Guidance in the junior high school home room.

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GUIDANCE IN THE JUNIOR HIGH SCHOOL HOME ROOM

OAKES

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GUIDANCE IN THE JUNIOR HIGH SCHOOL
HOME ROOM

By
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CHAPTER I
THE CONCEPT OF GUIDANCE
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THE CONCEPT OF GUIDANCE

The Meaning of Guidance — To guide implies that one who knows the way gives direction to one who does not. This implication of the meaning of guidance well applies to guidance as it may be developed in the school situation. The teacher, who knows the road because of experience, knowledge, and more mature judgement, gives direction to the pupil at the many crossroads he encounters in his adventure in living. Choices and decisions must be made, judgements rendered, and attitudes established. The teacher indicates, directly or indirectly, the preferred way, and in so doing, if the guidance is complete, gradually develops in the child a basis of experience and knowledge by which he may build the power to make his own correct choices as he grows to maturity.

But an important element is obviously missing. Directions and roads and choices mean nothing unless they lead somewhere. Guidance in its fundamental meaning implies goals, objectives, and standards. Thus the teacher who pretends to guide gives not only direction but gives direction towards pre-established and worthy goals. He helps the pupil decide not only how he should go, but more important, where he should want to go. Guidance, then, means to give purpose as well as direction, and so it becomes linked ultimately with a philosophy of living. It is the responsibility of the teacher — or of anyone who ever assumes the right to
guide - that he develop a broad, highly moral, and wholly optimistic philosophy, so that any direction he may give to another individual will be towards the standards of a liberal, democratic way of living and of a morally reinforced, hopeful civilization. The teacher, who would also be called a guide, is one who builds in his pupils urgent purposes based on high standards, helps the pupil make the choices by which these may be achieved, and develops in him the ability to make right choices independently in the future.

Idealistic phrases may seem remote from the practical application of guidance practices in the classroom, but the ideas embodied in them must not be minimized. The present dilemma of civilization is, broadly, the result of an accumulation of wrong choices by innumerable individuals. The future of civilization rests in the hope that each member of society from the highest statesman to the lowliest voter will find the means within himself, as a result of his experience and his schooling, to make right choices. Granted, the work of any one teacher is at most a drop in an ocean - but without each drop the ocean may never be filled.

The Need for Guidance — It is rather obvious why, through the happiness of the individual and the welfare of society, the success of any civilization depends on the wisdom with which adults guide their children. If the opportunities for choice are relatively few, as is the case, for example, among primitive societies like the Eskimos with
their fixed patterns of living and their inflexible moral
codes, guidance is a rather simple matter and presents few
problems. In our present-day democracy, however, complex
factors have evolved which make guidance a vital element in
our society and in our schools in particular.

First, education has assumed new responsibilities with¬
in the recent past concomitant with the rapid and sometimes
perplexing social changes that accompany technological ad¬
vance. Among these responsibilities is that of preparing
the child in all of his aspects, not merely academically,
for successful individual adjustment and competent social
living. Guidance must reinforce and supplement the curricu¬
lum if the schools are to realize this new goal.

Again, education has recognized that it must accept the
responsibility of guiding youth in areas where the home or
the church are doing a less thorough job than in the past.
Technology and urban living, the weakening of the family as
a social unit, and the influence of outside distractions have
all contributed to the weakening of the influence of home and
parents over many children. Shifting and weakened moral
standards have reduced the influence of the church as a guide
for the nation's young people. If youth is to be adequately
directed it would seem that the schools must undertake to
fill the gap left by the weakened position of home and church.

Another set of factors pointing up the increased need
for guidance in the schools is found in the recent and con-
tinuing changes in the society to which these young people will have to adapt themselves as they mature. The opportunities of the vocational world, for example, are more complex and more specialized. There are more choices that may be made and, therefore, greater possibility for unwise or even personally disastrous decisions. Again, the amount of time available for leisure activities has increased with the shorter working week and probably will be further lengthened in the near future. The selection of worthwhile activities for leisure time constitutes a new and important guidance area. Another significant change lies in the relaxing and the shifting of moral and ethical standards, which, being less rigid than in the past, require more careful individual analysis than ever before. These few are merely to illustrate the many obvious social developments of recent years which emphasize the need for wise and conscientious youth guidance.

The Place of Guidance in the School — The need for guidance will hardly be questioned, and the fact that the schools must assume responsibility for direction of the "whole" child is not to be doubted. The remaining problem is how to make this guidance effective. An early tendency, and on which still has a place, was to make guidance a separate part of the school program with a specialized guidance counselor and even separate "guidance" courses in related subjects. Today it is more generally realized that guidance must not be apart
from but must be part of all school activities. It must ap-
pear within the curriculum, it must be an element in the ex-
tra-curriculum, it must in fact, be vital and basic to the
whole school program. To quote Ruth Strang: "If a guidance
program is to be effective, it cannot stand aloof from the
rest of education. It must be concerned with the curriculum,
with instruction, with home and community problems, with
national and world problems. Sound general and specialized
education is the soil in which effective pupil personnel
work flourishes."

The Scope of This Study — This work will attempt to
explore how the junior high school home room may help to
direct youth in all the guidance areas appropriate at this
age level by informing, by providing significant experiences,
by creating potent social situations, and by encouraging
self-analysis and introspection. It will endeavor to inves-
tigate how the home room may best contribute to the ultimate
goal of guidance — which is at the same time a major goal of
all education: the development of high standards which will
be the permanent possession of each individual and the evo-
lution of the ability by each person to make the choices and
decisions most likely to achieve these standards.

(1) Strang, Ruth "Guidance Thru the Whole School."
CHAPTER II

ORGANIZING THE HOME ROOM
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Principles and Purpose — Home room organization, as the term is to be used here, refers to the organizational devices that may be set up within the home room through which pupils may take active part both in necessary school routine and in purposeful school living, and through which pupils may plan and carry out programs and activities significant to their personal and social growth rather than merely to their academic development. The purpose of so organizing the members of a home room is to provide opportunity, not only for acquiring pertinent information, but even more for developing the desirable habits and attitudes which may be the by-products of activities emphasizing individual initiative and social cooperation. The home room teacher who has clearly established in his mind appropriate objectives for pupil development and who directs the pupils into activities designed to meet these objectives truly may be said to be providing guidance.

Certain principles basic to such organization at once appear and should be mentioned as a preface to any discussion of details. First, the organization must be one the pupils will like. The home room is the place in which students do some of their most vital school living, and to the extent that home room life is pleasurable so may we hope to establish enduringly the desired attitudes and habits. The programs, the participation in routine, the duties and respon-
sibilities must have pleasant associations for the students if the desired outcomes are to be realized. To help promote these associations the organization must be so designed that its activities may be planned and carried out with a minimum of restriction. It must not be imposed on the pupils by the teacher, nor should the teacher be authoritarian in its administration. As has often been noted, democracy may be taught in the schools only when both pupils and teacher are allowed to practice democratic living there. This is not to imply, however, that developing the organization should be abandoned to the pupils of the home room. One of the ideals we wish to inculcate is that of efficient living. The function of the teacher is to guide pupil development towards that efficiency. Ideally, then, we have a situation where the teacher provides a decreasing amount of direction as the pupils, through growth and experience, acquire an increasing competency.

**Home Room Membership** — Before considering how the home room may best be organized to meet our purpose it is appropriate to note some principles related to the determination of home room membership. This study does not deal with administrative problems in general but how certain factors related to assigning home room membership have a direct bearing on the success of the home room guidance effort. These criteria for determining membership obviously apply only in the case of a school with an enrollment large enough to make
home room grouping necessary. A large percentage of schools are so small as to have a single grade membership in which case the problem of grouping does not appear.

Grouping probably should be by grades. It is suggested that class rivalry might be reduced by having members from various grades together in a home room through a system of vertical sectioning. In some rural schools this necessarily may occur anyway. However, there probably are more successful ways of dealing with the problem of class rivalry within a school. In fact, respect for other groups is one of the hoped-for outcomes of our whole home room program. Another argument presented for mixed grade grouping is that it is more life-like. Family membership finds individuals in various stages of maturity, and many of the child's outside play and social activities include children of other ages. However, the advantages of grade grouping would seem to outweigh these benefits. Administration would become considerably more complicated if grades were mixed. Attendance, scholarship, and other records usually handled by the home room teacher could be more efficiently managed if the home room included pupils from only one grade. More important to our present study is the fact that certain elements of the guidance program are geared to particular grade levels. For example, the grade first entering the junior or senior high school will have problems of orientation which may be handled within the home room group. There will be common problems
concerning social events, class yearbooks, intramural sports, and the like which may best be resolved in a one-grade homeroom. The necessary educational guidance for the junior high school class at the time it plans its senior high program may best be given under this arrangement. In general, then, the home room should be composed of students from one grade.

With the possibilities of a homeroom guidance program in mind it might also be said that in general there should be no grouping by sex. Proponents of such grouping argue that certain types of problems may be best attacked when members of the other sex are not present. The limited advantage of such an arrangement would hardly compensate, however, for the loss of opportunities for social guidance which might be developed where boys and girls participate naturally in home room activities of common interest.

Grouping on the basis of intelligence is another proposed method in which the limitations would seem to outweigh the benefits, at least from a guidance point of view. One of the purposes of the proposed home room organization is to discover qualities of leadership and develop characteristics of good followers. Grouping on a basis of I.Q. would tend to a significant extent to separate the leaders from the followers, and so take away from each an opportunity to develop the appropriate rapport to the other. Also to be considered are the social taint which pupils might associate
with being placed in the "dumb" group, and the possibility for feelings of resentment or rivalry which could grow out of a homogeneous grouping by intelligence.

To best fulfill the objectives of a home room guidance effort, then, grouping in the home room should be heterogeneous on all points but that of grade.

The Home Room Sponsor — Few schools are large enough to permit of selection of home room teachers on a basis of qualifications. In most junior high schools nearly all teachers have home room duties. The following criteria for successful home room sponsorship should be considered, therefore, more as qualities which all home room teachers should try to strengthen rather than as a basis for selection of sponsors by the administration.

First, very simply, the effective home room teacher — or any teacher, for that matter — must sincerely like young people and must have a particular appreciation of the quirks and characteristics associated with children of the junior high school age groups. He should be prepared to accept his pupils as they come to him on the first day of school — accept them as they are and not in terms of the extent to which they meet any pre-established standards. Their seeming imperfections must be recognized simply as manifestations characteristic of their particular stage of growth. Too often teachers allow their perspective to narrow, and they find themselves continually looking for faults in their pupils. All young
people should be considered intrinsically good until they have been proven otherwise, and then any error in their make-up should be regarded as correctable if the proper methods are used. Very rarely will a seventh or eighth grader have been dealt with so harshly by life that his deeper motives are no longer good, sincere, and wholesome. However, these motives may not be apparent on the surface. They may have become obscured by psychological mechanisms of defense or compensation or by an awkwardness of manner and conduct due simply to lack of training. But they are capable of being discovered and exploited by the home room teacher who genuinely likes the individual school child.

A second necessary characteristic of the home room sponsor is that he understand the pupils in his charge. This understanding will be based in part on his own experience with and his observation of young people. He will understand their interests, their enthusiasms, their quick emotions, and will endeavor to share directly or indirectly their exuberance for living and their optimistic philosophy. Only through broad appreciation can the adult successfully guide the youth in his growth. This intuitive understanding should be augmented by a sound knowledge of child and adolescent psychology. The workings of the human mind at any age are complex, and behaviour traits may easily be misinterpreted unless the teacher possesses a working knowledge of the principles of psychology. This knowledge will provide the clues
by which the home room sponsor may help solve the special problems of members of his group.

With an appreciative understanding of young people will go other traits essential to a good home room teacher. He will be fair and tolerant and will show no preference because of a pupil's economic or social position, because of his natural intelligence, and certainly none because of racial or religious differences. He will be loyal to his group, defending them when necessary and praising them when possible. He will show an enthusiasm for his home room activities for no motivation is more effective than the prospect of sharing with others something which has stimulated enthusiasm in them. In brief, the teacher as far as is possible will represent to the pupils the ideals and attitudes he hopes to engender in them through his guidance program - a rather large order, it is true, but it is impossible to set standards too high in any profession.

Basic Assumptions of Pupil Participation in the Home Room Plan -- "Learning by doing" is a phrase frequently associated with the recognition in recent years of a need for revised teaching methods. It embodies an idea of which the home room may make profitable use. The emphasis will be on the "learning" rather than on the "doing" or on simply getting things done. Activities will be selected not because of tangible accomplishments, but because of expected educational outcomes incidental to the doing. In this case the
by-products of the activity may be more valuable than the products. The home room teacher will find that for maximum efficiency in actually getting things done he himself might be responsible for all planning and routine. However, a degree of efficiency may well be sacrificed in view of the possible learning outcomes in these matters through pupil participation. And, with proper emphasis, a surprising degree of pupil efficiency may be developed over a period of time. Educators, whose philosophy has been to encourage the free and full expression by pupils of all their capabilities, have found that most children have vastly more ability than adults give them credit for. The teacher must remain in control, however, delegating responsibility gradually and only after careful preparation. Junior high school pupils are notably enthusiastic about any new project for which they have been properly prepared, but they should not be allowed to lose sight of the functional purpose of their home room activities, nor should they be permitted to forget that the teacher, however sympathetic he may appear to be, is still in authority.

The possible benefits of pupil participation in home room activities may be classified roughly as social and individual - social to the extent that they learn better how to get along with others, and individual in that special aptitudes, talents, and abilities may be discovered and developed. Sound social attitudes, the healthy concomitants
to group living, may be encouraged. Group loyalty is one of the easiest traits to sponsor since it is almost instinctive for adolescents to identify themselves warmly with a group or an organization. Care should be taken, however, that this does not become an exclusive or intolerant sort of loyalty. Most members of society show characteristics which permit them to be classified as followers or as leaders, with no sharp division between the two, and with a residue of drifters or misfits who present special problems. Attitudes or worthy leadership may be developed in the home room; more important, and perhaps more difficult, attitudes of cooperative followership should be encouraged. Leaders should learn to serve without expectation of reward, other than social approval, and should learn to be satisfied only with their best effort. No one with leadership ability should be permitted to become complacent or indifferent. It is a major problem of guidance to discover why certain pupils are not "operating at capacity," to remove the block, and to assist individuals to realize the satisfactions that accompany work well done. The followers, at the same time, should be made to feel the satisfactions of cooperative contributing, the attitude that without the parts there can be no whole, and therefore that the part every individual plays is an important one.

Recognizing that certain educational opportunities present themselves in a home room organization based on pupil
participation, what specific activities with expected learning outcomes are possible here? The number and scope of pupil activities possible in the home room will depend on the administrative policies of the particular school. Each school should take careful inventory of its objectives, its needs, and its facilities before determining what activities would be useful to it.

The Nature of the Home Room Program — One specific activity (and one which will be considered in more detail in Chapter III) is the pupil-conducted program. Although pupil-conducted the program should always be teacher-inspired; that is the purposefulness of all work must be insured by the teacher guide. Types of program might include social times, holiday observances, or informational programs relative to guidance materials. Whatever the content of the program it must be handled in such a way that the pupils will enjoy the proceedings. They must feel that the program is truly theirs and not something imposed upon them by the teacher. It must be adapted to their stage of mental growth and emotional maturity. It may be a variation of but never a repetition of classroom materials or procedures. Young people of today, due considerably to the influence of radio and movies, are more sophisticated, more intellectually and emotionally grown up than their parents or grandparents were at a comparable age. They like to be considered as young adults, and would be inclined to resent programs too juvenile
in tempo. The illusion must be conjured by the teacher-guide that their activity is basically in its serious moments genuine "grown up stuff." To use the vernacular of our worthy subjects again, their programs must be down to earth, or "solid." The pupils must believe that the teacher puts trust in their judgement to plan and present their own programs. The first results of pupil planning may not always be those the teacher would like an uninformed school board to audit, but the expectancy of valuable learning outcomes is enhanced when the pupils are given responsibility.

The Educational Outcomes of Pupil Participation in Home Room Management — A second specific area of activity concerns the extent to which the pupils may participate profitably in the routine of home room affairs. The home room, like the home, functioning as a sort of base of operations, involves a considerable amount of routine. Often this is taken care of by the teacher as expeditiously as possible, and is regarded as one of the necessary but less interesting phases of his work. Actually there is an opportunity here for maneuvering pupils into situations from which valuable educational by-products may be expected. Matters of attendance, lunch money collections, opening exercises in the morning, distribution of supplies, housekeeping details, and so on offer occasion for pupil participation and consequently for pupil growth. A pupil with a specific job to do is a pupil with a purpose — and a purposeful individual is
likely to be a well adjusted one. I think of a particular boy from an unfortunate environment who showed no particular interest in school matters until his teacher, who was something of a botanist to the understandable distraction of the janitor, hit upon the idea of putting him in charge of caring for her innumerable plants. This duty seemed to be just what the boy needed to establish to himself his worth in the home room community, and he executed it with enthusiasm, frequently staying after school to give extra care to the plants. His interest in other school work flourished in proportion to his awakened sense of responsibility and personal value. Another illustration may point up certain outcomes which may be anticipated when pupils take part in home room routine. Room bulletin boards and borders are usually cared for by the teacher, often in a disinterested and half-hearted manner. Most children, being young adults, are characteristically unobserving unless the object to be observed compels their interests through some characteristic obviously related to them. An industrious teacher might change the picture border in a room a dozen times a month with a large proportion of the class not so much as aware a change had been made. If a pupil committee is in charge of the border, however, and if some scheme of judging and rating each change is in operation, sharp attention may be focused on standards of appropriateness, aesthetic value, systematic arrangement, and so on, regarding which permanent attitudes may be nourished. The
learning will be in terms of pupil "doing," and should be in terms of their present interests. The children should be allowed to express their own personalities in duties of this sort. Fourteen year old Frank should not be encouraged to illustrate the coming of spring with a picture of daffodils if spring, to him, means Ted Williams' first home run. Any inappropriate expression will quickly be set upon by the home room group, and so social approval may be used to emphasize standards and to fix attitudes.

Pupil participation in home room routine, then, may be of educational value when it (1) gives the pupil a duty or responsibility in such a way that he has a sense of being a necessary part of the social unit; (2) emphasises efficiency and accuracy as praiseworthy attributes; (3) encourages a sense of orderliness and beauty in everyday surroundings; (4) incorporates the pupil personality in the home room atmosphere, thus making it truly a "home" room to them; (5) develops a sense of loyalty and belonging to a social group; (6) encourages working together for the general benefit of all.

Organizing the Home Room -- Chart I suggests a scheme for organizing the home room members with the purpose of providing guidance situations through pupil participation. This should, of course, be adapted and revised to meet particular school or home room conditions. It suggests the
pyramid within which leaders and followers are interrelated through mutual responsibilities, and suggests how the pupils may learn to make the necessary adaptations which will be required of them as they become associated with any social unit. One should be reminded at this point, however, that the emphasis is on the learning rather than on the doing, on the situations with educational significance into which the teacher is able to guide the pupils rather than on the form through which these situations are set up.

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**CHART I**

A Scheme for Organizing the Home Room

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(ADMINISTRATION)

HOME ROOM SPONSOR

ROOM OFFICERS

<table>
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<th>Vice President</th>
<th>Secretary</th>
<th>Treasurer</th>
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SPECIAL COMMITTEES

Activity areas:

- Maintaining pleasant surroundings
- Doing things together
- Thinking of others
- Helping oneself grow

PUPIL MEMBERS OF THE HOME ROOM

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**Home Room Officers** -- Various learning outcomes may accrue as a result of home room organization on a semi-formal basis through selection of pupil officers. Since the several specialized duties may more advantageously be performed by
committees or special officers it might be well to limit the general home room officers to the customary four, president, vice president, secretary, and treasurer. Their duties would be the usual ones associated with these offices and therefore need only be mentioned briefly.

The president would probably function more than any other pupil as the medium through which the teacher guides the room activities towards his pre-established goals. In individual conference or in meeting with the four room officers the sponsor will be able to make suggestions and establish policies with which the officers in their natural eagerness to execute their responsibilities well will readily comply. One of the principles the home room teacher must observe if guidance is to be effective is that of ostensibly keeping in the background. A teacher-dominated home room program is bound to be unpopular and consequently unlikely to succeed. By guiding activities through the room officers the teacher is able to intrude himself to a minimum, but at the same time insure purposeful direction of the activities.

The office of vice-president is often non-functional in a small organization. This could be remedied in the home room situation, if the particular circumstances indicated it might be workable, by having as vice-president a member of the opposite sex than the president to serve with him in only a slightly less responsible capacity. This would prevent either sex from feeling the room leadership was top heavy in
favor of the other, and would allow for more flexibility in planning. It would also permit the development of leadership qualities in two pupils at once. This plan has been known to work successfully, but since much depends on the temper of the class and the personality of the officers involved it should be suggested by the sponsor only after careful analysis of the situation.

The secretary will be in charge of records of meetings and programs, room correspondence, and related duties. The treasurer is responsible for any class funds there may be and, to expand his duties, might appropriately manage the room banking or thrift program. The question of dues is one in which the teacher will need to make his judgment felt especially at the junior high school level. He should make certain that the purpose of dues is thoroughly discussed and understood before a set collection is decided upon. It perhaps would be better to set the figure rather small, leaving open the possibility of additional assessment for special occasions, rather than hazard the complications of raising a larger fund than may be needed. Some dues, however small the amount, would seem advisable for the psychological value in helping establish the worth of the home room program, as well as for the learning outcomes that should accrue from the discussions and decisions relative to the common fund. It would be of educational as well as practical value to have a budget committee prepare a careful estimate
of need as a basis for discussion. Young people - having too long associated with adults, perhaps, will make certain that anything into which they invest cold cash shall yield a comparable return in some form or other. There is an opportunity for guidance in attitudes related to the type of return most justified - whether, for example, it be the satisfaction of having contributed towards flowers for a sick classmate or the satisfaction of realizing one's investment plus interest in Christmas party ice cream.

The Selection of Officers — One or two items in connection with the selection of home room officers need be considered. The teacher might find himself in a position to select pupils who would serve as officers most efficiently, but such an undemocratic procedure could have none but an unfavorable reaction among the home room members. Obviously officers must be pupil selected, and in the way their social studies classes have shown is most democratic. They must be nominated by their own members and be voted for by secret ballot. Preceding such election, however, it is the teacher's responsibility to assure himself that the pupils have in mind the qualifications they should look for in their leader, and are making their choice in all seriousness, expecting service in return for their vote. This situation is typical of the whole home room plan. The pupils are participating in a guided activity, its success depending largely on having just the right proportion of guidance and initia-
Certain restrictions to office holding are observed in some schools. These should be as few as possible. The qualifications desirable in a home room officer should be so thoroughly established before any election that few arbitrary rules need be made. Some recommend restriction on a basis of marks. A general rule of this sort would seem undesirable, since it might have the effect of limiting guidance opportunities. The very reason for low marks by a particular individual might be some adjustment difficulty which could be improved through the responsibility and social recognition associated with office holding. The low marks might be due to laziness or lack of challenge by the school which might be improved if the pupils were given a vital part to play in the home room. There may be little transfer of learning from one situation to another but there certainly seems to be a transfer of enthusiasm. Since high spirits and favorable attitudes aroused in one area of activity may be transferred to others, restricting home room participation on a basis of low marks might shut off an avenue of effective guidance.

Whether pupils should be prohibited from taking part in home room activities because of misconduct is a further problem. In general, restriction, if it is to take place, should appear as an expressed will of the home room group rather than as an authoritative dictum of the teacher. If
the latter occurs the group reaction may be one of defense of an individual punished and an opportunity for establishing a point of ethics may be blocked. There might conceivably be cases of misconduct that would disqualify a pupil for home room office, but they should be kept to a minimum since these are the cases who must need the guidance service the home room program is attempting to render.

The question as to whether there should be restriction according to sex for purposes of maintaining balance has been mentioned in the discussion of the function of the vice-president. Seventh or eighth grade boys would certainly react adversely if all four room officers were girls. Probably some rule for distributing the offices should be developed. For example, the group might, after nominating an equal number of boys and girls for the presidency, cast their ballot. The pupil receiving the most votes might serve as president with the pupil of the opposite sex with the most votes as vice-president.

The Social Unit — It will be seen that the organization of our home room will resemble that of a club in many respects. It should be careful to adopt only the more desirable features of a club — the building of a social unit with separate individuals, the feelings of loyalty and of belonging, the joys of cooperating towards established goals. On the other hand the undesirable aspects — the feelings of exclusiveness, intolerance, secretiveness, or rivalry — should be scrupulous-
ly avoided. The home room must always appear as a basis for the club's being. It is not apart from school but is school itself. By emphasizing this the home room program may serve as a step in erasing the greatest existing indictment against our present educative system - the fact that most children do not like it.

Some outcomes, in review, which may be hoped for in organizing the home room pupils in club fashion are an increased knowledge by the pupils of the functioning of democratic institutions, the duties of the various officers, and an understanding of the fundamental features of parliamentary law and correct procedures for conducting meetings. Of even greater importance are the attitudes that may be developed towards the responsibility of the individual to the group, recognition of authority, sacrifice of personal aims to the majority wish, and cooperative planning and working towards common goals.

Committees — Once the organization has been set up as described above some device for insuring maximum participation that is possible in the various activities should be decided upon. Many of the duties are such as to require the participation of more than one pupil. Even though the activity might be carried out by one individual there is a certain amount of learning that might be hoped for when two or more students work together. The practice of delegating to committees the responsibility for carrying out
home room projects and activities is probably most effective. This phase of the home room organization offers an opportunity to the teacher to provide guidance based on his understanding of the individual differences and the personality shortcomings of particular members of the group. It would be unwise, therefore, for the assignment of committee members to be left wholly to the pupils or their officers, although they may frequently participate in this under the careful direction of the home room sponsor. Any method of assigning duties selected should be a purposeful not a random one with the needs of the individuals and the objectives of the activity clearly established in advance.

Criteria for Selecting Activities — We have tried to make the point that home room activities and duties should be provided for the pupils not because they constitute something for the pupil to do but because of their inherent guidance possibilities. Certain criteria for appropriateness in selecting activities may be set up and adapted to the particular school situation. (1) The value of pupil participation in the home room plan lies not so much in the finished product as in the doing. First, then, the activity must embody distinct possibilities for realizing learning outcomes. (2) The value in the activity depends largely on the extent to which teacher guidance is possible as the activity develops. (3) It should be remembered when selecting activities that it is the place of the home room guid-
ance program to augment the curriculum, not replace parts of it. For example, if health problems are thoroughly covered in the science curriculum, or if the English department handles school publications, then these activities may not appropriately be initiated in the home room. (4) Certain routine responsibilities are the teacher's own and should not be passed on to the pupils simply to lighten his work. Every activity assigned to a pupil should be capable of contributing to his personal or social growth, and it should be assigned only if its educational concomitants are apparent.

**Areas of Committee Activity** — Chart II suggests four activity areas in which pupils may profitably participate, and lists for each objectives and specific activities through which the objectives may be realized. These areas obviously overlap in many instances, as will all areas of group activity. They may well be added to, reduced, subdivided or otherwise adapted to the particular school situation. It is unlikely that all those listed, even if there were pupils enough to go around, would ever be functioning at one time. An advantage in having a large and varied list, however, lies in the possibility of having each pupil in the room serve in some capacity during the school year. The start should be slow and cautious with the program expanding only in recognition of apparent need and in response to pupil interest.

**Maintaining Pleasant Surroundings** — Since the home room
## CHART II

A Basis for Committee Organization for A Junior High School Home Room

### I. Maintaining pleasant surroundings. Using the environment.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Areas of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop appreciation of orderly, attractive surroundings.</td>
<td>1. Border.</td>
</tr>
<tr>
<td>2. To encourage habits of neatness.</td>
<td>2. Bulletin board.</td>
</tr>
<tr>
<td>3. To encourage interest in books, pictures, current affairs.</td>
<td>3. Exhibitions.</td>
</tr>
</tbody>
</table>

| 7. Supplies. |

### II. Doing things together, Extra-curricular activities.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Areas of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To learn to cooperate in the planning and preparation of activities.</td>
<td>1. Home room programs.</td>
</tr>
<tr>
<td>2. To develop favorable attitudes towards serving for the common advantage.</td>
<td>2. Athletics.</td>
</tr>
<tr>
<td>3. To foster a spirit of loyalty towards the home room group.</td>
<td>3. Games.</td>
</tr>
<tr>
<td>4. Room paper or yearbook.</td>
<td>4. Room paper or yearbook.</td>
</tr>
<tr>
<td>5. Publicity.</td>
<td>5. Publicity.</td>
</tr>
<tr>
<td>6. Parties.</td>
<td></td>
</tr>
</tbody>
</table>

### III. Thinking of others. Citizenship training.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Areas of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop attitudes of respect for the interests of others.</td>
<td>1. Traffic.</td>
</tr>
<tr>
<td>2. To encourage efficient routine in matters of traffic, lunch, coatroom, etc.</td>
<td>2. Coatroom.</td>
</tr>
<tr>
<td>3. To build enduring attributes of courtesy and citizenship.</td>
<td>3. Lunch period.</td>
</tr>
<tr>
<td>5. Courtesy.</td>
<td>5. Courtesy.</td>
</tr>
<tr>
<td>6. Citizenship</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Helping oneself grow. Personal development and character.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Areas of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To focus attention on the need for sound personal and group health habits.</td>
<td>1. Health.</td>
</tr>
<tr>
<td>2. To encourage interest in analyzing and developing characteristics of pleasing personality and sound character.</td>
<td>2. Safety.</td>
</tr>
<tr>
<td>3. To appreciate and practice thrift.</td>
<td>3. Personality.</td>
</tr>
<tr>
<td>5. Thrift</td>
<td>5. Thrift</td>
</tr>
</tbody>
</table>

| 3. Personality. | 4. Character. |
| 5. Thrift |
is the unifying factor in this program it is appropriate that the first area to be discussed in which pupil participation may advantageously be developed should be the physical room itself and the materials within it. The junior high school age group is not one noted for being instinctively concerned with the neat arrangement of its immediate environment. The aesthetic factor enters into the situation not at all, and the practical reasoning of the early teen-ager in regard to his physical accoutrements is rather difficult for adults to fathom. At best his philosophy emphasizes only immediate or temporary convenience. Who of us cannot remember the despair of our parents as they nobly attempted to create order from the chaos that was our "room?" Ideally, as we grow older we develop a system of arranging and handling our things that is both functional and, when appropriate, of aesthetic consequence. We develop orderliness and good taste in varying degrees. Why, it is a little difficult to determine. Perhaps the good example and the desperate entreaties of our parents had their influence. Possibly, as we became more and more personally responsible for the efficient disposal of our various possessions, trial and error was a factor. Quite probably our schools might have done more than they did in developing satisfactory attitudes, habits, and good taste in matters of the rooms and possessions of which we made daily use.

The objectives of pupil participation in maintaining
orderly and attractive surroundings are summarized in Chart II and need not be repeated. Very important in this connection, of course, is the guidance by example and suggestion by a teacher who himself has sufficiently well developed habits of orderliness and at least an instinctive if not a trained feeling for color, geometrical design, and all the other factors which we consider when we speak of good taste.

Borders, bulletin boards, and room exhibitions may be prepared by pupil committees with emphasis on effectiveness through orderly and attractive arrangement of appropriate materials. These should be changed often enough to sustain interest. The home room will doubtless be used for a classroom during the day, and the visual materials of the classes taught in the room should be taken into consideration and worked into the home room decorative scheme by the pupil committees. Attention should occasionally be directed to room displays by such devices as observation games and evaluation quizzes. Other committees might have as their responsibility the distribution, checking, inspection of school text and reference books. A room librarian may be appointed if the school has no separate library. A housekeeping committee may attend to such routine as washing boards, attending to shades, etc. Any duty, however menial, which carries responsibility to others may have an educative accompaniment. This type of chore is useful for assignment to pupils of
limited mental resources who are anxious to participate in some way but lack the ability to engage in more imaginative tasks. Desk inspection, perhaps with competition by rows, becomes more significant if handled by the pupils. In short, every opportunity should be taken to let the pupils evaluate themselves and each other and to develop their own standards of worth through guided experience. Supplies may be stored and distributed under pupil supervision with occasional inspections or check-ups in regard to waste or carelessness. There would seem to exist, then, in many apparently insignificant details of school routine, often overlooked opportunities to guide pupil growth.

**Doing Things Together** — In our second classification, as indicated on Chart II, are included activities of a type involving relationships within a group, generally with recreation as the apparent purpose. Social activities at this age may have rather complicated emotional concomitants. The early adolescent is emerging from the gang phase of his social development into a period in which association with members of the opposite sex becomes more significant. Since the transformation of interest usually takes place in girls a year or two before it appears in boys problems may develop when the attempt is made to develop social situations appealing to both. Also the radio and movies have done their unfortunate bit in confusing the minds of young people as to the nature of worthy attitudes. These factors, accompanied
by a natural awkwardness in adapting to new situations create a need for thoughtful guidance.

Activities in this classification, other than the home room programs to which a later chapter will be devoted, are of the familiar extra-curricular type, and our interest in them here is limited to the extent to which the home room will be the source of their initiation and direction. In the larger school many of these activities may be handled by a separate department, but in the smaller community where the junior high school may not be a separate building with its own administration extra-curricular activities for this age group will likely be neglected unless the home room assumed the responsibility. If the seventh and eighth grades are included with the elementary grades the policy towards extra-curricular activities may be a negative one since the younger children do not require much in this line. If the junior and senior high school groups are together the extra-curricular program is likely to emphasize activity for the older pupils. There are situations, therefore, which justify the consideration of such activities as athletics, pupil-edited publications, and group socials as part of the home room responsibility.

Athletics on a home room basis — including intra-mural sports — should be conducted with certain principles always in evidence. School sports may represent an opportunity for developing group spirit, for learning a skill with carry-
over benefits, for developing leadership qualities. But more important than these are the attitudes that may be nourished of sportsmanship, teamwork, and the ability to lose cheerfully. The same would hold true of games between groups in the home room, or in any situation where competition is a factor. The emphasis should be on friendly competition rather than on rivalry. The "fight, team, fight" thesis could better be changed to "play, team, play!"

A room paper or yearbook offers useful opportunities for achieving certain objectives of the home room guidance program. This might be undertaken even in addition to any school or English department project along similar lines because of the different objectives emphasized. It offers, perhaps more than any other single activity, opportunity for true committee work. The results of the committee efforts are tangible and observable, and the individual is likely to feel more keenly his responsibility to produce a worthwhile product. One phase of the yearbook make-up sometimes criticized as a waste of time is the selection of "mosts"—most likely to succeed, most courteous, most punctual, and so on. Actually when properly handled this has considerable educational possibilities. It may involve thoughtful analysis and consideration of the characteristics in one's self and in one's classmates which make for pleasing and effective personality growth.

Home room parties, the seasonal and holiday affairs
whose evident purpose is recreational, admit of much incidental educative experience of a social nature when they are pupil planned and carried out through the familiar committees on decoration, games, and refreshments. Here the pupils are relaxed and more prone to express their individuality. They do not have to be convinced of the value of this activity and guidance will consist largely in helping set standards of appropriateness. Pupil committees do the rest and with enthusiasm.

Thinking of Others — The third possible classification for areas of pupil committee activity shown on Chart II is that concerning the routine, everyday comings and goings about the school — conduct in the coatroom and during lunch period, traffic procedure between periods, and conduct in the home room. Detail concerning these has traditionally been set forth in the form of teacher constructed rules, an infraction of which was considered misconduct and therefore subject to penalty. The assumption too often has been that pupils instinctively must know how to conduct themselves in these situations and any behavior not meeting the teacher's standards must therefore be maliciously intended. As a matter of fact much of young people's seeming crudeness in everyday manners may be attributed to lack of self confidence due simply to not knowing what form of reaction may properly be expected of them, or to a lack of understanding of the
purpose of the rules they are expected to follow. A practical approach to this problem is the formation of pupil committees who, with the class, will first set the standards or rules and will then assist in maintaining them. In connection with this a committee on classroom courtesy or school citizenship could be useful in promoting desirable attitudes towards social form and regulations. The rules, ideally, will become not simply something the pupil must observe lest he incur the teacher's wrath. They will be pupil evaluated standards whereby the pupil's routine encounters with his fellows may be conducted with a maximum of efficiency and pleasantness. They will not represent to the pupils an attempt of the teacher to arbitrarily dominate the comings and goings of the group. They will be a pupil experience in organization in imitation of approved grown-up procedures with the purpose of regulating individual or selfish interests for the good of the group. It is understood, of course, that these or any freedoms are permitted only under sound principles of discipline. The pupils are given freedom of behavior only when and to the degree that they show ability to accept the responsibility of making their own decisions and choices in a dignified and approved manner. Teacher guidance is impossible without teacher control.

Helping Oneself Grow — Finally, a fourth area of pupil committee activity may concern itself with those attitudes and habits of members of the home room group related to the
personal growth of the individual. Here the teacher's knowledge of the home room members as individuals will come into greatest use in administering guidance. The committees will need more teacher assistance since their sphere of activity is of a nature more abstract and more personal than that, for example, of the committee on refreshments or the committee on traffic. Of the five areas listed under this heading in Chart II - health, safety, personality, character, and thrift - the latter offers opportunity for the most concrete experience within the home room. This is especially true if the school has a banking or thrift program in which the room is participating. A pupil committee may be made responsible for records, charts, and promotional activities related to the program.

Health and safety committees might cooperate with the school nurse in publicizing points in this connection that seem to need emphasis in the particular school. Personality and character have been listed as possible separate areas for committee work, although it will be remembered that throughout the whole program a major aim is the development of effective personality and sound character. The extent to which committees might contribute towards focusing the pupil's attention on ideals related to these headings would depend on the teacher's skill in guiding their efforts. Although young people habitually look to their elders for direction in these matters it is likely that by the time
they reach junior high school age they are ready to give more analytical consideration to the qualities of desirable personality and character, and when the time is appropriate for giving attention to these there could not be a more effective approach than one initiated and conducted by the pupils themselves.

A study of the numerous opportunities for pupil participation in home room affairs and a realization of the tremendous possibilities for guiding pupil growth through these activities might give the impression that the problem of planning and conducting the program was a difficult or complex one. To the contrary, it should be relatively simple. If the fundamental objectives are clearly formulated by the teacher and are accepted as the basis for any decisions related to the problem, the details will take care of themselves. There should be no sense of strain or dogged necessity in carrying out this program. It should be enlarged or reduced as the particular situation and the needs and response of the particular home room group indicate. The attitude of both teacher and pupil towards the program and towards each other should be friendly and informal. The group should be held together by a unity of purpose and motivated by a natural interest in the daily routine of living, which, under favorable conditions, can be an exciting and stimulating business— even in the schoolroom.
CHAPTER III
THE USE OF THE HOME ROOM PERIOD
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In two senses the home room is indeed a "home" for the pupil in his school living. First, it is the point from which he sets forth equipped and expectant for his day's school living, and it is the point to which he returns - not too disillusioned, we hope - at the end of the school day. And in the second sense the room served as his home because it is a source of guidance for him.

In the first instance the room may serve merely as a report room, a place for keeping attendance and for storing books, although, as we have indicated in the previous chapter, these routine functions of schooling need not be without their educational concomitants. Little more need be said regarding pupil participation in routine except to repeat that any opportunity for pupil activity, however routine it may seem, may contain guidance implications and therefore should be thoroughly explored for its possibilities by the home room sponsor.

We are concerned here with the use of any period in the home room which is devoted specifically to programs and activities by the pupils outside the regular curriculum.

The Morning Exercises — Before discussing the home room period a word should be included regarding the formalities, the opening exercises, usually held in the home room at the start of the school day. The time devoted to these will vary perhaps from five to fifteen minutes. Usually in-
cluded are a brief religious and a brief patriotic gesture — a reading from the Bible or a prayer, and a salute to the flag. These ceremonies are all part of school tradition and in some places a matter of local or state law. They are founded on sound and vital American principles. To omit them would be unthinkable, but to watch them take place after the hundredth time in the school year or the thousandth time in a pupil's school career is often disheartening. They become too often, like respiration, a vital but involuntary procedure towards which the pupil may not so much as focus his attention. Every effort should be made to make these morning exercises as meaningful to the pupil as possible.

Ideally every Bible reading should be accompanied by a feeling of reverence of inspiration and every salute to the flag by a swelling of the chest and a tingle of patriotic feeling. No ideal will be achieved even in part that is not first clearly visualized. The home room teacher should attempt to devise ways of stimulating response to these ceremonies. They should be varied and carried out in an interesting manner. An opportunity exists here in having the exercises pupil-conducted thus providing an experience which if properly directed may have obvious educative value.

**Scheduling the Program** — The culminating home room activity is in the home room period where pupil aspiration and teacher guidance meet in the home room program. The
length and frequency will be determined by local circumstances. In general the period will be found to be one half to three quarters of an hour in length and scheduled for once a week, usually, and appropriately, on Friday. The first period in the afternoon will probably be found more favorable than the often used last period. If a group can plainly benefit by having more than one home room period a week, so much the better. It is an idea that should be begun on a small scale and expanded in response to indicated need and in proportion to the expectancy of worthwhile outcomes. Some schools have even scheduled one home room period each day, but it would seem that they must be trespassing in fields which might more properly be covered within the curriculum.

Function of the Program — The home room period with its activity program is unique in that it may function both as a motivation and a culmination in the learning process. It may be a focus of experience complete in itself, or it may be a sort of briefing in preparation for future experience. For the sponsor it offers a golden opportunity to observe the educational dictum that attitudes are best formed when the learning activity is accompanied by pleasant and satisfying associations. The teacher's responsibility is to guide the activities in such a way as to direct them towards the desired outcomes - the growth towards personal effectiveness and social competency that are the ultimate aims of home room guidance.
Principles of Program Making -- Certain general criteria for home room program making may be set up which will form the basis of the selection of materials, presentation, pupil participation and other factors that are an integral part of program organization.

(1) The program must be purposeful. Ultimate goals have previously been indicated. They may be reached only through the realization of related immediate goals. Each part of the program should have a clear immediate goal in view which is compatible with the larger objectives of home room procedure.

(2) The programs will have appropriateness. They should be carefully adapted to the time and the place, to world and community problems of the day, and to the problems of the school as a microcosm in human society. They will be adapted to individuals within the group, and they must be appropriate to the degree of emotional and intellectual maturity which the group has attained.

(3) The programs must have pupil appeal. They are not put on to impress teachers, visiting school board members, or parents. They are designed for and by the pupils and will be psychologically compatible with the natural interests of young people. Only in observing this principle may the programs achieve their maximum value, for only through pleasant associations may enduring attitudes be established. Assembly programs present a different situation. There the
pupils are demonstrating their accomplishments to others. The home room program, however, is a private affair, more of an explorative than a finished activity.

(4) The programs must have a sound relationship to other school and life activities. The home room activity is a representative phase of social living, and the habits and attitudes engendered there must be adaptable to other similar experiences in school and outside life. It is also a part of schooling and accordingly should be related to and should take advantage of appropriate features of the curriculum.

(5) The spirit of the home room activity should be informal and friendly. Dignity should be emphasized but not meaningless formality.

With these general principles in mind program material may be selected and pupil planning directed with reason to hope for tangible worthwhile results. It is not to be inferred that we expect, especially at the junior high school level, anything that resembles perfection by adult standards. We are setting up our objectives and are directing our work towards them, learning with experience. We judge our efforts not by finished products but in terms of progress towards these objectives.

Types of Program — Each program will have a purpose and will consist of activities designed to realize that purpose. The objective in general will have various ramifica-
tions. For example a program may have as its stated purpose teaching the pupils how to make introductions properly, and may be carried out by a bit of instruction, demonstration, practice, and games. The home room teacher may say of this program that its purpose is to increase the social poise and competency of the pupils. The pupils themselves might consider the purpose to be preparation for a social to which pupils from a nearby school had been invited. Whatever the point of view the purpose does not lose its unity and may be used as a basis for classification of types of program. With this in mind some possible types of program are discussed below with reference to their purpose and guidance potentialities.

(1) The orientation program. Programs of this type will come early in the school year and will have as their purpose acquainting the members of the home room with the materials, procedures, and standards of their school. A get-acquainted period might be indicated if members within the group are strange to each other. Informal activities such as games bringing out names, interests, and so on, would be in order. At this point every effort should be given to the forming of favorable attitudes towards the school, its personnel, and the student group. Any lost or strange feeling should be removed and each student given a sense of belonging and at-homeness.

(2) A program or two with the purpose of organizing the
home room group, electing officers, and delegating committee responsibility will be necessary early in the school year. An element of pupil planning will be included, and opportunities for developing initiative will first appear. Guidance in democratic procedures of organization and towards developing proper attitudes to them would be an essential phase of this activity.

(3) Seasonal and holiday programs. Some home room periods will, of course, have as their main theme seasonal observances or the commemoration of great men or events. To keep in touch with these the home room teacher might refer the program committee concerned to calendars, almanacs, or to McKown's list which gives in detail birthdays and other historical events which might appropriately be celebrated on particular days. Only the more significant ones should be noted in any detail, and the emphasis should be on the timelessness of great men and events rather than on their association with a particular day. Guidance possibilities have always existed in the inspiration of the lives of great men, but activities must be carefully selected for these possibilities to be fully realized. Reading a biographical account from the encyclopedia to the class is a type of activity which has little value. The activity must be more dynamic as might be possible through an effective story.

(1) McKown, Home Room Guidance, pp. 121-130.
play, or poem. Purely seasonal programs such as those at Halloween or Christmas will be mainly recreational in nature, and so the guidance possibilities will be largely social.

(4) Recreational programs. Parties, socials, and game periods within the home room permit of limitless guidance in matters of social conduct, participation, service and responsibility to the group, initiative, and acceptance of leadership in a cooperative spirit. Also group morale and school spirit may be nourished by enjoying good times together.

(5) Instructional programs. All these programs are assumed to be incidentally instructional in that desirable learning outcomes may be realized at least as by-products of the activities. A deliberately instructional program would likely be out of place here except under two conditions: a. it should concern itself with material only which might not better be handled in the curriculum, and b. it should be in response to a distinct indication by the group that it desires instruction in that particular subject. Conceivably the home room group might want to learn through direct instruction a social procedure, the correct form for conducting a meeting, or perhaps a new game or dance step. The instruction might then be incorporated in the home room program with the teacher, or if possible, a pupil committee in charge. It is not to be expected, however, that pupils may be successfully instructed in such matters as personality
development or traits of good character without some developing activity to shape the facts into attitudes and behavior patterns. One is not instructed in democratic attitudes by listening to a lecture on the subject. One learns democracy only through democratic living.

(6) Expressional programs. Here would be classified programs with an emphasis on pupil performance — musical programs, readings, plays, dramatizations. The guidance possibilities in individual or group performance should be investigated before overworking this element in the home room program. As indicated before the purpose here differs from the assembly or parent's day program in that in the home room the pupils are exploring, developing, and creating rather than performing a rehearsed act for the benefit of an audience. If Johnny plays the accordion and wishes to let others hear him play but is too timid to volunteer to appear before an audience, then there is a place for Johnny's accordion act in the home room program. By subtle means his confidence must be built to a point where he is willing to participate, and success must be insured for his first act so his confidence will be strengthened. On the other hand if Johnny is well known as one who has been playing his accordion to audiences in town since he was six, there will be less advantage to him in including him in the home room program.

(7) The introspectional or analytical program. We now
consider a type of guidance activity that is considerably more direct but still may be classified justifiably as home room program material. It is the self-analysis quiz or "expressionnaire" as it is called by Germane and Germane who have done some detailed and interesting work with it. That this type of program has a natural psychological appeal is evidenced by the number of radio programs and magazine features that incorporate this general idea. If there is anything more interesting to one human being than other people it is himself, and, young or old, an opportunity to evaluate one's own characteristics and to compare oneself with others seems a most entertaining business, especially when the procedure is conducted on a group basis by someone in a semi-official capacity as would be the teacher or committee in the home room.

The value in home room guidance of such pupil introspection and self-analysis through a prepared quiz or rating device is considerable. It requires the pupil to think in somewhat abstract terms just what the desirable personality and character traits are, and what traits would seem undesirable. He is able to compare his characteristics with those of his classmates, and he is in a position to be aware of his weaknesses and his strong points. The argument may be given that in answering quiz questions he will rate him-

(2) Germane and Germane, Personnel Work in High School, Ch. 22.
self higher than he should be rated because of a natural human desire to show a good score. This will be seen to be of comparatively small consequence when it is remembered that the purpose of the expressionnaire is to induce critical introspection in the pupil's mind and not to accumulate data. The purpose is to focus his thinking on various character and personality traits and on acceptable forms of conduct and manners and to enrich his concepts concerning them. To analyze himself in terms of his possession of them, and to see in what ways a strengthening of desirable traits in himself would be of advantage to him. The expressionnaire may be used in many ways and in many forms, varying with the type of guidance problem under consideration. It may be used for analysis of facts as in the case of a physical health quiz, for evaluation of character as in a set of questions designed to focus thought on personality traits, for discovering and building attitudes as in a study of the qualities of good citizenship.

Because of the possibilities of this device at the junior high school age level where traits and attitudes are just beginning to become individualized and where natural curiosity may be readily exploited it will be worth while to suggest ways in which it might be used to develop through guidance certain aspects of the home room pupil.

(a) The pupil as an individual. This area would include such vitally important aspects as manners, courtesy, poise,
personal appearance, and spheres of moral and ethical guidance. Various questionnaires and expressionnaires have been prepared covering these items. J. D. Shively and C. C. Shively have prepared a valuable set of analysis questions and rating devices in workbook form. The major portion of McKown's thorough work is devoted to similar useful material. It is probable, however, that the junior high school home room sponsor will want to adapt any prepared material and devise material of his own which will be geared more directly to his particular problems. Germane and Germane experimented with having high school pupils devise their own questionnaires, a method which was shown to have considerable value in itself but which probably would be more adaptable to senior high than to the junior high school age groups.

To indicate the wide area to which the expressionnaire device may be adapted the following are some of the moral and ethical traits that may be explored in this way: personal habits, truthfulness, honesty, fear, respect for others, respect for property, cooperation, courage, obedience, kindliness, cheerfulness, friendship, self-control, reliability, responsibility, self-reliance, industry, judgement, loyalty, reverence, tolerance, and appreciations of various sorts.

The questions from an honesty expressionnaire, as illustrated

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(3) J. D. Shively and C. C. Shively, Personal Analysis and Vocational Problems.

below, are quite typical of the type of question that should be used in this method in that their purpose is plainly not to gather information but to require introspection and self-analysis on the part of the student and to compel him to compare his standards with those most worthy. A typical expressionnaire follows:

**AN HONESTY EXPRESSIONNAIRE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**Directions:** Read each question carefully. Notice that for each question there are two answers: in the first column you are to answer "Yes" or "No" with respect to the perfect answer to the question; in the second column you are to answer "Yes" or "No" with respect to what you would actually do.

<table>
<thead>
<tr>
<th>1. Would you hand a friend some information on a hard test if he asked you?</th>
<th>Things I should do to be 100% honest.</th>
<th>Things I would do or really do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes or No</td>
<td>Yes or No</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>2. When sleepy in the morning at home would you answer as soon as you hear the call to get up?</th>
<th>. . . . . . . . .</th>
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<td>Yes or No</td>
<td>Yes or No</td>
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<tr>
<th>3. Would you tell facts about the conduct of your classmates if requested by the teacher?</th>
<th>. . . . . . . . .</th>
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<tbody>
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<td>Yes or No</td>
<td>Yes or No</td>
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<tr>
<th>4. If offered help on a hard examination, would you accept it?</th>
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<tr>
<td>Yes or No</td>
<td>Yes or No</td>
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AN HONESTY EXPRESSIONNAIRE (cont’d.)

Things I should do to be 100% honest.

Things I would do or really do.

5. Would you show your teacher that he made a mistake on your quiz paper if he graded you too high? . . . .

6. Would you try to slip a book back to the library shelves when overdue to avoid a fine? . . . .

7. If a teacher based her marks on the answer to the daily question "How many problems have you done?" would you occasionally report more than you had done? . . . .

8. Would you claim sickness if it excused you from taking a test for which you were not prepared? . . . .

9. If you unintentionally broke or lost some school property, but no one knows it, would you report it? . . . .

10. Would you climb over or under a fence to get into a game if you saw others doing it and getting by? . . . .

(b) The Pupil as a Student. The expressionnaire in educational guidance might be a useful strategy in helping the pupils take stock of their own potentialities and interests and in emphasizing the desirability of giving one's best where one's educational career is concerned. It might focus attention on the characteristics necessary for educational
success, or it might be used more specifically to bring emphasis to effective study habits, conduct on the school grounds, or other school citizenship characteristics. It could be used at the time of selecting courses to insure a careful introspection by the pupil into his own genuine interests and abilities.

(c) The Pupil as a Member of the Social Group. This classification necessarily overlaps the area of personal guidance since so many problems considered to be of a personal nature have direct or indirect social implications. Thus in the paragraph above concerned with the pupil as an individual we have touched on some possibilities for social guidance through the expressional device. Here might also be explored relationships between the pupil and his teacher, his classmates, his home, and his community. We might investigate his understanding of social forms or his concept of correct social attitudes. The pupil might evaluate his ability to adapt to social situations, with emphasis on causes and corrections of any difficulty that might be brought to light. The fact alone that a pupil is able to analyze and understand his own characteristics is likely to give him a confidence that will help in overcoming difficulties. Confidence through understanding will be developed as the attention of the pupil is focused on his behavior as compared to ideals and standards of conduct. The questionnaire project below suggests one of the innumerable uses that may be made
of the questionnaire in home room guidance work. In incorporating the device of the questionnaire in the home room program every effort should be made to give variation and vividness to the questioning. McKown, in whose work these questions appear, suggests having the pupils dramatize the situation referred to in the question to give it added interest and emphasis. The possibilities of building pupil interest in problems relating to manners and courtesy will readily be appreciated if the following questionnaire is thus presented to a home room group in their Friday program.

A GUIDANCE PROJECT IN MANNERS AND COURTESY
(To be dramatized.)

What would you do if:

1. You were in an audience and could not hear the speaker?
2. The assembly (or home room) program did not interest you?
3. Upon entering a room unexpectedly you heard an unkind or untrue remark about yourself?
4. You heard such a remark about a friend of yours?
5. You heard it about a mere acquaintance?
6. You wished to speak with someone who was conversing with another?
7. You discovered that an old lady had your seat at a show or game?
8. You saw a teacher carrying several books or packages?

9. You had to cough or sneeze during an assembly program?

10. A student bumped into you and did not apologize?

11. You arrived late at an important meeting?

12. Your teacher had a smudge of grease or dirt across her face?

13. Someone made a funny mistake in the assembly program?

14. A student crowded ahead of you in the cafeteria?

15. Your friend "razzed" the officials of a game?

16. At a home of a mutual friend you met a student who had maliciously circulated false reports about you?

17. You stumbled over a door mat and someone laughed at you?

18. Someone made an unkind remark about your dress or suit?

19. A particular friend of yours excused herself from a date with you because of illness and you found her later at the dance with somebody else?

20. You saw a good friend of yours teasing a younger person?

21. A student in the library read over your shoulder?

22. A newcomer just sat and stared at you?

23. Your friend saw you but passed without a greeting?

24. You found an open letter addressed to a person who did not like you?

25. Your friend ridiculed you because you did not smoke?
26. A student had reserved the only vacant seat in the cafeteria?

(d) The Pupil as a Potential Producer. At the junior high school level vocational guidance will consist mainly in discovering interests and aptitudes and in introducing pupils to various general vocational fields as a basis for educational guidance. For the purpose of providing the teacher with essential information about the pupil, various aptitude tests and interest inventories have been devised. However, as a strategy for compelling the pupil to examine his own preferences and to encourage serious thinking concerning his future the expressionnaire device is most useful.

Other areas of pupil growth may profitable be explored through the questionnaire in its various forms. The home room teacher should examine the needs of his group and the objectives of his guidance program to determine the appropriate areas where his pupils may be persuaded to look within themselves with the object of formulating and enriching right and useful concepts. Among the more obvious areas not covered above might be citizenship, thrift, philosophy of life, home membership, use of leisure time, and health.

Activities for the Home Room Program — Activities, some of which are listed in Chart III, should be examined in terms of a general classification to insure selection of activities appropriate to particular guidance needs. The first
CHART III

Some Types of Activity Useful in Developing the Home Room Program

A. Introspectional activities.
   1. Questionnaires.
   2. Self-analysis quizzes.
   3. Expressionnaires.
   4. Opinion polls.
   5. Evaluation schemes.

B. Expressional activities.
   1. Oral reports.
   2. Story telling.
   4. Interviews.
   5. Debates.
   6. Movie, book, or play reviews.
   7. Hobby shows.
   8. Stunts
   10. Experiments.
   11. Dramatizations.
   12. Demonstrations.

C. Observational activities.
   1. Films.
   2. Slides.
   3. Pictures.
   4. Talks and lectures.
   5. Radio programs.

D. Social participation activities.
   1. Contests.
   2. Plays
   3. Elections and campaigns.
   4. Parties.
   5. Games.
   6. Projects.
   7. Competition.

The second, expressional activities, including the more widely used types of classroom activities, has been considered in some detail above.
learning activity, is useful or gives his attention to something as a means of increasing his knowledge or developing his understanding. An obvious use of such an activity in guidance, for example, would be in the showing of a bicycle safety film, or in the demonstration of a phase of correct social form. Finally, an important group of guidance activities because of their indirect as well as direct outcomes is that in which the pupils work or play together to achieve specific ends. Any social activity at this age level is bound to contribute towards the shaping of attitudes and the fixing of social habits. By selecting appropriate activities and directing their development the home room teacher is in a position to shape desirable social attributes.
CHAPTER IV

THE USE OF RECORDS IN HOME ROOM GUIDANCE
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The Function of Records — The idea of measurement in education is based on the valid assumption that individual pupils differ in many ways, that the intellectual and emotional as well as the physical makeup of the child may be analyzed into various categories which may then be measured and scaled, and that the information so compiled is useful in attaining educational objectives. The home room teacher is concerned here only with records and information directly useful in fulfilling the guidance function of the home room. Actually, in a sense, the more that is known about a pupil the better, for there is no information but that might be pertinent in guiding him in some phase of his growth.

However, the accumulation of data should not become an activity so stressed that its basic purpose is obscured. Records may have a most efficacious appearance neatly assembled and filed but unless they are wisely used they merely represent a waste of time. It is an aspect of our technical age which may be carried to a ridiculous extreme, this obsession for testing, charting, recording, and testing again. The good home room teacher may be easily a more effective guide to his pupils, as individuals or as a group, with no more recorded data than names and ages than may a mediocre teacher with endless pages of specific information. The goal should probably be not for a maximum of data about the pupils but for a minimum of useful information effectively assembled.
Records for Use in the Home Room — Much pupil data — the vital statistics, the health record, the I. Q., the record of scholastic development — will have been obtained and recorded by the administration or by various departments in more or less detail depending on the particular school. The home room teacher will have access to any of this information that is pertinent to his guidance work, but he should avoid duplicating the effort that has gone into the assembling and recording of these facts and ratings. It may become necessary, however, for him to assemble on his own initiative certain special types of information essential to effective guidance. Included might be personality and adjustment analyses, studies of vocational and leisure time interests, and perhaps aptitude and special ability measures. Any attempt to evaluate character traits, social growth, and related personality factors should be with the understanding that the validity of rating devices in this field will be limited by the abstract nature of the traits in question and the subjective element necessarily involved. The value in such records will be more in the broad understanding the teacher may develop of a particular child than in the mathematical point at which he may be rated on a particular scale.

Just what specific recorded information should be available to the home room teacher for guidance purposes will vary with the particular situation and with the particular pupil. However, certain minimum requirements may be con-
sidered without which a teacher cannot safely assume sufficient understanding of a case to initiate guidance procedures with fair expectation of success.

Sources of Information -- This information will be derived from several sources among which will be (1) standardized or teacher-made tests, (2) the pupil and his parents, (3) the findings and estimates of school personnel, teachers, the school doctor and nurse, the guidance director, and the administration. Teacher estimates -- as of personality factors or of school marks -- may be as useful as more objective sources of information, but the fact that they are estimates and therefore subject to error should never be overlooked.

Just what information about a pupil will be useful in guidance -- and usefulness is the first and last criterion for recording any data -- will vary, but most of the following types should be considered. We do not want to give the impression, however, that the home room teacher will expect to function as an attending psychiatrist or that he will expect to draw up a lengthy case history of each pupil in his charge. As home room sponsor he will simply welcome the opportunity to provide whatever group and individual guidance is appropriate to his position, and he will make use of records to more accurately capitalize on this opportunity.

Types of Information -- The following classifications are broad and may be subdivided to meet particular require-
1. Identifying Information — Pertinent vital statistics will be recorded including the name, address, age, nationality of each pupil. Even these may provide clues for guidance procedures. A chronological age which shows a pupil to be out of his proper social group, for example, or an address which indicates a problem producing neighborhood environment are typical of the factors a home room teacher will watch for in this type of record. It would be pertinent to know the economics status of the family and such related information as whether or not the mother worked.

2. Health Records — The cumulative health record will be the work of a special school department and should be carefully studied by the home room teacher in connection with any pupil problem. In innumerable cases personality adjustment problems have been traced to physical defects. Johnny's seeming shyness may be due to a hearing defect or Mary's apparent lack of interest in school work may be due to lowered vitality due to malnutrition, and all the guidance work in the world will be of no avail until these physical inadequacies are corrected. If a clinical history of mental health has been provided it may offer particular help to the home room teacher. And, of course, any unusual circumstances such as accidents, serious illness, loss of parents, or the like should be well known to the home room
teacher as such factors are often responsible for seemingly unrelated traits of personality.

3. School History -- It will be important for the home room teacher to have access to a cumulative school record for each home room member. This record is more likely to reveal problems than to suggest lines of attack on them. However, any serious scholastic difficulty on the part of a pupil should be examined carefully by the home room teacher for the cause. Quite often he will find himself in a position to suggest a remedy for the trouble since he is the one with the broadest understanding of the whole pupil, and scholastic failure may often be explained by seemingly unrelated causes. Special aptitudes in particular academic areas should be noted and use made of them in developing the home room program, assuming that such use will be mutually beneficial to the individual and to the class. Special aptitudes may be used as a basis for educational and vocational guidance especially where the aptitude coincides with interest and scholastic success.

4. Test Results -- Various types of test results may be useful in guidance although they should be used as a clue to the understanding of the pupil personality rather than as a final measure of it. Any tendency to consider children measurable as cold steel bars are measurable should be avoided. Test results simply provide one more shading in the whole picture of pupil personality that the home room
teacher is in a position to draw.

The following types of tests have proved useful in guidance and should provide the home room teacher with a broadened picture of the pupils he is to guide and clues to procedures most likely to be effective in particular problems.

(a) Intelligence tests. A test of general mental ability should be given each pupil early in his junior high school years if not earlier. It may well provide the key to the nature of many pupil problems not only of an academic type but problems of social adjustment as well. Pupils of limited intelligence may unconsciously compensate for their inability to succeed academically by developing undesirable behavior patterns. Pupils of high intelligence may develop similarly poor attitudes and habits if their school work is not sufficiently challenging. With such information the home room sponsor may see to it that each pupil of low intelligence achieves some success in home room activity. Pupils of high intelligence may be directed into leadership or creative activities sufficiently challenging to provide release for their surplus mental energy. Solutions to problems present themselves quite readily once the nature and cause of the problem is known, and tests are valuable in helping to uncover these.

(b) Achievement tests. Tests of academic achievement are of particular use to the teacher in his function as sub-
ject-matter teacher within the curriculum, but they also serve to suggest aptitudes and interests as well as weaknesses to the teacher who is to administer guidance. Such records are of particular interest when they are related to other measures particularly those of mental ability. A need for guidance obviously exists if there is a great discrepancy between achievement and ability or if achievement does not progress at a normal rate from year to year.

(c) Interest analyses. A third type of test is a comparatively new one and has been designed specifically for use in guidance. In this test the vocational interests and aptitudes of the pupil may be determined to a sufficiently accurate degree to provide a basis for guidance into courses and vocations where he may most expect to achieve success. It is a measure which will be used in a more formal type of guidance than the home room is equipped to render, and one which will have increased significance beyond the junior high school. The sooner the special interests and aptitudes of a pupil are known the more significant may be his choice of educational program. Many young people in moving from junior to senior high school find themselves in courses at a complete tangent to work they should be doing. Much educational waste may therefore be avoided by a device which is able to discover innate capacities at an early age. At no time, however, should decisions vital to pupil development be made on the basis of an
isolated test. It is the broad inclusive picture of pupil personality for which the home room teacher is particularly well positioned that forms the basis for educational and vocational guidance.

(d) Adjustment measurements. In recent years work has been done along the lines of devising objective tests to measure reliably the less tangible aspects of the school child, traits of personal and social adjustment in particular. Quantitative measure of such intangible and variable factors in the growing child naturally presents many problems but considerable success has been claimed in this line notably by the California Test Bureau. Since a primary purpose of these measures is to assist in guidance the home room teacher should examine their possibilities. The California Test Bureau, whose work is typical in this field, presents an objective questionnaire which purports to measure and scale the following components of pupil adjustment: self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. Since these factors are among those which we have attempted to indicate might be strengthened through home room guidance procedures it is apparent that an objective test of them might have great possibilities for the home room teacher. The California Test of Personality has a second part titled Social Adjustment which measures social standards, social
skills, freedom from anti-social tendencies, and family, school, and community relations. A Mental Health Analysis, also by the California Test Bureau, is designed to provide supplementary information which might provide a basis for the development of the principles of mental hygiene appropriate to the particular home room group.

5. Records of Out of School Activities — Some knowledge of how pupils spend their out of school time, the leisure time activities, their working history, if any, their home conditions, and the associates they mingle with may provide further clues to the type of guidance strategy which would prove most effective. Unfavorable home conditions where a child is neglected or unwisely treated are a frequent cause of adjustment difficulties or of scholastic failure. Unfortunately the teacher is seldom in a position to contribute much to bettering the poor conditions, but his awareness of them makes it possible for him to deal more sympathetically with the child. A pupil who attempts to carry a heavy working schedule outside of school or who has burdensome chores to do at home or on the farm is faced with special problems which may be misinterpreted if their cause is not known to the teacher. An adequate set of records will provide significant information which will make it possible for the teacher to anticipate causal relationships between school difficulties and unusual situations in the child's life outside of school.
6. Records of Social and Personal Adjustment and Growth

Lacking objective testing materials for measuring the social and personal factors many teachers find it useful to rate these characteristics on some sort of convenient scale for purposes of observing growth and for supplying information for guidance work. Many schools have devised report cards on which such traits are rated periodically. Since such ratings are estimates and subject to error because of their subjective nature care should be taken not to accept them unreservedly nor to use them indiscriminately.

Criteria for Adequate Guidance Records -- Whether records are kept by the home room teacher or whether they are located centrally for administrative convenience they should meet certain minimum requirements if they are to be adequate for guidance purposes. They should be (1) cumulative, (2) comprehensive, and (3) functional.

For maximum usefulness the cumulative record is to be preferred. Since guidance may be defined as a direction of growth it is essential to know something of the nature of previous development before undertaking to assist the individual in channeling his future energies. It is desirable to know whether a pupil is precocious or backward in any phase of his development or whether a particular aspect of his personality is significantly advanced or retarded. It is desirable therefore that the record of each pupil shall provide for keeping intact any measurements or ratings under-
taken in any stage of his school career.

Records should be as comprehensive as possible — that is they should provide a measure representing each phase of the child personality about which it might be useful to have information. To say that records must be complete is to suggest a goal which might result in a profitless expenditure of effort in an attempt to chart every measurable aspect of the individual and a danger of emphasis on quantity of data rather than functional quality. Schools of the past have been content with detailed records of scholastic achievement only, plus perhaps a superficial picture of physical development. However, if educators are to assume the broader responsibilities implied in the many-sided guidance program their records must be expanded to cover all phases of pupil nature.

Finally, as indicated in the introductory paragraphs of this chapter, records should be functional — they should be made to do something. Though he may never actually see his school record the individual pupil should be made to feel that they are serving him, so that in later years when he has left school and can see his educational development in perspective he will be aware that the advice and guidance of his teachers was based on a sound knowledge of his needs and not on whim or guesswork. Records should be useful — useful to the teacher so that they may in turn be useful to the child.
CHAPTER V

THE EVALUATION OF HOME ROOM GUIDANCE ACTIVITIES
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**Evaluation by the Home Room Teacher** — In any school undertaking frequent evaluation of results should be attempted not only to determine the relative success of various activities as a guide for future procedures but as a review of objectives. Since the evaluation of home room activities is primarily for the use of the home room teacher and is in terms of his own pre-established objectives perhaps the best estimate of success will be his own. Also the teacher is in the best position to observe the many sided consequences of the activities within the home room. However, since any evaluation of his own work is likely to be colored by subjective influences his rating should be augmented by objective devices and by the opinion of others whenever possible.

**Criteria of Success: Pupil Reaction** — In evaluating results within the group as a whole, certain criteria for success will have been set up and may be observed. If the home room members as a whole show enthusiasm for the programs, the committee work, the expressionnaires, and other group activities, at least some success may be expected, and, conversely, few worthwhile results may be anticipated if the pupils show no enthusiasm or no evidence of enjoying the procedures. If children wholeheartedly like activities which are expressly designed to develop desirable attitudes and social habits they can hardly help benefiting from them.
The home room teacher may safely evaluate his guidance procedures in part by the degree of enthusiasm the pupils show towards them. To make this factor as objective as possible it would be well to list the activities as they are developed and rate pupil enthusiasm on a comparative numerical scale.

**Pupil Participation** — Assuming that the value of these home room procedures depends on the extent to which pupils participate in them some measure of participation should be devised. A chart might be designed with the names of home room members listed vertically and the various activities horizontally with spaces for listing frequency and success of any individual participation in any activity. A wide and balanced distribution of checks would indicate that this criteria for success had been met. The chart would also assist in planning distribution of activities and in assigning appropriate activities to particular pupils.

Along with pupil enthusiasm and pupil participation are the other outcomes which constitute the objectives of the whole program: improvement in such traits as poise, initiative, good manners, sportsmanship, cooperation, and the like. These should be rated by the teacher on an individual and group basis from time to time and with respect to particular long term procedures. In this connection individual records should be studied with reference to attempts to test objectively the particular traits the teacher hopes to develop.
Evaluation of Special Cases — If a guidance procedure is directed towards improving a particular problem situation its effectiveness should be evaluated in terms of the degree to which the situation has been relieved. A teacher may hope to reduce shyness in a boy by affording him opportunity for success in group activities, or he may hope to develop a latent interest or aptitude by directing the pupil into activities designed to bring the interest into focus, or he may wish to correct aggressiveness in a pupil by providing responsibilities of leadership which will bring group approval. In individual cases of this nature evaluation of success should not be difficult and should be merely a question of determining the degree to which the problem has been alleviated. It would be well for the teacher to make some provision for recording the relative success of various procedures as an index for future work.

Pupil Evaluation — Certain phases of the home room guidance program invite some form of pupil evaluation not only to determine success or failure of activities but to stimulate critical thinking by the pupils about their participation in the program and to challenge them to set constantly higher standards and to strive towards greater success. The home room program as planned and presented by the members is such a phase and should frequently be subject to pupil evaluation. Children are only too ready to pass judgment on the efforts of others, and this predilection may
be guided by an understanding teacher towards constructive, objective analysis of their own efforts. Carefully guided discussions of their programs should be undertaken by the class based on key questions approved by the teacher. Praise and recognition of good work should be encouraged along with critical suggestions for improvement. McKown suggests devising a rating card on which the material and the presentation of each program may be evaluated on a five point scale ranging from excellent to very poor. The appropriateness, timeliness, attractiveness, variety, and quality of material and the preparation, attractiveness, originality, characterization, and timing of presentation may be so rated. The value of such a procedure lies not only in establishing and meeting standards but in developing an objectively critical attitude in the participants and in the class audience.

**Evaluation by Outsiders** — In addition to pupil discussion and rating of home room activities the teacher should augment his own evaluation whenever possible by the opinions of outsiders — other school personnel or members of the community who might have occasion to observe the pupils as they put into practice the habits of living the home room attempts to develop. There may be opportunity for formal rating by school administrators or other teachers but more important

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will be the chance comment or reaction of impartial observers to the members of the home room as they live their everyday life and grow into their place in the community. A casual comment — to which the teacher may have subtly led the thought — by a parent or a clergyman or a librarian may be more revealing than any formal evaluation and, if favorable, will be vastly more rewarding since it is the pupil as a human being living and growing in his own society whose successful development the teacher is attempting to guide not the pupil as an accumulation of testable and measurable traits.
CHAPTER VI
CONCLUSION
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In conclusion we may restate three basic concepts the significance and importance of which we have explored in this study. First, a teacher has a great responsibility to every pupil that comes under his influence by helping to prepare him for life by guiding the development of his personality, by aiding him in his school adjustment, and, more important, by building patterns of behavior and judgment which will best fit him for success and happiness. Second, the home room environment provides one of the best opportunities in the whole school organization for setting up the situations, the social contacts, the opportunities for self expression through which the pupil may best be given specific and fruitful guidance. Third, the fulfillment of the guidance responsibility of the home room teacher in the home room environment should be no hit or miss affair. The intuitive understanding of the sympathetic teacher should be augmented and reinforced by the best devices of modern psychology and by proved educative techniques. We have examined many of these procedures in this study and have explored the possible results of their careful administration. Without the understanding and sympathetic teacher who can view the pupil and his problems as a whole these devices become superficial however efficacious they may appear. It is not the testing but the use of tests that is important.
It is not the home room program but the growth in the whole child that results from participation in the program that has meaning. Only the home room teacher is in a position to transform the technique or formula into a vital, significant transformation in a human child. At the same time under the complex organization of modern schools it is the rare teacher who is intuitively able to provide the maximum guidance without resort to devices and techniques that have been developed by psychologists and educators. The ideal, then, is a home room teacher who is instinctively sympathetic with the problems of the growing child and who, at the same time, has available for use techniques, programs, tests, schemes, and all the devices which will help such a teacher provide guidance of maximum effectiveness.

It is also in this ideal home room situation that the teacher is in the best position to realize the rewards of teaching, the recognition in the pupil of desirable changes which may justifiably be attributed in part at least to the guidance efforts of the teacher. Of course failure is inevitable at times but should always be accepted as a challenge rather than as an excuse to relax the effort. If the over-aggressive pupil becomes even more aggressive as a result of home room procedure he should by no means be abandoned as incorrigible but his problem should be attacked from another direction and with renewed vigor. In fact the
home room teacher has no moral right to disregard a pupil problem because it is difficult or tiresome to deal with. It is in accepting and anticipating the problems of each individual in the home room and in expanding every effort to correct or avoid them that the teacher should find his reward. In the thrill of seeing his efforts meet with success he becomes aware that he is part of a truly worthy profession and that he has a right to hold up his head with the doctor or the clergyman or the statesman or anyone at all who may contribute towards a better future world.
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Approved by:

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