percent) of the seven principals and one (25 percent) of the four counselors. Two (28.5 percent) principals and five (21.7 percent) teachers indicated that the assignment or election to homeroom and Student Council committees developed individual skills. Two (28.5 percent) principals and six (26.1 percent)

TABLE X

RESPONSIBILITIES AND DUTIES GIVEN HOMEROOM STUDENTS
WHICH IMPROVE INDIVIDUAL SKILLS THAT WERE MENTIONED
BY PRINCIPALS, COUNSELORS AND TEACHERS

Responsibilities and duties	Principal		Counselor		Teacher	
	Number of responses (N=7) ^a	Percentage of total principal responses	Number of responses (N=4) ^b	Percentage of total counselor responses	Number of responses (N=23) ^c	Percentage of total teacher responses
Intramural team captains	3	42.9	1	25	0	0
Homeroom and Student Council committees	2	28.5	0	0	5	21.7
Homeroom and Student Council officers	2	28.6	0	0	6	26.1
Student Council repre- sentative	0	0	0	0	8	34.8
Proctor committee	0	0	0	0	1	4.4
Planning parties and social events	0	0	1	25	3	13.0
Planning homeroom programs	0	0	2	50	0	0

^aThe number of principals who indicated that responsibilities and duties in the homeroom improve individual skills.

^bThe number of counselors who indicated that responsibilities and duties in the homeroom improve individual skills.

^cThe number of teachers who indicated that responsibilities and duties in the homeroom improve individual skills.

teachers named homeroom and Student Council offices held by students as a means of developing individual skills. Eight (34.8 percent) teachers indicated that the homeroom Student Council representative had opportunities to develop individual skills. One (4.4 percent) teacher said that serving on the proctor committee developed individual skills. One (25 percent) counselor and three (13 percent) teachers indicated that the responsibility of planning homeroom parties and social activities provided an opportunity for the development of individual skills. Two (50 percent) counselors mentioned the responsibility of planning the homeroom programs as a way to increase individual skills. From the responses of the three groups one would conclude that the responsibilities and duties given students in the homeroom are about fifty percent effective as a means of improving individual skills.

Question:

13. Do (did) students elect their own homeroom officers?
 ___yes ___no

Analysis of responses. Eleven (78.6 percent) of the principals stated that the students elected their own homeroom officers and three (21.4 percent) indicated that the homerooms did not have officers. The counselors presented a slightly different picture; nine (64.3 percent) said that the homerooms elected officers and five (35.7 percent) indicated that the homerooms were not organized so they needed officers. The percentages of the teachers' responses agreed with the responses of the principals. Thirty-three (78.6 percent) teachers said yes and nine (21.4 percent) said that officers were not needed.

Question:

14. Who conducts the business and programs in the homeroom? _____

Analysis of responses. The responses from the principals indicated that in eleven schools (78.6 percent) the students conduct the business and programs in the homerooms and in the remaining three (21.4 percent) schools the teachers conduct the business. Nine (64.3 percent) counselors stated that the students were in charge of the programs and five (35.7 percent) indicated that the teachers conducted the business. Thirty-three (78.6 percent) teachers explained that the programs and business of the homeroom were carried out by the students. Seven (16.7 percent) said that the teacher was in charge of the homeroom, and two (4.7 percent) said that no business or programs were conducted in the homerooms.

Question:

15. Are (were) discipline problems greater in the homeroom than in a regular class? ____yes ____no

15a. (If Yes) How would you account for this? _____

Analysis of responses. As shown in Table XI, there does not appear to be any one reason which is of paramount importance to all members of the group in accounting for a greater number of discipline problems in the homeroom than in a regular class situation. Three (30 percent) principals, one (11.1 percent) counselor and three (14.3 percent) teachers indicated that using the homeroom for study period increased the number of discipline problems. Two (20 percent) principals, one (11.1 percent) counselor and one (4.8 percent) teacher indicated that students used the homeroom for an excuse to be in the hall and to go to the

TABLE XI

REASONS WHICH PRINCIPALS, COUNSELORS, AND TEACHERS GAVE FOR A GREATER
NUMBER OF DISCIPLINE PROBLEMS IN THE HOMEROOM THAN IN A REGULAR CLASSROOM

Reason	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=9) ^b	Percentage of total counselor responses	Number of responses (N=21) ^c	Percentage of total teacher responses
Using homeroom for study hall	3	30	1	11.1	3	14.3
Students use homeroom for excuse to be in the hall and go to library	2	20	1	11.1	1	4.8
Lack of organized program	2	20	1	11.1	1	4.8
Poor classroom teacher will be a poor home- room teacher	1	10	1	11.1	0	0
Students are not kept busy and interested	2	20	0	0	0	0
Student there to waste time	0	0	0	0	2	9.5

TABLE XI--Continued

Reason	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=9) ^b	Percentage of total counselor responses	Number of responses (N=21) ^c	Percentage of total teacher responses
Homeroom at end of day - students ready to go home	0	0	1	11.1	0	0
Students consider this a period to rest (break in the day)	0	0	1	11.1	1	4.7
Students have more freedom than in a regular class	0	0	2	22.2	2	9.5
No hold on students (such as grades)	0	0	1	11.1	4	19.0
Students know that teacher does not like homeroom	0	0	0	0	3	14.3

TABLE XI--Continued

Reason	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=9) ^b	Percentage of total counselor responses	Number of responses (N=21) ^c	Percentage of total teacher responses
Teacher is babysitting and students do not have work to do	0	0	0	0	3	14.3
Teacher not prepared for homeroom	0	0	0	0	1	4.8

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^aThe number of principals who reported more discipline problems in the homeroom than in regular classes.

^bThe number of counselors who reported more discipline problems in the homeroom than in regular classes.

^cThe number of teachers who reported more discipline problems in the homeroom than in regular classes.

library. The lack of an organized homeroom program was mentioned by two (20 percent) principals, one (11.1 percent) counselor and one (4.8 percent) teacher as being a factor which contributed to discipline problems. One (10 percent) principal and one (11.1 percent) counselor stated that a poor classroom teacher will be a poor homeroom teacher. Two (20 percent) principals said that students were not kept busy and interested in the homeroom. Two (9.5 percent) teachers indicated that students thought they were in homeroom to waste time. One (11.1 percent) counselor explained that when they had homeroom at the end of the day the students were ready to go home and there were more discipline problems during that 30-minute homeroom period. One (11.1 percent) counselor and one teacher (4.7 percent) expressed the feeling that students considered the homeroom period a time to rest (break in the day). Two (22.2 percent) counselors and two (9.5 percent) teachers blamed the increase in discipline problems on the fact that students have more freedom than in a regular class. One (11.1 percent) counselor and four (19 percent) teachers indicated that the teacher had no hold on the students in the homeroom (a classroom teacher gives the student grades). Three (14.3 percent) teachers expressed the belief that students knew that the teacher is just baby-sitting and the students do not have work to do. One (4.8 percent) of the principals, nine (64.3 percent) of the counselors and twenty-one (50 percent) of the teachers indicated that discipline problems were greater in the homeroom than in a regular classroom. The data presented in Table XI indicate many reasons for this but these reasons are faults of the school program rather than reflections on the homeroom idea.

Question:

16. What purpose or purposes (did, does) the homeroom serve in your school? _____

Analysis of responses. Table XII shows the various purposes that the homeroom serves, which were named by the principals, counselors and teachers. Five (27.8 percent) principals, one (5.5 percent) counselor and thirteen (20.6 percent) teachers said that the homeroom serves as a "home base" for the student. This gave the students a feeling of security and a place of belonging. Four (22.2 percent) principals, seven (38.9 percent) counselors and six (9.5 percent) teachers indicated that the homeroom served as an administrative device in their schools. Guidance and counseling was the purpose named by four (22.2 percent) of the principals, five (27.8 percent) of the counselors and ten (15.9 percent) of the teachers. One (5.6 percent) principal, two (11.1 percent) counselors and eight (12.7 percent) teachers considered the activity period and time for clubs to meet to be the main purpose of the homeroom. The fact that the homeroom teacher knows this one group of students well was named as the main purpose of the homeroom by one (5.6 percent) principal, one (5.6 percent) counselor and three (4.8 percent) of the teachers. One (5.5 percent) principal, two (11.1 percent) counselors and six (9.5 percent) teachers did not consider that the homeroom served an educational function in their schools. The homeroom was considered to be a place to check attendance and keep records by one (5.6 percent) principal and two (3.2 percent) teachers. One (5.6 percent) principal indicated that the homeroom served the purpose of providing a place to reach students without calling them out of a class. In this way he felt that communications were improved. One (1.6 percent) teacher said

TABLE XII

PURPOSES WHICH THE HOMEROOM PROGRAM SERVES IN THE
JUNIOR HIGH SCHOOL THAT WERE NAMED BY PRINCIPALS, COUNSELORS AND TEACHERS

Purpose	Principal		Counselor		Teacher	
	Number of responses (N=15) ^a	Percentage of total principal responses	Number of responses (N=18) ^b	Percentage of total counselor responses	Number of responses (N=63) ^c	Percentage of total teacher responses
Home base--student has a feeling of security and belonging	5	27.8	1	5.5	13	20.6
Administrative device	4	22.2	7	38.9	6	9.5
Social value	0	0	0	0	5	7.9
Guidance and counseling	4	22.2	5	27.8	10	15.9
Activity period--time for clubs to meet	1	5.5	2	11.1	8	12.7
Teacher knows one group of students well	1	5.6	1	5.6	3	4.8
No educational purpose	1	5.5	2	11.1	6	9.5
Place to check attendance and keep records	1	5.6	0	0	2	3.2
Place to reach students-- improves communication	1	5.6	0	0	0	0

TABLE XII--Continued

Purpose	Number of responses (N=15) ^a	Percentage of total principal responses	Number of responses (N=18) ^b	Percentage of total counselor responses	Number of responses (N=63) ^c	Percentage of total teacher responses
Place for training students to work together	0	0	0	0	1	1.6
Study period	0	0	0	0	6	9.5
Time to practice in music groups	0	0	0	0	3	4.8

^aThe number of purposes named by the fourteen principals.

^bThe number of purposes named by the fourteen counselors.

^cThe number of purposes named by the forty-two teachers.

that the main purpose of the homeroom was that it provided an opportunity for training students to work together. Five (7.9 percent) teachers indicated that social value of the homeroom was the main purpose. A study period was the purpose of the homeroom given by six (9.5 percent) of the teachers. The homeroom provides an opportunity for music groups to practice was mentioned by three (4.8 percent) teachers. The responses reveal a number of purposes which the homeroom serves, but there is not one purpose which can be considered of paramount importance from the data presented.

Question:

17. Is (was) the development of good study habits considered in the homeroom? ____yes ____no

Analysis of responses. Five (35.7 percent) of the fourteen principals indicated that the development of good study habits was considered in the homeroom. The remaining nine (64.3 percent) said that the development of study habits was not considered. The counselors agreed with the principals; five (35.7 percent) said yes and nine (64.3 percent) said no. The percentages of the teachers' responses were quite similar to the other two groups. Sixteen (38.1 percent) of the teachers indicated that study habits were considered and twenty-five (59.5 percent) said that study habits were not mentioned. One (2.4 percent) teacher said that occasional study habits were mentioned, but there was not a planned program to develop study habits. Since just slightly more than one third of the members of each group indicated that study habits were considered in the homeroom, one could not say that the homeroom is effective in developing good study habits.

Questions

18. Are (were) the homeroom programs an outgrowth of the problems and needs of the members of the group?

____yes ____no

18a. (If No) What (is, was) the basis for planning the programs? _____

Analysis of responses. Three (21.4 percent) principals, two (14.3 percent) counselors and eight (19.1 percent) teachers stated that the homeroom programs were an outgrowth of the problems and needs of the members of the group. Eleven (78.6 percent) of the principals, twelve (85.7 percent) of the counselors and thirty-four (80.9 percent) teachers indicated that homeroom programs were not planned concerning the problems and needs of the members of the group. The eleven principals who indicated that student problems and needs were not a factor in planning homeroom programs said that there was not a planned program; therefore, it was not an outgrowth of problems and needs of the group. The counselors who indicated that the programs were not an outgrowth of needs reported that if a program was planned, it usually was something that the administrator, teacher or counselor, wanted done in the homeroom. However, one counselor indicated that even though the programs are not necessarily planned for the specific groups, many of the "canned" type programs which some teachers use would apply to some members of almost any group. Sixteen of the teachers who indicated that the programs were not planned as an outgrowth of student needs, indicated there was not an organized program in the homeroom. Five teachers said that the programs were what the office wanted done in the homeroom. Eight teachers stated that the programs were grade level activities. This included programs which the administration and the counselors wanted done for a certain

grade, such as orientation for seventh graders, testing for some groups, enrollment for eighth and ninth graders, but the programs were designed with the main goal being to meet students' needs. The main purpose is convenience of operation of the school. Five teachers indicated that some teachers use homeroom programs which are in handbooks and in guidance series. These programs may be of interest to and meet the needs of some members of the group. With such a small percentage of positive responses to this question it is quite evident that the homeroom programs are not an outgrowth of the needs and problems of the group.

Question:

19. Are (were) the homeroom programs designed to seek ways of developing individual abilities, interests and potentials of each child? ____yes ____no

19a. (If Yes) In what type of program is this goal achieved? _____

Analysis of responses. Only two (14.2 percent) principals and seven (16.8 percent) teachers indicated that interests, abilities and potentials of the child were considered in planning the homeroom program. Twelve (85.8 percent) principals, fourteen (100 percent) of the counselors and thirty-five (83.1 percent) teachers indicated that this was not a factor in planning the programs. Table XIII shows that the two principals who indicated that the homeroom program helped to develop individual interests, abilities and potentials do not agree on the way in which this is done. One principal (50 percent) and two (28.5 percent) teachers said this was accomplished in discussion groups. One (14.3 percent) teacher indicated that filmstrips contributed to this purpose. The following ways of developing individual abilities, interests and potentials of students were each mentioned by one (14.3 percent) teacher:

TABLE XIII

WAYS IN WHICH INDIVIDUAL ABILITIES, INTERESTS, AND
POTENTIALS OF STUDENTS ARE DEVELOPED IN HOMEROOM PROGRAMS
AS REPORTED BY PRINCIPALS AND TEACHERS*

Ways indicated	Principal		Teacher	
	Number of responses (N=2) ^a	Percentage of total principal responses	Number of responses (N=7) ^b	Percentage of total teacher responses
Discussion groups	1	50	2	28.5
Filmstrips	0	0	1	14.3
Participation in panel discussion	0	0	1	14.3
Committee responsi- bilities	0	0	1	14.3
Working with groups	1	50	1	14.3
Hobbies and individual achievements recognized	0	0	1	14.3

*The counselors are omitted from this table since all fourteen reported that the homeroom programs did not develop the abilities, interests, and potentials of students.

^aThe number of principals who reported that the homeroom programs developed abilities, interests, and potentials of students.

^bThe number of teachers who reported that the homeroom programs developed abilities, interests, and potentials of students.

participation in panel discussions, committee responsibilities, working with groups and recognition of hobbies and individual achievements. One principal (50 percent) mentioned working with groups as one way to accomplish this objective. The data indicate that there is little evidence to show that the homeroom programs are designed to seek ways of improving individual abilities and interests of the homeroom members.

Question:

20. Does (did) the homeroom experience contribute to the development of communication skills? ☐ yes ☐ no

Analysis of responses. In response to this question only one (7.1 percent) principal and one (7.1 percent) counselor indicated that the homeroom experience contributed to the development of communication skills. The one principal stated that the talking before the group provided this experience in the homeroom. Five (11.9 percent) of the teachers interviewed indicated that the homeroom provided this experience. Thirteen principals (92.9 percent), thirteen counselors (92.9 percent) and thirty-seven (88.1 percent) teachers were of the opinion that the homeroom did not contribute to the development of communication skills. The interviewees in the three groups made it quite clear that the homeroom experiences were not planned to develop communication skills.

Question:

21. Are individual differences considered in the homeroom that would not have been considered in a regular class situation? ☐ yes ☐ no

- 21a. (If Yes) What is an example of this type of individual difference? _____

Analysis of responses. One (7.1 percent) principal and seven (16.8 percent) teachers said that individual differences that would not have been considered in a regular class situation, were considered in the homeroom. Thirteen (92.9 percent) principals, fourteen (100 percent) counselors and thirty-five (83.1 percent) teachers stated that this was not the case in their schools. The one principal indicated that his reason for answering this question "yes" was that the homeroom teacher had more time and a better opportunity to know the child as an individual and to know his personal problems. In answer to question 21a, the kinds of individual differences expressed by the seven teachers were: two (28.5 percent) teachers said personal problems, two (28.6 percent) teachers said study difficulties were considered, one (14.3 percent) teacher explained that in the homeroom the students are free to discuss anything they choose, and two (28.6 percent) said that the teacher knows more about the student, their activities, their home and their problems. The data indicate that individual differences are not considered in the homeroom that would not have been considered in a regular class.

Question:

22. Are(were) homeroom programs developed to stress ethical and moral values? ____yes ____no

22a. (If Yes) What is an example of such a program? ____

Analysis of responses. One (7.1 percent) principal and one (2.4 percent) teacher were the only interviewees to report that the homeroom programs stressed ethical and moral values. Thirteen (92.9 percent) principals, fourteen (100 percent) counselors and forty-one (97.65 percent) teachers said that the homeroom programs did not stress ethical and moral values. The one principal indicated that programs

dealing with honesty and character development which were conducted in the homeroom stressed the development of ethical and moral values. The one teacher felt that this was done through the citizenship training and the sportsmanship programs carried out in the homeroom as well as in the emphasis on fair play in intramurals and other school activities. The data reveal that programs for the purpose of developing ethical and moral values are practically non-existent.

Question:

23. Does (did) the homeroom program in your school provide opportunity for meeting needs of students which (are, were) not met elsewhere in the curriculum? ____yes ____no

23a. (If Yes) What kind of needs? _____

Analysis of responses. One (7.1 percent) principal, two (14.3 percent) counselors and three (7.1 percent) teachers reported that the homeroom program in their schools provided opportunities for meeting needs of students which were not met elsewhere in the curriculum. The principal indicated that in the homeroom the student became a part of a small unit and felt a sense of belonging to this group. The two counselors mentioned the intramural program and group participation in activities such as parties and clubs which are promoted by the homeroom. The teachers indicated that needs which were met in the homeroom were: the teacher knows the child and helps solve individual problems, there is more opportunity for socialization in the homeroom and the homeroom teacher can take advantage of spontaneous things which arise. One of the teachers also indicated that the feeling of belonging to the homeroom group was very important to seventh grade students. Thirteen (92.9 percent) principals, twelve (85.7 percent) counselors and thirty-nine (92.97 percent) teachers said that the homeroom did not

provide opportunity for meeting student needs which were not provided elsewhere in the curriculum. From the data it seems appropriate to conclude that student needs are not met in the homeroom that would not have been met elsewhere in the curriculum.

Question:

24. Does (did) the homeroom provide for exploratory experiences? ____yes ____no

24a. (If Yes) What is an example of such an experience? _____

Analysis of responses. Fourteen (100 percent) principals, fourteen (100 percent) counselors and forty (95.2 percent) teachers indicated that the homeroom programs did not provide for exploratory experiences. The two (4.8 percent) teachers who said that there was provision for exploratory experiences in the homeroom indicated that this was done in activities, citizenship programs and such things as being a homeroom intramural team captain. Even though one of the recognized functions of the junior high school is exploration, the responses to this question make it quite clear that the homeroom program does not provide for exploratory experiences.

Question:

25. Does (did) the homeroom help in making a smoother transition from elementary school to the junior high and from junior high to senior high? ____yes
____no

25a. (If Yes) How is this accomplished? _____

Analysis of responses. Eight (57.1 percent) principals, six (42.9 percent) counselors and twenty (47.6 percent) teachers stated that the homeroom helped in making a smoother transition from the elementary school to the junior high and from the junior high to senior high. Six

(42.9 percent) principals, eight (57.1 percent) counselors and twenty-two (52.4 percent) teachers gave a negative answer to the above question.

As shown by Table XIV, there does not seem to be a great deal of consistency in the responses of the three groups as to how the homeroom helps in making the transition from one school to another. Two (20 percent) principals and four (13.3 percent) teachers indicated that the homeroom served a purpose in providing orientation for seventh graders. Two (20 percent) principals and three (10 percent) teachers explained that high school enrollment information for ninth grade students was distributed through the homeroom. One (10 percent) principal, one (12.5 percent) counselor and one (3.3 percent) teacher indicated that the homerooms provided a unit for planning meetings with parents. One (10 percent) principal, two (25 percent) counselors and five (16.7 percent) teachers stated that literature concerning high school offerings was discussed in the homerooms. Two (20 percent) principals, one (12.5 percent) counselor and three (10 percent) teachers stressed the importance of a small group with which the counselor could visit to discuss planning for high school. Two (20 percent) principals, one (12.5 percent) counselor and seven (23.3 percent) teachers stated that the homeroom provided a place for the routine mechanics of orientation and enrollment. Three (37.5 percent) counselors and two (6.7 percent) teachers reported that the homeroom teacher describes course offerings and answers many questions for which the counselor does not have time. Three (10 percent) teachers stated that the homeroom teachers have time to give students more personal attention than they would have in a large class while trying to handle enrollment and orientation along with subject

TABLE XIV

WAYS IN WHICH THE HOMEROOM HELPS IN MAKING A SMOOTHER TRANSITION
FROM ELEMENTARY SCHOOL TO JUNIOR HIGH AND FROM JUNIOR HIGH TO SENIOR HIGH

Ways	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=8) ^b	Percentage of total counselor responses	Number of responses (N=30) ^c	Percentage of total teacher responses
Orientation for seventh graders	2	20	0	0	4	13.3
Enrollment information for ninth graders	2	20	0	0	3	10.0
A unit for planning meetings with parents	1	10	1	12.5	1	3.3
Literature concerning high school offer- ings discussed in homeroom	1	10	2	25.0	5	16.7
In a small group the counselors visit about high school is more effective	2	20	1	12.5	3	10.0
Provides a place for the mechanics of orientation and enrollment	2	20	1	12.5	7	23.3

TABLE XIV--Continued

Ways	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=8) ^b	Percentage of total counselor responses	Number of responses (N=30) ^c	Percentage of total teacher responses
Homeroom teacher describes course offerings and answers many ques- tions for which counselors do not have time	0	0	3	37.5	2	6.7
Homeroom teacher gives students more personal attention than could be given in large classes	0	0	0	0	3	10.0
Closeness to homeroom teacher gives student freedom to ask ques- tions and discuss his problems	0	0	0	0	2	6.7

^aThe number of principals who indicated that the homeroom helped in making a smoother transition from Elementary School to Junior High and from Junior High to Senior High.

^bThe number of counselors who indicated that the homeroom helped in making a smoother transition from Elementary School to Junior High and from Junior High to Senior High.

^cThe number of teachers who indicated that the homeroom helped in making a smoother transition from Elementary School to Junior High and from Junior High to Senior High.

matter. Two (6.7 percent) teachers expressed the opinion that the homeroom teacher was closer to the student and the student was free to ask questions and describe his problems which he would not discuss with a classroom teacher. The data presented in Table XIV show that roughly half of the interviewees consider the homeroom to be a factor in helping students make a smoother transition from the elementary school to the junior high school and from the junior high to the senior high.

Question:

26. What do you consider to be the most valuable thing accomplished by the homeroom? _____

Analysis of responses. Table XV shows that the accomplishments of the homeroom which were mentioned by the principals, counselors and teachers were quite varied. Two (14.3 percent) principals, three (21.4 percent) counselors and fifteen (35.3 percent) teachers indicated that students having a sense of belonging was the most valuable thing accomplished in the homeroom. Seven (16.8 percent) teachers said that the homeroom served a purpose of providing a break in the day. One (7.1 percent) principal considered the leadership training which a student received in the homeroom to be very valuable. One (7.1 percent) principal and four (9.6 percent) teachers considered the homeroom to be a "catch all period" for administrative paper work. This was a worthwhile accomplishment since this paper work was kept out of the regular classroom. The homeroom provides time for clubs and activities to meet was the answer given by two (14.3 percent) principals and three (7.1 percent) teachers. Two (14.3 percent) counselors and three (7.1 percent) teachers indicated that the opportunity for individual recognition and for participation in parties and social activities in a

TABLE XV
ACCOMPLISHMENTS OF THE HOMEROOM WHICH WERE
MENTIONED BY JUNIOR HIGH PRINCIPALS, COUNSELORS AND TEACHERS

Accomplishment	Principal		Counselor		Teacher	
	Number of responses (N=14)	Percentage of total principal responses	Number of responses (N=14)	Percentage of total counselor responses	Number of responses (N=42)	Percentage of total teacher responses
Students have a sense of belonging	2	14.3	3	21.4	15	35.3
Break in the day	0	0	0	0	7	16.8
Leadership training	1	7.1	0	0	0	0
"Catch-all period" for administrative paper work	1	7.1	0	0	4	9.6
Clubs and activities	2	14.3	0	0	3	7.1
Parties and individual recognition	0	0	2	14.3	3	7.1
Closer teacher-pupil relations--teacher understands child better	2	14.3	2	14.3	2	4.9
Discussion of school problems	0	0	0	0	1	2.4

TABLE XV--Continued

Accomplishment	Principal		Counselor		Teacher	
	Number of responses (N=14)	Percentage of total principal responses	Number of responses (N=14)	Percentage of total counselor responses	Number of responses (N=42)	Percentage of total teacher responses
Thirty minutes for study time	1	7.1	0	0	2	4.9
Group guidance	4	28.6	4	28.6	0	0
No accomplishments	1	7.2	3	21.4	5	11.9

small group were valuable accomplishments of the homeroom programs. Two (14.3 percent) principals, two (14.3 percent) counselors and two (4.9 percent) teachers explained that there was a closer teacher-pupil relationship between the homeroom sponsors with the students than between classroom teachers and students. For this reason the teacher understands the child better. One (2.4 percent) teacher considered the discussion of school problems in the homeroom to be a valuable accomplishment. One principal (7.1 percent) and two (4.9 percent) teachers stated that the homeroom accomplished the purpose of providing a thirty-minute study period for the students. Group guidance was mentioned by four (28.6 percent) principals and four (28.6 percent) teachers as being the most valuable accomplishment of the homeroom program. One (7.2 percent) principal, three (21.4 percent) counselors and five (11.9 percent) teachers did not name an accomplishment of the homeroom. The two accomplishments of the homeroom which were mentioned most by the members of the three groups were: group guidance and that the homeroom provides a sense of belonging for the student.

Question:

27. Is (was) the homeroom mainly another study hall?
 ___yes ___no

Analysis of responses. In reply to question 27, ten (71.4 percent) principals, twelve (85.7 percent) counselors and thirty-five (83.1 percent) teachers indicated that the homeroom was mainly another study hall. Only four (28.6 percent) principals, two (14.3 percent) counselors and seven (16.8 percent) teachers indicated that the homeroom was not a study period. From the responses to this question the conclusion could be drawn that the criticism of the homeroom, "that it

is just a study hall" is valid. Approximately eighty percent of the interviewees consider the homeroom as mainly a study period.

Question:

28. Do you think you received adequate training in homeroom activities as a part of your teacher training program?
 ___yes ___no

28a. (If No) What additional training would you suggest? _____

Analysis of responses. The three groups were in complete agreement in their responses to question 28. Four (28.6 percent) principals, four (28.6 percent) counselors and twelve (28.6 percent) of the teachers indicated that they had received adequate training in homeroom activities as part of their teacher training program. Ten (71.4 percent) principals, ten (71.4 percent) counselors and thirty (71.4 percent) teachers did not feel that they had received adequate training. As shown in Table XVI the one area in which all three groups recommended additional training was guidance. Three (30 percent) principals, four (40 percent) counselors and twelve (40 percent) teachers indicated that they would suggest more training in the guidance area. Two (20 percent) principals and three (10 percent) teachers reported a need for training in extracurricular activities. One (10 percent) principal and eight (26.6 percent) teachers expressed a need for more training in the use of source materials available at various grade levels. One (10 percent) principal and two (6.7 percent) teachers reported that their teacher training did not include instruction in how to plan homeroom programs. One (3.3 percent) teacher indicated a need for additional training in understanding the individual. In addition to the teacher training program,

two (20 percent) principals, one (10 percent) counselor and two (6.7 percent) teachers stated that the school system should provide in-service training for homeroom teachers. One (10 percent) principal, two (20 percent) counselors and two (6.7 percent) teachers indicated that their training did not provide the opportunity to see a homeroom program in action. Three (30 percent) of the counselors reported that more training in understanding group processes would have been helpful. The interviewees were in general agreement that they had not received adequate training in homeroom activities. As shown in Table XVI, the area of guidance is the main area in which members of all groups indicated a need for additional training.

Question:

29. Has workshop training or in-service training on the homeroom been available to you? ____yes ____no

29a. (If Yes) How recently? ____

Analysis of responses. Five (35.5 percent) principals, two (14.3 percent) counselors and two (4.8 percent) teachers stated that workshops had been available to them. Nine (64.3 percent) principals, twelve (85.7 percent) counselors and forty (95.1 percent) teachers reported workshops or in-service training had not been available to them. Four of the five principals who indicated that training had been available indicated that a workshop was held at Wichita State University in the summer of 1958. The fifth principal explained the kind of in-service program he uses in his building for new teachers. The two counselors who said that training had been available reported that a workshop was held in the local area in 1951 and a second one in 1958. Two teachers reported that a workshop had been available to them in 1951.

TABLE XVI

THE TYPE OF ADDITIONAL TRAINING WHICH PRINCIPALS,
COUNSELORS AND TEACHERS SUGGESTED FOR HOMEROOM SPONSORS

Type of training	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=10) ^b	Percentage of total counselor responses	Number of responses (N=30) ^c	Percentage of total teacher responses
More guidance courses	3	30	4	40	12	40.0
Training in extra curricular activities	2	20	0	0	3	10.0
Source material available for various grade levels	1	10	0	0	8	26.6
How to plan home- room program	1	10	0	0	2	6.7
Understanding the individual	0	0	0	0	1	3.3
In-service training	2	20	1	10	2	6.7

TABLE XVI--Continued

Type of training	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=10) ^b	Percentage of total counselor responses	Number of responses (N=30) ^c	Percentage of total teacher responses
Opportunities to see homeroom in action	1	10	2	20	2	6.7
Training in group processes	0	0	3	30	0	0

^aThe number of principals who reported that adequate training in homeroom activities was not a part of their teacher training programs.

^bThe number of counselors who reported that adequate training in homeroom activities was not a part of their teacher training programs.

^cThe number of teachers who reported that adequate training in homeroom activities was not a part of their teacher training programs.

Question:

30. Are (were) homeroom programs concerned with improvement of the personal health of the students? ____yes ____no

30a. (If Yes) Would you describe such a program? _____

Analysis of responses. Seven (50 percent) principals, two (14.3 percent) counselors and five (16.8 percent) teachers indicated that the homeroom programs stressed the improvement of personal health of the students. Seven (50 percent) principals, twelve (85.7 percent) counselors and thirty-seven (83.2 percent) teachers reported that the homeroom programs were not designed for the improvement of personal health of the students. As shown in Table XVII, five (50 percent) principals reported that dental health was considered in the homeroom programs. Dental health was mentioned by one (33.3 percent) counselor and five (62.5 percent) teachers. Eye and ear clinics were conducted by homerooms in two (20 percent) principal's schools. One (12.5 percent) teacher reported the eye and ear clinic as a responsibility of the homeroom. One (10 percent) principal and one (12.5 percent) teacher stated that proper diet was discussed in the homerooms. Cleanliness was mentioned by one (10 percent) principal and one (12.5 percent) teacher. One counselor (33.3 percent) and one (10 percent) principal indicated that proper care of the skin was considered in homeroom programs. One (3.4 percent) counselor reported that smoking was discussed in homeroom programs.

Question:

31. What do you consider (to be, was) the worst defect or disadvantage of the homeroom? _____

TABLE XVII
HOMEROOM PROGRAMS WHICH WERE CONCERNED
WITH IMPROVING THE PERSONAL HEALTH OF STUDENTS

Type of program	Principal		Counselor		Teacher	
	Number of responses (N=10) ^a	Percentage of total principal responses	Number of responses (N=3) ^b	Percentage of total counselor responses	Number of responses (N=8) ^c	Percentage of total teacher responses
Mental health	5	50	1	33.3	5	62.5
Eye and ear clinic	2	20	0	0	1	12.5
Proper diet	1	10	0	0	1	12.5
Cleanliness	1	10	0	0	1	12.5
Proper skin care	1	10	1	33.3	0	0
Smoking	0	0	1	33.3	0	0

^aThe number of principals who stated that the homeroom programs were concerned with improving the personal health of students.

^bThe number of counselors who stated that the homeroom programs were concerned with improving the personal health of students.

^cThe number of teachers who stated that the homeroom programs were concerned with improving the personal health of students.

Analysis of responses. Table XVIII shows the responses of principals, counselors and teachers when asked to name the worst defect or disadvantage of the homeroom. A number of the interviewees named more than one defect or disadvantage. Therefore, the number of responses is greater than the number of interviewees. Five (28 percent) principals, four (22.2 percent) counselors and nineteen (30 percent) teachers indicated that the homeroom provided an opportunity for students to waste time. Another defect which was mentioned by some members of all three groups was the lack of a planned program. This was the defect named by two (11.1 percent) principals, four (22.2 percent) counselors and twelve (19 percent) teachers. That the homeroom is a study period is the defect given by one (5.5 percent) of the teachers. One (5.5 percent) counselor and seven (11 percent) teachers consider the homeroom to be a waste of teacher's time. Two (11.1 percent) principals, two (11.2 percent) counselors and two (3.0 percent) teachers stated that teachers did not like the extra preparation needed for a homeroom program. Two (11.1 percent) principals and two (11.2 percent) counselors considered the lack of training and preparation of teachers to be a defect of the homeroom program. Two (11.1 percent) principals, one (5.5 percent) counselor and four (6.2 percent) teachers indicated that teachers were not interested in the program. One (5.5 percent) principal objected to the homeroom because it required two extra passing periods per day. Two (11.1 percent) principals and one (1.4 percent) teacher said the fact that the teachers and students are "stuck" with each other for three years is a disadvantage. One (5.5 percent) principal considered the fact that the activity period has been called a

TABLE XVIII

THE MAIN DEFECTS AND DISADVANTAGES OF THE HOMEROOM
PROGRAM MENTIONED BY PRINCIPALS, COUNSELORS AND TEACHERS

Defects and disadvantages	Principal		Counselor		Teacher	
	Number of responses (N=18) ^a	Percentage of total principal responses	Number of responses (N=18) ^b	Percentage of total counselor responses	Number of responses (N=64) ^c	Percentage of total teacher responses
Students waste time	5	28.0	4	22.2	19	30.0
Lack of planned program	2	11.1	4	22.2	12	19.0
Homeroom is a study period	1	5.5	4	22.2	8	12.5
Waste of teacher time	0	0	1	5.5	7	11.0
Teacher does not like extra preparation for homeroom	2	11.1	2	11.1	2	3.0
Lack of training and preparation of teacher	2	11.1	2	11.1	0	0
Teachers are not interested in program	2	11.1	1	5.5	4	6.2
Two extra passing periods per day are required	1	5.5	0	0	0	0

TABLE XVIII--Continued

Defects and disadvantages	Principal		Counselor		Teacher	
	Number of responses (N=18) ^a	Percentage of total principal responses	Number of responses (N=18) ^b	Percentage of total counselor responses	Number of responses (N=64) ^c	Percentage of total teacher responses
The issues have been confused by calling an activity period a home-room	1	5.5	0	0	0	0
Teacher and students "stuck" for three years	2	11.1	0	0	1	1.4
Increases in number of discipline problems	0	0	0	0	8	12.5
Does not serve a purpose as counseling period	0	0	0	0	2	3.0
Better students would rather study	0	0	0	0	1	1.4

^aThe number of defects and disadvantages mentioned by the fourteen principals.

^bThe number of defects and disadvantages mentioned by the fourteen counselors.

^cThe number of defects and disadvantages mentioned by the forty-two teachers.

homeroom has confused the issue and is a defect in the homeroom program. Eight (12.5 percent) teachers named increased number of discipline problems as the greatest disadvantage to the homeroom. Two (3.0 percent) teachers reported that the homeroom did not serve a purpose as a counseling period for which it was originally intended. One (1.4 percent) teacher expressed the opinion that the better students would rather study than participate in an organized homeroom program. From this data it appears that there is not one major defect or disadvantage of the homeroom but a number of problems, many of which are not common to all schools.

At this point, a general recapitulation of the interview responses provides a means for drawing significant and important inferences. Although analysis has been made of the thirty-one questions, the data presented here becomes more valuable if viewed from another perspective. Specifically, what do these data reveal when analyzed within the framework of the original objectives of the study? For this analysis the data were viewed as they apply to the thirteen sub-questions stated in Chapter I.

Sub-question:

1. Do the homeroom experiences help the student make a smoother transition from the elementary school?

Analysis. Two questions, five and twenty-five, were asked each interviewee in an attempt to arrive at an answer to this question. From the responses obtained in answer to question five (Table III, page 61), the principals (78.6 percent) and the teachers (66.7 percent) considered the homeroom a more effective device for orientation than was reported by the counselors (42.9 percent). The counselors

(42.9 percent) were the ones who were consistent and gave the same answer to question twenty-five (Table XIV, page 98). When asked specifically about the transition from elementary to junior high and from junior high to senior high, the principals (57.1 percent) and teachers (47.6 percent) did not consider the homeroom as effective in helping to make a smoother transition from junior high to senior high as they did in providing orientation for new students. From the responses of the three groups one would consider the homeroom to be about fifty percent successful in helping a student make a smoother transition from the elementary school.

Sub-question:

2. Are the homeroom programs an outgrowth of the problems of adolescents?

Analysis. From the question in the interview guide designed to arrive at an answer to this question, the principals (21.4 percent), counselors (14.3 percent), and teachers (19.1 percent), indicated that a very few homeroom programs were an outgrowth of the needs and problems of the members of the group. These percentages appear to be low, but when considered in relation to the percentage of the homerooms which actually had an organized homeroom program they possibly present a different picture. The teachers who really plan an organized homeroom program no doubt do consider the problems of the individual members of the homeroom.

Sub-question:

3. Are the homeroom programs designed to help meet the needs of junior high boys and girls?

Analysis. Only one principal (7.1 percent), two counselors (14.3 percent) and three teachers (7.1 percent) stated that the homeroom program in their schools provided opportunities for meeting needs of this age student. The remainder of the three groups felt that the needs of the students were being met in the regular curriculum and there was not a need for the homeroom program.

Sub-question:

4. Do the homeroom programs take into consideration the individual differences of this age student?

Analysis. One principal (7.1 percent) and seven teachers (16.8 percent) reported that individual differences were considered in the homeroom that would not have been considered in a regular class situation. All of the counselors reported that they did not think the homeroom programs took into consideration the individual differences of this age student.

Sub-question:

5. Do the homeroom programs provide an opportunity for exploratory experiences such as serving on committees, social activities, and excursions?

Analysis. All of the principals, all of the counselors and forty (95.2 percent) teachers indicated that the homeroom programs did not provide for exploratory experiences. To the investigator, this seems significant since one of the accepted functions of the junior high school of today is exploration. In this study an extremely high percent of the interviewees reported that the homeroom did not provide for this function.

Sub-question:

6. Is personal health and well-being considered in the homeroom programs?

Analysis. The principals (50 percent) seemed to have a higher opinion of the homeroom programs in relation to personal health and well-being than the counselors (14.3 percent) and teachers (16.8 percent). Table XVII, page 109, shows that dental health was the one item mentioned most by all three groups. The fact that the dental report cards are to be returned to the homeroom teachers may account for the principals reporting that personal health is considered in the homeroom. The teachers reported that these cards simply were collected and sent to the nurse.

Sub-question:

7. Do homeroom programs provide for aesthetic experiences?

Analysis. Only one principal (7.2 percent) mentioned that music appreciation and participation were stressed in the homeroom. All other interviewees stated that activities which were part of the homeroom programs would not be considered the type to provide for aesthetic experiences.

Sub-question:

8. Are the homeroom programs designed in such a way that the student will develop the ability to think?

Analysis. The principals (78.6 percent), counselors (64.3 percent) and teachers (78.6 percent) mentioned the election of homeroom officers as an important part of the homeroom program. The students were given the opportunity to campaign, study the process of conducting an election and then make their own decisions in the

election. Most homerooms elected new officers each semester. The interviewees reported that students conduct the business and take charge of the programs in most homerooms.

Sub-question:

9. Do the homeroom experiences help to develop good study habits?

Analysis. The members of the three groups did not consider the homeroom experiences to be of great importance in the development of good study habits. Five (35.7 percent) principals, five (35.7 percent) counselors and sixteen (38.1 percent) teachers indicated that study habits were considered in the homerooms. Other members of the three groups mentioned the fact that poor study habits were also developed in the homerooms since many of the homerooms were just a study period.

Sub-question:

10. Are ethical and moral values stressed in the homeroom programs?

Analysis. One principal (7.1 percent) and one teacher (2.4 percent) stated that homeroom programs stressed ethical and moral values. These two interviewees considered citizenship training, sportsmanship programs and programs dealing with honesty and character development to be ethical and moral training.

Sub-question:

11. Do the homeroom activities provide opportunity for student guidance and counseling?

Analysis. There was evidence by the responses of the principals (64.3 percent), counselors (56.1 percent), and teachers (40.5 percent) that there is provision for guidance and counseling in the

homeroom programs. As shown in Table VII (page 71), there does not seem to be one area of group guidance which is mentioned by the three groups on which there is a great deal of agreement. However, a number of things were being done which are important areas of group guidance and counseling.

Sub-question:

12. Are experiences provided in the homeroom that develop the ability to make intelligent choices in future activities?

Analysis. Two principals (14.2 percent) and seven teachers (16.8 percent) considered the homeroom experiences as a factor in developing the students' abilities and potentials for future activities. As shown in Table VIII (page 75), there is not agreement among these two groups as to how this is accomplished.

Sub-question:

13. Do the homeroom programs improve individual skills?

Analysis. Only one principal (7.1 percent), one counselor (7.1 percent) and five teachers (11.9 percent) indicated that the homeroom program improved communication skills. The members of each of the three groups gave a more favorable response to the development of individual skills by giving students responsibilities and duties in the homeroom. The principals (50 percent), counselors (28.6 percent) and teachers (54.8 percent) reported that homeroom duties and responsibilities improved individual skills.

The percentage of positive and negative responses of the interviewees to the thirteen sub-questions are shown in Table XIX. The percentages in the table show that the principals had a higher

opinion of the homeroom than did the members of the other two groups.

The percentage differential in three of the groups shows that teachers had a higher percentage of positive responses than the counselors.

TABLE XIX

PERCENTAGE OF POSITIVE AND NEGATIVE RESPONSES
OF PRINCIPALS, COUNSELORS AND TEACHERS TO THE
THIRTEEN SUB-QUESTIONS

Sub-questions	Principal		Counselor		Teacher	
	Positive responses	Negative responses	Positive responses	Negative responses	Positive responses	Negative responses
1	78.6	21.4	42.9	57.1	66.7	33.3
2	21.4	78.6	14.3	85.7	19.1	80.9
3	7.1	92.9	14.3	85.7	7.1	92.9
4	7.1	92.9	0	100.0	16.8	83.2
5	0	100.0	0	100.0	4.8	95.2
6	50.0	50.0	14.3	85.7	16.8	83.2
7	7.1	92.9	0	100.0	0	100.0
8	78.6	21.4	64.3	35.7	78.6	21.4
9	35.7	64.3	35.7	64.3	38.1	61.9
10	7.1	92.9	0	100.0	2.4	97.6
11	64.3	35.7	57.1	42.9	40.5	59.5
12	14.3	85.7	0	100.0	16.8	83.2
13	7.1	92.9	7.1	92.9	11.9	88.1

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to make an analysis of the homeroom program in the Wichita Public Schools and to determine the extent to which the homeroom program has contributed to the total goals or objectives of the junior high school.

Some principals, teachers, and counselors have questioned the educational value of a homeroom program in the junior high school. These same school leaders, however, have indicated that with proper organization and sufficient interest, the homeroom could serve an educational purpose. For this reason, there appeared to be a need for more thorough investigation concerning the effectiveness of the homeroom program. In this study, conducted in the Wichita school system, an attempt was made to arrive at some specific answers with the hope that this prototype investigation would make broader generalizations possible.

The design of the study required the interviewing of fourteen principals, fourteen counselors and forty-two teachers. The interviewees were all of the principals, one counselor from each junior high and three teachers from each junior high in the Wichita Public School System. The interviews were structured by the use of an interview guide. The same interview guide, consisting of thirty-one questions concerning the

homeroom activities, was used with the members of each group. A percentage comparison of the responses of the principals, counselors and teachers was made.

In an attempt to draw maximum inferences from the analysis of the data and gain greater insights into the total problem and reflect this in the concluding statements, the investigator has included at this point a summary description of: (1) the discontinued homeroom, (2) the successful homeroom, and (3) the "ideal" homeroom.

The homerooms which were eliminated because they were not considered to be achieving the goals and objectives of the school had the following shortcomings:

1. The programs were teacher planned and teacher dominated, or the teacher was trying to follow a homeroom guide without adapting the programs to her or his specific group.
2. Teachers were untrained and uninterested in the homeroom idea.
3. The principals considered the homeroom to be a waste of time or if he considered it to have value it was as an administrative "catch-all."
4. The teachers expressed their dislike for the homeroom idea to the students.
5. Administrators and teachers did not take advantage of training which was available in how to properly use the homeroom period.
6. The students were assigned to a homeroom in alphabetic order as their name appeared on the enrollment list.
7. The homeroom assignments were for three years. The students and teachers were "stuck" with each other.
8. A definite day was not designated as homeroom day when all students were to be in the room.

9. The teachers did not like the added responsibility of preparing for homeroom programs.
10. The homeroom had degenerated into a study period.
11. The homeroom teachers had more discipline problems in the homeroom than in a regular class.

The homeroom programs which were considered to be successful by principals, counselors and teachers had the following characteristics:

1. The building principal was dedicated to the idea that the well planned homeroom program had something to offer junior high age boys and girls.
2. The goals, objectives and purposes of the homeroom were explained to each new teacher.
3. In-service training was provided for homeroom teachers.
4. Administrators and teachers took advantage of homeroom workshops which were offered locally.
5. The principal and counselor assigned each student to the homeroom teacher they considered most capable to work with a given student.
6. Homeroom assignments were changed when personality conflicts between students and teachers arose.
7. One activity period each week was set aside as homeroom period. All students were to be in their assigned homerooms and teachers were not to request that students be out of the room for other activities.
8. The group guidance activities were carefully worked out by the counselor, teacher and students to meet the needs of individual students in the homeroom.
9. The homeroom teacher and students were free to plan programs which would interest the members of the group.
10. The homeroom programs were conducted in such a way as to provide an experience in democratic living.
11. The school nurse provided guidance in personal health.
12. The homeroom programs were planned in such a way that parents were involved; thus, they became more interested in the school program.

From a review of the literature for a number of years the "ideal" homeroom program is described as follows:

1. The homeroom is a regularly scheduled part of the school day.
2. The homeroom is not considered an extra-curricular activity.
3. The amount of time devoted to the homeroom is sufficient to achieve the objectives established for the program.
4. Homeroom assignments are for three years if possible. This provides for (1) more effective guidance, (2) a closer sponsor-student relationship and (3) improved sponsor-parent relationships.
5. The homeroom is not an administrative device to check roll, collect money and handle clerical responsibilities.
6. Some records are kept by the homeroom teachers. By keeping the records on the students the teacher knows each student better.
7. Group guidance is carefully planned by teachers, students, parents, counselors and administrators.
8. The students and teachers are free to deviate from any planned program when they so desire.
9. Students elect officers and select committees.
10. There is sufficient activity to keep the student officers busy.
11. The principal considers the homeroom to be an important part of the total school program.
12. Provision is made for the homeroom members to participate in intramurals, fund drives and student election campaigns.
13. The homeroom serves as the focal point for planning school activities such as all-school parties, assemblies, Student Council projects and for the selection of representatives to all-school committees.
14. The homeroom serves as a communication center. The students can be contacted, in small groups, by the counselor or the administrator.

Findings

In an analysis of the findings, the thirteen questions which were stated in Chapter I are restated followed by a summary statement derived from the data presented in Chapter IV:

Question 1. Do the homeroom experiences help the student make a smoother transition from the elementary school?

The responses of the members of the three groups interviewed indicated that the homeroom experiences help the students to make a smoother transition from the elementary school. In this area the principals and teachers considered the homeroom to be more effective than did the counselors.

Question 2. Are the homeroom programs an outgrowth of the problems of adolescents?

The homeroom programs did not appear to be an outgrowth of the problems of adolescents.

Question 3. Are the homeroom programs designed to help meet the needs of junior high boys and girls?

The homeroom programs were not designed to meet the needs of junior high age students. The majority of the interviewees felt that student needs were being met in regular classroom situations.

Question 4. Do the homeroom programs take into consideration the individual differences of this age student?

In the area of planning for individual differences the members of the three groups interviewed did not indicate that the homeroom programs were achieving the goals of the junior high school.

Question 5. Do the homeroom programs provide an opportunity for exploratory experiences such as serving on committees, social activities, and excursions?

The data indicated that the homeroom programs do not provide for exploratory experiences.

Question 6. Is personal health and well-being considered in the homeroom programs?

Personal health and well-being of students was considered in only a limited number of homeroom programs.

Question 7. Do homeroom programs provide for aesthetic experiences?

Provision for aesthetic experiences was not a factor in planning homeroom programs.

Question 8. Are homeroom programs designed in such a way that the students will develop the ability to think?

In the plans for homeroom programs there were some provisions which required the students to do individual thinking and to make their own decisions.

Question 9. Do the homeroom experiences help to develop good study habits?

A concern for the development of good study habits was expressed in only about one third of the schools in their plans for homeroom programs.

Question 10. Are ethical and moral values stressed in the homeroom programs?

Only three interviewees gave an affirmative answer to this question. In these cases programs dealing with citizenship, sportsmanship, and honesty were presented in an attempt to develop ethical and moral values.

Question 11. Do the homeroom activities provide opportunity for student guidance and counseling?

There was evidence from the responses of the interviewees that the homeroom programs provided opportunity for group guidance and counseling.

Question 12. Are experiences provided in the homeroom that develop the ability to make intelligent choices in future activities?

Experiences were provided in the homeroom which appeared to be helpful to the student in developing the ability to make intelligent choices in future activities.

Question 13. Do the homeroom programs improve individual skills?

The homeroom programs were not designed to improve individual skills.

From the opinions expressed by those who participated in the survey, there are a number of reasons for the answers to the questions stated above. The interest and effort shown by the principal and supervisory personnel were very influential when a teacher formed an opinion as to what was important in a school. The homeroom programs have not contributed to the goals and objectives of the junior high because principals, counselors and teachers were not trained in the techniques of developing meaningful homeroom programs and they have not taken advantage of in-service opportunities. The lack of a clear distinction between "activity" period and "homeroom" period has contributed to the loss of effectiveness of the homeroom.

A percentage comparison of the positive and negative responses of the three groups of interviewees, as shown in Table XIX, page 120, revealed that the principals had a higher opinion of the contributions of the homeroom program than did the counselors and teachers.

Conclusion

From the data gathered in the investigation of this problem, a general conclusive statement that the homeroom does or does not contribute to the total goals and objective of the junior high school cannot be made.

Recommendations

As a result of the visits to the schools, examination of homeroom plans, review of current literature, and the interviews with principals, counselors and teachers, the following recommendations are presented to the Wichita Public School System:

1. It is recommended that the homeroom programs be discontinued for the following reasons:

- a. A number of principals expressed an apathetic attitude toward the homeroom program.
- b. Some counselors felt that the purposes and objectives of the homeroom are more effectively achieved elsewhere in the curriculum.
- c. Teachers expressed the opinion that they would prefer to teach another class rather than sponsor a homeroom.

2. Since it is very unlikely that the existing homeroom programs will be discontinued, it is apparent that the content and nature of these

programs should be revised to bring them more in line with desirable and productive activities carried on in the classrooms.

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APPENDIX

THE INTERVIEW GUIDE

1. Does your school have a homeroom program? ____yes ____no
 - 1a. (If Yes) How long has the school had this system? _____
 - 1b. " Who originated the idea of establishing the homeroom in your school? _____
 - 1c. (If No) When was the program discontinued? _____
 - 1d. " Why was the homeroom discontinued? _____
 - 1e. " Was anyone opposed to discontinuing the homeroom? ____yes ____no
 - 1f. (If Yes) Was one subject area group of teachers opposed? ____yes ____no
 - 1g. " What area? _____
 - 1h. " What were their reasons for opposition? _____
2. When (did, do) the homeroom groups meet? _____
 - 2a. How long (are, were) the meetings? _____
 - 2b. What (is, was) the nature of the programs carried out in these meetings? _____
3. Does (did) every teacher have a homeroom? ____yes ____no
 - 3a. (If No) Are beginning teachers assigned homerooms? _____
 - 3b. " What factors determine who has a homeroom? _____
4. How many semesters (does, did) the homeroom teacher remain with the same group of students? _____
5. Is (was) the homeroom program an effective device for orienting new 7th grade students to the routine of the Junior High School? ____yes ____no

- 5a. (If Yes) In what way (is, was) the homeroom used for orientation? _____
- 5b. " Who plans the program of orientation? _____
6. What (is, was) the main function of the homeroom program in your school? _____
7. Are (were) suggested materials for planning homeroom programs given to teachers? ____yes ____no
- 7a. (If Yes) What type of materials? _____
- 7b. " Who prepares these materials? _____
- 7c. " Are the teachers required to use them? _____
8. Do (did) the homeroom teachers recognize student problems which are missed by classroom teachers? ____yes ____no
- 8a. (If Yes) What kind of problems? _____
- 8b. " Could you give an example of one such case? _____
- 8c. " Does the homeroom teacher correct the problem or refer to some one else? _____
9. Does (did) the homeroom program in your school provide opportunity for group guidance and counseling? ____yes ____no
- 9a. (If Yes) What is the nature of a typical program which was used for group guidance? _____
- 9b. " Who is responsible for planning programs for group guidance? _____
- 9c. (If No) Where is group guidance handled in your school? _____
10. Do you believe that the homeroom (develops, developed) improved school spirit? ____yes ____no
- 10a. Would you give an example of how school spirit is developed in the homeroom? _____
11. What extra-curricular activities (are, were) promoted in the homeroom? _____
- 11a. Are (were) student council representatives elected from the homeroom? ____yes ____no

- 11b. (If No) How are student council representatives elected? _____
- 11c. " How do representatives report back to the student body? _____
12. Are (were) students given responsibilities and duties in the homeroom which will improve individual skills? ____yes ____no
- 12a. (If Yes) Would you give an example? _____
13. Do (did) students elect their own homeroom officers? ____yes ____no
14. Who conducts the business and programs in the homeroom? _____
15. Are (were) discipline problems greater in the homeroom than in a regular class? ____yes ____no
- 15a. (If Yes) How would you account for this? _____
16. What purpose or purposes (did, does) the homeroom serve in your school? _____
17. Is (was) the development of good study habits considered in the homeroom? ____yes ____no
18. Are (were) the homeroom programs an outgrowth of the problems and needs of the members of the group? ____yes ____no
- 18a. (If No) What (is, was) the basis for planning the programs? _____
19. Are (were) the homeroom programs designed to seek ways of developing individual abilities, interests and potentials of each child? ____yes ____no
- 19a. (If Yes) In what type of program is this goal achieved? _____
20. Does (did) the homeroom experience contribute to the development of communication skills? ____yes ____no
21. Are individual differences considered in the homeroom that would not have been considered in a regular class situation? ____yes ____no
- 21a. (If Yes) What is an example of this type of individual difference? _____

22. Are (were) homeroom programs developed to stress ethical and moral values? ____yes ____no
- 22a. (If Yes) What is an example of such a program? _____
23. Does (did) the homeroom program in your school provide opportunity for meeting needs of students which (are, were) not met elsewhere in the curriculum? ____yes ____no
- 23a. (If Yes) What kind of needs? _____
24. Does (did) the homeroom program provide for exploratory experiences? ____yes ____no
- 24a. (If Yes) What is an example of such an experience? _____
25. Does (did) the homeroom help in making a smoother transition from the elementary school to the junior high and from the junior high to the senior high? ____yes ____no
- 25a. (If Yes) How is this accomplished? _____
26. What do you consider to be the most valuable thing accomplished by the homeroom? _____
27. Is (was) the homeroom mainly another study hall? _____
28. Do you think you received adequate training in homeroom activities as a part of your teacher training program? ____yes ____no
- 28a. (If No) What additional training would you suggest? _____
29. Has workshop training or in-service training on the homeroom been available to you? ____yes ____no
- 29a. (If Yes) How recently? _____
30. Are (were) homeroom programs concerned with improvement of the personal health of the students? ____yes ____no
- 30a. (If Yes) Would you describe such a program? _____
31. What do you consider to be (was) the worst defect or disadvantage of the homeroom? _____