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Current homeroom practices in the publicly supported high schools for negroes in the state of North Carolina

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CURRENT HOMEROOM PRACTICES IN THE PUBLICLY SUPPORTED HIGH SCHOOLS FOR NEGROES IN THE STATE OF NORTH CAROLINA

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CHAPTER I

INTRODUCTION

The purpose of this study is (1) to determine the organization, objectives, and activities of the homeroom in the publicly supported high schools for Negroes in the state of North Carolina and (2) to determine the success of the homeroom program, in these schools, in accomplishing its announced objectives and in its enhancement of the guidance program in these schools as estimated by the principals.

In order to accomplish the major objective of this study it was decided by the writer that it was necessary for him to secure answers to the following questions:

1. What are the facts concerning the length and frequency of the homeroom period?
2. What are the functions performed by the homeroom teachers?
3. How many pupils are usually assigned to each homeroom teacher?
4. How much training in the field of guidance has each homeroom teacher had?
5. By whom is the homeroom program planned?
6. What are the activities of the homeroom program?
7. To what extent do the pupils participate in the activities of the homeroom?
8. To what extent do the homeroom teachers and guidance counselors cooperate with each other?
9. What are the reasons, as listed by the principals, for the failure of the homeroom program in accomplishing its announced objectives and in its enhancement of the school's guidance program?

The experience of the writer as a teacher in one of the Negro high schools of North Carolina, where he was assigned a homeroom, and his observation of the homeroom programs in other high schools of this state have suggested the desirability of a study of the homeroom programs of these schools.

This study will better equip the writer for the positions of high school teacher and high school administrator and supervisor. A knowledge of the facts which this study has produced will be of value to high school principals, teachers, and guidance counselors in the state of North Carolina, and to state officials in administering the educational program of the state. In a letter under date of October 24, 1949, Dr. S. E. Duncan, State Supervisor of Negro High Schools, State Department of Public Instruction, Raleigh, North Carolina, made the following statement: " .... As a service problem, I believe that your suggested area for study, 'Current Homeroom Practices in the Publicly Supported High Schools for Negroes in the State of North Carolina,' will lend itself to exploration, and if properly pursued, result in a study which should be of value to the schools to be involved in the study and to others not included." In another letter dated November 28, 1949, Dr. Duncan said, " .... You certainly have my approval of your problem. I am of the opinion that the data secured will lend itself to an interpretation which will contribute much toward the improvement of our homeroom programs. I shall be glad to pay for the binding of a copy of your thesis to be used in this office if such meets with your approval."

In order to secure the data for this study the writer sent inquiry

forms to the principals of the one hundred eighty accredited public high schools for Negroes in North Carolina, as taken from the directory of accredited Negro high schools in North Carolina. Eighty-one (45 per cent) of the one hundred eighty schools completed and returned the inquiry forms. The eighty-one participating schools range in size from three teachers to twenty-two teachers and in number of pupils from seventy-two to six hundred ninety-three.

Definitions.-- For purposes of this study homeroom means " .... a room presided over by a single teacher to which a class is assigned for purposes of checking attendance and similar administrative details and in which educative homeroom activities may or may not be carried on."[1/] Homeroom teacher means "The teacher to whom pupils report usually at the beginning of the morning and afternoon sessions, who serves as the pupils' counselor, and who is responsible for some formal records relating to the pupils."[2/] Homeroom group means any group of pupils assigned (on some basis - such as age, sex, grade, intelligence quotient, curriculum, or alphabetical arrangement) to the same room for purposes of administration, participation in extracurricular activities of the school, etc.[3/] Guidance means "aid to pupils in more wisely purposing, planning, executing, and evaluating the activities which receive their attention."[4/] Guidance program means "that body of services organized

1/ Carter V. Good, Editor, Dictionary of Education. McGraw-Hill Book Company. New York, 1945, p. 205.

2/ Loc. cit.

3/ Philip W. L. Cox and John Carr Duff, Guidance By The Classroom Teacher. Prentice-Hall, Inc. New York, 1946, p. 240.

4/ Harry A. Greene, Albert N. Jorgensen, and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School. Longmans, Green and Company, Inc. New York, 1943, p. 643.

specifically to help pupils solve their problems and to improve their planning."[1]

Before beginning the actual construction of the inquiry form the writer sought suggestions from several high school principals, homeroom teachers, and guidance counselors and from the writer's graduate adviser, Dr. Roy O. Billett, Professor of Education, Boston University School of Education, Boston, Massachusetts. The principals, homeroom teachers, and guidance counselors from whom suggestions were sought were classmates and schoolmates of the writer at Boston University School of Education. The writer also made a detailed perusal of the literature for ideas on the construction of the inquiry form. Upon the completion of the rough draft of the inquiry form, the writer "pre-tested" it by administering it to a group of principals, homeroom teachers, guidance counselors, and other graduate students, all of whom were classmates of the writer in a seminar on secondary education at Boston University School of Education. The criticisms of these persons and those of the writer's graduate adviser were carefully noted and a second draft of the inquiry form was made. A copy of this draft was sent to the Supervisor of Negro High Schools, State Department of Public Instruction, Raleigh, North Carolina, for his reactions. He made some suggestions for changes in the form and, in the light of his suggestions, a third draft of the form was made and submitted to the writer's graduate adviser for final approval. Altogether the inquiry form went through three revisions before it was sent to the principals of the schools concerned. A cover letter was sent along with the inquiry form to the

1/ Clifford E. Erickson, A Basic Text for Guidance Workers. Prentice-Hall, Inc. New York, 1947, p. 8.

one hundred eighty schools concerned.

Thirty days after the inquiry forms had been mailed to the principals of the schools concerned sixty (33 1/3 per cent) of the principals had returned the completed forms. The writer then sent follow-up letters to the principals of all of the schools which had not returned the forms. This resulted in the receipt of twenty-one additional completed forms.

The validity of the data was checked by developing the inquiry form so that the different sections of it overlap to some extent. Some of the items in the various sections of the inquiry form have the same meaning and content as some of the items in other sections of the form but the items are different in form and the terminology used is slightly different. While the data from the inquiry forms were being tabulated the writer was on the alert for inconsistencies in responses to related items and those responses which were deemed to be inconsistent were omitted. A further check on the validity of the data was to ask the respondents to send the writer a copy of any manuals, plans of organization, or any other printed or mimeographed materials which explain the objectives and outline the activities of the homeroom program.

As soon as it appeared that the maximum number of the inquiry forms had been returned, the data from the forms were tabulated in appropriate columns on cross-section paper, from where they were transferred to tables. (A table was constructed for each major item in the inquiry form.) An analysis of the data was made, a chapter summarizing the findings of the study was written, and the conclusions growing out of the study were stated.

CHAPTER II

ANALYSIS OF DATA

This chapter is divided into six sections. In Section A an analysis of the general data concerning the schools is made. Section B concerns itself with the organization of the homeroom, Section C deals with the objectives of the homerooms, Section E deals with the data concerning the cooperation between the guidance counselor and the homeroom teachers and Section F is an analysis of the opinions of the principals concerning the success of the homeroom program.

A. General Data

Table 1. Percentage of Schools Reporting Utilization of a Guidance Counselor.

Number of Teachers	Number of Schools Returning Inquiry Form	Number of Schools Reporting Utilization of Guidance Counselor	Percentage of Schools Reporting Utilization of Guidance Counselor
1	2	3	4
3	4	1	25
4	12	11	91.7
5	20	16	80
6	7	5	71.4
7	11	11	100
8-9	8	8	100
10-13	11	10	90.9
14-15	2	2	100
16-20	3	3	100
Over 20	3	3	100
Total	81	70	86.4

Most of the schools utilize the services of a guidance counselor. Only 25 per cent of the schools with three teachers use the services of a guidance counselor while 100 per cent of the schools having 14 or more teachers make use of such services. All the schools having seven to nine teachers also reported that they utilize the services of a guidance counselor. The total for the 81 participating schools is 86.4 per cent (Column 4; Table 1).

Table 2. Status of Guidance Counselor

Number of Teachers	Number of Schools Reporting utilization of Guidance Counselor	Status of Guidance Counselor				
		Part-time	Full-time	Additional Duty of a Teacher	Other	Total
1	2	3	4	5	6	7
3	1	0	0	1	0	1
4	11	1	0	10	0	11
5	16	3	0	12	1	16
6	5	0	0	5	0	5
7	11	4	0	7	0	11
8-9	8	3	0	5	0	8
10-13	10	2	0	8	0	10
14-15	2	0	0	2	0	2
16-20	3	1	0	2	0	3
Over 20	3	1	0	2	0	3
Total	70	15	0	54	1	70

None of the schools has a full-time guidance counselor. Of the 70 schools which utilize the services of a guidance counselor (Column 1; Table 2), 15 have a part-time counselor (Column 3; Table 2). A teacher performs this function in addition to his other duties in 54 (Column 5; Table 2) of the other schools utilizing the services of a guidance counselor and in one school (Column 6; Table 2) the principal serves as the guidance counselor. In a few of the schools the principal assists a teacher in performing the duties of a guidance counselor.

Table 3. Amount of Training in the Field of Guidance the Guidance Counselor has had in 56 of the 81 Cooperating Schools.

Number of Teachers	Number of Schools Reporting Having a Guidance Counselor	Amount of Formal Training Guidance Counselor has had in Field of Guidance								
		None	3 Sm.Hrs.	6 Sm.Hrs.	9 Sm.Hrs.	Bachelor's Degree with Major in Guidance	Master's Degree with Major in Guidance	Other	Number not Reporting	Total
1	2	3	4	5	6	7	8	9	10	11
3	1	0	1	0	0	0	0	0	0	1
4	11	0	4	2	2	0	0	0	3	11
5	16	1	3	2	2	1	2	0	5	16
6	5	0	1	0	2	0	0	1	1	5
7	11	1	1	5	1	0	1	0	2	11
8-9	8	0	0	2	2	0	2	0	2	8
10-13	10	0	4	4	1	0	1	0	0	10
14-15	2	0	0	0	1	0	1	0	0	2
16-20	3	0	1	0	2	0	0	0	0	3
Over 20	3	0	0	0	0	0	2	0	1	3
Total	70	2	15	15	13	1	9	1	14	70

The amount of formal training in the field of guidance which the guidance counselor has had in 56 of the 70 schools which utilize the services of a guidance counselor ranges from none in two schools (Column 3; Table 3) to a Master's degree with a major in guidance in nine schools(Column 8; Table 3). However, the vast majority of the guidance counselors have had either three semester hours, six semester hours, or nine semester hours of training in the field of guidance - the distribution in the three catagories being approximately the same (Columns 4, 5, and 6; Table 3). In one school (Column 9; Table 3), the guidance counselor has a master's degree with a minor in guidance.

Table 4. Percentage of Schools Reporting In-Service Training Programs in Field of Guidance.

Number Of Teachers	Number of Schools Returning Inquiry Form	Number of Schools Reporting having In-Service Training Program in Field of Guidance	Percentage of Schools Reporting Having In-Service Training Program in Field of Guidance
1	2	3	4
3	4	1	25
4	12	9	75
5	20	10	50
6	7	4	57.1
7	11	7	63.6
8-9	8	6	75
10-13	11	10	90.9
14-15	2	2	100
16-20	3	2	66.7
Over 20	3	3	100
Total	81	54	66.7

Two-thirds of the 81 schools which cooperated in this study have programs of in-service training in the field of guidance (Column 3: Table 4). The range is from 25 per cent to 100 per cent (25 per cent of the three-teacher schools have programs of in-service guidance training and 100 per cent of the schools which have fourteen or fifteen teachers have such programs. One hundred per cent of the schools which have over twenty teachers also have programs of in-service training in the field of guidance). Only 50 per cent of the schools which have five teachers have programs of in-service training in the field of guidance. (Column 4: Table 4).

Table 5. Activities Which are a Part of the Program of In-Service Guidance Training in 54 of the Participating Schools.

Activity	Number of Schools Carrying out Activity	Percentage of Schools Carrying Out Activity
1	2	3
1. A portion of each regular faculty meeting is devoted to consideration of guidance practices and problems.	32	59.3
2. Meetings are held at the beginning of the school year to acquaint new teachers with the school's guidance program.	39	72.2
3. Group conferences of teachers are held periodically to study the adjustment needs of individual pupils.	39	72.2
4. Conferences of individual teachers and the principal are held to discuss the guidance needs of particular pupils.	39	72.2
5. A professional library of guidance books and periodicals is maintained	41	75.9
6. Suggested guidance lesson plans and materials are made available to all teachers.	20	37.0
7. Selected books and periodicals on guidance are circulated to all teachers as in a reading circle.	26	48.1
8. Extension courses in guidance offered by a recognized college or university are given locally.	4	7.4
9. Opportunities are provided teachers to participate, under supervision, in administering, scoring, and interpreting guidance tests and inventories.	21	38.9

Table 5. (continued)

Activity	Number of Schools Carrying Out Activity	Percentage of Schools Carrying Out Activity
1	2	3
10. Authorities on guidance are invited to address the faculty members at regular intervals.	17	31.5
11. Other (Please specify)_____	3	5.6

There is no general agreement among the 54 schools which have a program of in-service guidance training as to the activities which are a part of the program. The activities upon which there is the greatest amount of agreement are (Column 3; Table 5):

a. Meetings are held at the beginning of the school year to acquaint new teachers with the school's guidance program - 72.2 per cent of the 54 schools.

b. Group conferences of teachers are held periodically to study the adjustment needs of individual pupils - 72.2 per cent.

c. Conferences of individual teachers and the principal are held to discuss the guidance needs of particular pupils - 72 2 per cent.

d. A professional library of guidance books and periodicals is maintained - 75.9 per cent.

The activity on which there is least agreement is(Column 3; Table 5):

a. Extension courses in guidance offered by a recognized college or university are given locally - 7.4 per cent.

One school conducts a mental health clinic each October and in another school frequent meetings of a committee on guidance are held.

Table 6. Approximate Number of Hours per Week Devoted to the Program of In-Service Guidance Training.

Number of Teachers	Number of Schools Reporting a program of in-Service Guidance Training	Number of Schools Listing the Number of hours per week devoted to the program of in-service Guidance Training	Approximate Number of Hours per week Devoted to the Program of In-Service Guidance Training	Average Number of Hours Per School Per Week	No Reply
1	2	3	4	5	6
3	1	0	-	-	1
4	9	8	17.0	2.13	1
5	10	5	17.0	3.40	5
6	4	4	12.0	3.00	0
7	7	7	14.0	2.00	0
8-9	6	6	8.0	1.33	0
10-13	10	7	12.0	1.71	3
14-15	2	2	2.0	1.00	0
16-20	2	2	3.0	1.50	0
Over 20	3	2	3.5	1.75	1
Total	54	43	88.5	3.06	11

The mean number of hours per week devoted to the program of in-service training in the field of guidance by 43 schools (Column 3; Table 6) is 2.06 (Column 5; Table 6). Schools with five teachers devote an average of 3.40 hours per week to the program of in-service training in the field of guidance (Columns 1 and 5; Table 6) while the schools with 14-15 teachers devote only one hour per week to this program (Columns 1 and 5; Table 6). Eleven of the 54 schools which have programs of in-service

training in the field of guidance did not list the amount of time per week devoted to in-service training in the field of guidance (Column 6; Table 6).

Table 7. Percentage of Schools Reporting Homeroom Organizations.

Number of Teachers	Number of Schools Returning Inquiry Form	Number of Schools Reporting Homeroom Organizations	Number of Schools Which Have No Homeroom Organization	Percentage of Schools reporting Homeroom Organizations
1	2	3	4	5
3	4	4	0	100
4	12	11	0	91.7
5	20	20	0	100
6	7	6	1	85.7
7	11	11	0	100
8-9	8	8	0	100
10-13	11	11	0	100
14-15	2	2	0	100
16-20	3	3	0	100
Over 20	3	3	0	100
Total	81	79	1	97.5

Seventy-nine (97.5 per cent) of the 81 participating schools have homeroom organizations (Column 3 and 5; Table 7). One school is not organized into homerooms (Column 4; Table 7) and one school did not indicate whether or not it is organized into homerooms (Column 6; Table 7).

Table 8. Percentage of Homeroom Teachers in 70 Schools who have had Formal Training in the Field of Guidance.

Percentages	Number of Schools	Percentage of Schools
1	2	3
None	6	8.6
1-5	2	2.9
6-10	6	8.6
11-15	1	1.4
16-20	8	11.4
21-25	2	2.9
26-30	2	2.9
31-35	4	5.7
36-40	6	8.6
41-45	0	0.0
46-50	7	10.0
51-60	3	4.3
61-70	4	5.7
71-80	9	12.7
81-90	3	4.3
91-100	7	10.0
Total	70	100.0

All of the homeroom teachers in seven of the participating schools have had some formal training in the field of guidance while in six schools none of the teachers has had such training (Columns 1 and 2; Table 8). The median is about 35 per cent. Eleven of the 81 participating schools gave no indication of the percentage of their homeroom teachers who have

had formal training in the field of guidance.

Table 9. Percentage of Schools which have Printed or Mimeographed manuals or other forms of printed or Mimeographed materials which describe the Homeroom Organization, Objectives and Activities, and the Duties of Homeroom Teachers.

Number of Teachers	Number of Schools which have Homeroom Organizations	Number of Schools which have printed or mimeographed Manuals, etc. concerning Homeroom	Percentage of Schools Which have Manuals etc., concerning Homeroom	Number of Schools which has Manuals and which sent a copy to the writer	Percentage which sent Manuals to the Writer
1	2	3	4	5	6
3	4	1	25.0	1	100
4	11	3	27.3	0	0
5	20	7	35.0	0	0
6	6	3	50.0	1	33.3
7	11	3	27.3	2	66.7
8-9	8	3	37.5	0	0
10-13	11	5	45.5	2	40
14-15	2	0	0.0	0	0
16-20	3	1	33.3	0	0
Over 20	3	2	66.7	0	0
Total	79	28	35.4	6	21.4

Twenty-eight (Column 3; Table 9) of the participating schools claim to have some form of printed or mimeographed materials which describe the organization, objectives, and activities of the homeroom program and the duties of the homeroom teachers. Only six of these schools sent a copy of their materials to the writer, however (Column 5; Table 9). Of the six copies of materials received by the writer only <u>one</u> lists the objectives

and activities of the homeroom. This one comes from a school which has six teachers. The other five manuals deal, for the most part, with the organization of the school as a whole and only list the class or section of a class assigned to each homeroom teacher.

The most frequently mentioned reason for not sending the writer a copy of the material given by the 22 schools which have manuals or other printed or mimeographed materials dealing with their homeroom program is: "All copies for the current year have been exhausted."

Table 10. Percentage of Schools which Attempt to Differentiate the Homeroom Objectives and Activities in the Different Grades in 62 Schools.

Number of Teachers	Number of Schools Responding to this Item	Number of Schools which attempt to Differentiate Objectives and Activities in Different Grades	Percentage of Schools which Attempt to Differentiate Objectives and Activities of the Different Grades
1	2	3	4
3	3	2	66.7
4	8	4	50.0
5	17	7	41.2
6	6	4	66.7
7	5	5	100.0
8-9	7	6	85.7
10-13	9	2	22.2
14-15	1	1	100.0
16-20	3	1	33.3
Over 20	3	2	66.7
Total	62	34	54.8

Sixty-two schools (Column 2; Table 10) responded to the query as to whether or not any attempt is made to differentiate the homeroom objectives and activities in the different grades. Thirty-four (54.8 per cent) of the schools which responded do attempt to differentiate the objectives and activities of the homeroom in the different grades. (Columns 3 and 4; Table 10). The range is from 22.2 per cent to 100 per cent (Column 4; Table 10). Twenty-eight schools make no attempt to differentiate the homeroom objectives and activities in the different grades. Nineteen of the 79 schools which have homerooms did not indicate whether or not they attempt to differentiate the homeroom objectives and activities in the different grades.

B. Objectives of the Homeroom

Table 11. Percentage of Schools in which the Homerooms Exist Exclusively for Administrative Purposes.

Number of Teachers	Number of Schools Responding to this item	Number of Schools in which Homerooms Exist for Administrative Purposes only	Percentage of Schools in which Homerooms Exist for Administrative Purposes only
1	2	3	4
3	4	1	25.0
4	11	2	18.2
5	20	2	10.1
6	6	1	16.7
7	11	0	0.0
8-9	8	1	12.5
10-13	11	0	0
14-15	2	0	0
16-20	3	0	0
Over 20	3	0	0
Total	79	7	8.9

Nearly all of the homeroom programs are designed for purposes other than that of performing administrative functions only. The homerooms in only seven (8.9 per cent) of the 79 schools which have homerooms exist exclusively for administrative purposes(Columns 3 and 4; Table 11). Those schools in which the homeroom does exist exclusively for administrative purposes are the schools with relatively few teachers (Columns 1 and 3; Table 11). The range is from ten per cent of the schools with five teachers to 25 per cent of the schools which have three teachers (Columns 1 and 4; Table 11).

Table 12. Objectives of the Homerooms in 77 of the Participating Schools.

Objectives	Number of Schools	Percentage of Schools
1	2	3
Orientation in School life	67	87.0
Administrative efficiency	39	50.6
To serve as study hall	15	19.5
Formulation of desirable public opinion	46	59.7
To serve as a supervised haven for pupils when not engaged in other school activities	24	31.2
Guidance		
a. General	57	74.0
b. Educational	49	63.6
c. Civic	49	63.6
d. Social	51	66.2
e. Moral	44	57.1
f. Proper use of leusure time	43	55.9
g. personal	41	53.2
h. other types of guidance not specified above	3	3.9
Other objectives not specified above	2	2.6

The homeroom organizations in the various schools serve many different purposes. No one objective is common to all of the schools. Sixty-seven (87 per cent) of the 77 schools which listed their homeroom objectives have as one of their objectives "orientation in school life" (Columns 2 and 3; Table 12). General Guidance is an objective of the homeroom in about three-fourths of the schools and some form of guidance is an objective of the homeroom in from 1/2 to 2/3 of the schools (Column 3; Table 12). The homeroom is used as a study hall in about

1/5 of the schools and it serves "as a supervised haven for pupils when not engaged in the other activities of the school" in almost one-third of the schools (Column 3; Table 12). Administrative efficiency is an objective of the homeroom in half of the schools and about three-fifths of the schools use the homeroom as a means of formulating desirable public opinion (Column 3; Table 12).

C. Organization of the Homeroom

Table 13. Number of Times per Week Each Homeroom Group Meets.

Number of Teachers	Number of Schools Which have homeroom organizations	Number of Times per Week Each Homeroom Group Meets						
		One Time	Two Times	Three Times	Four Times	Five Times	Other	No Answer
1	2	3	4	5	6	7	8	9
3	4	0	0	0	0	3	1	0
4	11	2	0	4	0	2	2	1
5	20	6	0	1	0	11	0	2
6	6	3	0	0	0	3	0	0
7	11	3	0	0	0	8	0	0
8-9	8	2	1	2	0	2	0	1
10-13	11	1	1	2	0	5	1	1
14-15	2	1	0	0	0	1	0	0
16-20	3	0	2	0	0	1	0	0
Over 20	3	1	0	0	0	1	1	0
Total	79	19	4	9	0	37	5	5

Each homeroom group meets five times per week in half of the 74 schools which reported on the frequency of the meetings of the homeroom group (Column 7; Table 13). The homeroom group meets only once per week in 19 (25.7 per cent) of the schools (Column 3; Table 13). The range is from four schools in which the homeroom group meets twice per week to 37 schools in which each homeroom group meets five times per week. There were no schools in which the homeroom group meets four times per week. (Column 6; Table 13). The homeroom group meets six times per

week in two schools, ten times per week in one school, and 15 times per week in two schools (Column 8 (other); Table 13).

Table 14. Length of the Homeroom Period in 71 Schools.

Number of Teachers	Number of Schools which have homeroom organizations	Length of Homeroom Period											
		10 M.	15 M.	20 M.	25 M.	30 M.	35 M.	40 M.	45 M.	50 M.	55 M.	60 M.	No Ans.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
3	4	1	1	0	0	0	0	0	0	0	0	1	1
4	11	0	1	1	0	3	0	0	3	1	0	1	1
5	20	0	1	3	0	3	2	1	3	1	0	3	3
6	6	0	0	0	0	2	0	0	0	0	0	4	0
7	11	0	4	0	0	2	0	0	4	1	0	0	0
8-9	8	0	1	0	0	2	0	0	1	1	1	1	1
10-13	11	0	1	1	0	3	0	0	3	0	1	0	2
14-15	2	0	0	0	0	1	0	0	0	0	0	1	0
16-20	3	0	1	0	0	2	0	0	0	0	0	0	0
Over 20	3	0	2	0	0	0	0	0	1	0	0	0	0
Total	79	1	12	5	0	18	2	1	15	4	2	11	8

M = Minutes

The length of the homeroom period ranges from ten minutes to sixty minutes (Table 14). For approximately one-fourth (18) of the 71 schools which indicated the length of their homeroom periods, the length of the period is 30 minutes (Column 7; Table 14). The homeroom group meets for 45 minutes in 15 (21.1 per cent) of the schools (Column 10; Table 14) and it meets for 15 minutes in one-sixth (12) of the 71 schools (Column 4; Table 14). The homeroom group meets for 60 minutes in 11 (15.5 per cent)

of the schools (Column 13; Table 14). None of the homeroom groups meets for a period of 25 Minutes (Column 6; Table 14). One school has five 15-minute and one 60-minute periods per week.

Table 15. Times When Homeroom Sessions are Held in the 79 Schools Which have Homerooms.

When Meetings are Held	Number of Schools	Percentage of Schools
1	2	3
At the beginning of the school day only	19	24.1
At the end of the school day only	8	10.1
Both at the beginning and at the end of the School day	20	25.3
During the period just before lunch	22	27.8
During the period just after lunch	7	8.9
Other (not specified above)	3	3.8
Total number of Schools Responding to this item	79	100.0

There are three popular periods during which homeroom sessions are held. Approximately one-fourth (27.8 per cent) of the schools hold their homeroom sessions during the period just before lunch; one-fourth (25.3 per cent) of the schools hold their homeroom sessions both at the beginning and at the end of the school day; and one-fourth of the schools (24.1 per cent) hold the homeroom sessions at the beginning of the school day only (Columns 1, 2, and 3; Table 15). The homeroom sessions in 10.2 per cent of the schools are held at the end of the school day only. For 8.9 per cent of the schools the homeroom groups meet during the period

just after lunch and in 3.8 per cent of the schools they meet at times other than those specified in Table 15 (Columns 1, 2, and 3; Table 15).

Table 16. Usual Number of Pupils Assigned to Each Homeroom Teacher

Number of Teachers	Number of Schools responding to this item	Number of Pupils Assigned to Each Teacher					
		16-20	21-25	26-30	31-35	36-40	Over 40
1	2	3	4	5	6	7	8
3	3	2	0	0	1	0	0
4	7	0	3	2	1	1	0
5	10	1	1	3	3	1	1
6	6	0	1	3	1	1	0
7	9	0	1	1	5	2	0
8-9	7	0	0	1	4	1	1
10-13	10	0	0	1	4	4	1
14-15	1	0	0	0	0	1	0
16-20	3	0	0	1	2	0	0
Over 20	3	0	0	0	2	1	0
Total	59	3	6	12	23	12	3

The usual number of pupils assigned to each homeroom teacher in approximately 39 per cent (23 schools) of the 59 schools which indicated the usual number of pupils assigned to each homeroom teacher is from 31 to 35 pupils (Column 6; Table 16). Roughly 20 per cent (12 schools) of the schools assign from 36 to 40 pupils to each homeroom teacher (Column 7; Table 16); 20 per cent assign from 26 to 30 pupils to each homeroom teacher (Column 5; Table 16); ten per cent (six schools) assign from 21 to 25 pupils to each homeroom teacher (Column 4; Table 16).

About five per cent (three schools) assign over 40 pupils to each homeroom teacher and about five per cent assign from 16 to 20 pupils to each homeroom teacher (Column ' and 1; Table 16).

A few of the schools stated that, even though the number of pupils assigned to each homeroom teacher falls within the limits set by Table 16, in reality the number of pupils assigned to each homeroom teacher depends upon the size of the grade because they assign all of the pupils in a grade to one homeroom teacher.

Table 17. Make-up of Homerooms

Source of Homeroom Pupils	Number of Schools	Percentage of Schools
1	2	3
Homerooms consist of pupils from one grade only	61	77.2
Homerooms consist of certain proportion of pupils from each grade in high school	5	6.3
Some homerooms composed of pupils from two grades only	12	15.2
Homerooms consist of boys only or girls only	7	1.3
Total	79	100.0
Other factors used as a basis for assigning pupils to homerooms:		
Age	8	10.1
Alphabetical order	3	3.8
Intelligence quotients	2	2.6
Random selection	6	7.6
Curriculum in which enrolled	43	54.4
Extracurricular interests	5	6.3
No reply	12	15.2
Total	79	100.0

The majority (77.8 per cent) of the schools assign pupils from one grade only to each homeroom (Column 3; Table 17). Almost 15 per cent of the schools have homerooms which are composed of pupils from two grades only. The schools in which the homerooms consist of pupils from two grades only are small schools with either three teachers or four teachers. Five schools (6.2 per cent)have homerooms which consist of a certain proportion of pupils from each grade in the high school and one school (1.2 per cent) has homerooms which consist of boys only or girls only (Column 3; Table 17). The largest "other factor" used as a basis of assigning pupils to homerooms is the curriculum in which the pupils are enrolled. This factor serves as a basis for the assignmentof pupils to homerooms in 43 schools (53.1 per cent) (Column 3; Table 17). In the schools which have homerooms composed of pupils from two grades only, the most frequent combinations are grades 9 and 10 and 11 and 12.

Table 18. Length of Time Pupils Remain with the Same Homeroom Teacher

Number of Teachers	Number of Schools which have Homeroom Organizations	Time Pupils Remain with Same Teacher					
		1 Semester	1 Year	2 Years	3 Years	4 Years	No Answer
1	2	3	4	5	6	7	8
3	4	0	2	2	0	0	0
4	11	0	7	0	0	4	0
5	20	0	13	1	1	3	2
6	6	0	3	1	1	1	0
7	11	0	6	0	0	5	0
8-9	8	0	4	1	0	3	0
10-13	11	0	5	2	0	4	0
14-15	2	0	0	0	1	1	0
16-20	3	0	2	1	0	0	0
Over 20	3	0	0	1	1	0	1
Total	79	0	42	9	4	21	3

The pupils remain with the same homeroom teacher for one year in slightly over one-half of the schools (Column 4; Table 18). They remain with the same teacher for four years in approximately one-fourth of the schools (Column 7; Table 18), and in one-ninth of the schools the pupils remain with the same homeroom teacher for two years (Column 5; Table 18). The pupils in only four schools remain with the same homeroom teacher for three years (Column 6; Table 18). In no school are the pupils assigned to the same homeroom teacher for one semester only (Column 3; Table 18).

Table 19. Percentage of Schools in which Homeroom Teachers have charge of Pupils of the Same Age and Grade Each Year.

Number of Teachers	Number of Schools Responding to this Item	Number of Schools in which Homeroom teachers have charge of Pupils of Same Age and Grade each Year	Percentage of Schools in which Homeroom Teachers have charge of Pupils of Same Age and Grade each Year
1	2	3	4
3	4	3	75.0
4	10	4	40.0
5	18	10	55.5
6	6	4	66.7
7	10	6	40.0
8-9	8	3	37.5
10-13	11	4	36.4
14-15	2	0	0.0
16-20	3	2	66.7
Over 20	3	0	0.0
Total	75	36	48.0

The homeroom teachers in 36 schools (48.0 per cent) have charge of pupils of the same age and grade each year. The range is from zero per cent in the schools which have over 20 teachers and in those which have 14 or 15 teachers to 75 per cent in schools which have only three teachers (Columns 1, 2, 3, and 4; Table 19).

Table 20. Official Titles of the Homeroom Officers in 79 Schools.

Titles	Number of Schools	Percentage of Schools
1	2	3
None	2	2.5
President	69	87.3
Vice President	65	82.3
Secretary	65	82.3
Treasurer	64	81.0
Secretary-Treasurer	6	7.6
Chairman	8	10.1
Homeroom Coordinator	8	10.1
Monitor	19	24.1
Representative to Student Council	31	39.2
Representative to Athletic Council	11	13.9
Cheer Leader	16	20.2
Other	8	10.1
No Answer	1	1.3

The titles of the homeroom officers in the majority of the schools are the same as those usually found in most organizations: President (87.3 per cent), Vice President (82.3 per cent), Secretary (82.3 per cent), and Treasurer (81 per cent). The offices of secretary and treasurer are combined on only 7.6 per cent of the schools. The homerooms in 10 per cent of the schools have a "homeroom coordinator." The title of an officer in 39.2 per cent of the schools in "Representative to the Student Council." In 24.1

per cent of the schools a homeroom officer is called "Monitor." In 20.2 per cent of the schools the homerooms have a "cheer leader" and in 13.9 per cent of the schools the homerooms have an officer whose title is "Representative to the Athletic Council." The homerooms in 10.1 per cent of the schools have officers whose titles are different from those listed above and in 2.5 per cent of the schools the homerooms have no officers (Columns 1, 2, and 3; Table 20). The most frequently mentioned titles other than those listed above are: Sergeant-at-Arms, Safety patrolman, and Reporter.

Table 21. How the Officers of the Homerooms are Chosen in 76 Schools

Method of Choosing Officers	Number of Schools	Percentage of Schools
1	2	3
Elected by homeroom pupils	72	94.7
By Majority vote	(64)	(84.2)
By plurality vote	(8)	(10.5)
Appointed by the principal	3	4.0
Appointed by the homeroom teacher	1	1.3
Total	76	100.0

The homeroom officers are chosen by the homeroom pupils in 94.7 per cent of the schools - in 84.2 per cent by majority vote and in 10.5 per cent by plurality vote. The homeroom officers are appointed by the principal in 4 per cent of the schools and they are appointed by the homeroom teacher in 1.3 per cent of the schools (Columns 1 and 3; Table 21).

Table 22. Length of Time Homeroom Officers Hold Office in 75 Schools

Number of Teachers	Number of Schools which have Homeroom Organizations	Tenure of Homeroom Officers			
		one Year	One Semester	Other	No Reply
1	2	3	4	5	6
3	4	4	0	0	0
4	11	10	0	1	0
5	20	15	2	0	3
6	6	4	1	0	1
7	11	9	2	0	0
8-9	8	5	2	1	0
10-13	11	10	1	0	0
14-15	2	2	0	0	0
16-20	3	3	0	0	0
Over 20	3	3	0	0	0
Total	79	65	8	2	4

The tenure of office of the homeroom officers in 86.7 per cent (65 schools) of the schools is one year (Column 3; Table 22). In eight schools (10.6 per cent) the homeroom officers hold office for one semester only (Column 4; Table 22). In one school the tenure of office of the homeroom officers is two years and in another school it is three years (Column 5 (other); Table 22).

Table 23. Percentage of Schools which have a Student Council or Comparable Organization.

Number of Teachers	Number of Schools Returning Inquiry form	Number of Schools Reporting Student Council or Comparable organization	Percentage of Schools Reporting Student Council or Comparable Organization	Number of Schools which do not have a Student Council or Comparable Organization
1	2	3	4	5
3	4	1	25.0	3
4	12	5	41.7	7
5	20	13	65.0	7
6	7	4	57.1	3
7	11	8	72.7	3
8-9	8	6	75.0	2
10-13	11	8	72.7	3
14-15	2	1	50.0	1
16-20	3	3	100.0	0
Over 20	3	3	100.0	0
Total	81	52	64.2	29

Fifty-two (64.2 per cent) of the 81 schools which participated in this study have a student council or a comparable organization (Columns 3 and 4; Table 23). The range is from 25 per cent in schools that have three teachers to 100 per cent in schools that have 16 or more teachers (Column 4; Table 23). Twenty-nine schools (35.8 per cent) have no student council or comparable organization (Column 5; Table 23).

Table 24. Percentage of Schools in which the Student Council is Composed of Representatives from the Homerooms.

Number of Teachers	Number of Schools Responding to this Item	Number of Schools in which Student Council is Composed of Representatives from the Homerooms	Percentage of Schools in which the Student Council is Composed of Representatives from the Homerooms
1	2	3	4
3	1	1	100.0
4	5	5	100.0
5	13	12	92.3
6	4	4	100.0
7	8	8	100.0
8-9	6	6	100.0
10-13	8	8	100.0
14-15	1	1	100.0
16-20	3	3	100.0
Over 20	3	3	100.0
Total	52	51	98.1

The student council is composed of representatives from the homerooms in 51 (98.1 per cent) of the 52 schools which have a student council or comparable organization (Column 3; Table 24).

Table 25. Status of the Homeroom Representative to the Student Council in the 51 Schools where the Student Council is Composed of Representatives from the Homerooms

Status	Number of Schools	Percentage of Schools
1	2	3
President of the Homeroom	2	3.9
A Special Representative from the homeroom	48	94.1
Other	1	2.0
Total	51	100.0

The homeroom representative to the student countil is a special representative from the homerooms in 48 (94.1 per cent) of the 51 schools in which the student council is composed of representatives from the homerooms (Columns 2 and 3; Table 25). In one school the representative is president of the homeroom and in another school (other; Table 25) the representative from the homeroom to the student council is Secretary of the homeroom.

Table 26. Percentage of Schools in which the Homeroom Officers are Collectively Referred to as the Homeroom Committee

Number of Teachers	Number of Schools Responding to this Item	Number of Schools in which the Homeroom Officers are Collectively Referred to as the Homeroom Committee	Percentage of Schools in which Homeroom Officers are Collectively Referred to as the Homeroom Committee
1	2	3	4
3	3	1	33.3
4	11	4	36.4
5	15	5	33.3
6	6	0	0.0
7	10	5	50.0
8-9	8	3	37.5
10-13	10	1	10.0
14-15	2	0	0.0
16-20	3	1	33.3
Over 20	3	0	0.0
Total	71	20	28.2

The homeroom officers are collectively referred to as "the homeroom committee" in only 20 (28.2 per cent) of the 71 schools which responded to this item in the inquiry form. The range is from zero per cent to 50 per cent (Columns 3 and 4; Table 26).

Table 27. Titles of Homeroom Committees in 61 Schools

Title of Committee	Number of Schools	Percentage of Schools
1	2	3
None	18	29.5
Publicity	20	32.8
Dramatics	18	29.5
Debating	8	13.1
Art	1	1.7
Attendance	15	24.6
Social	33	54.1
Citizenship	29	47.6
Other	9	14.8

Sixty-one schools responded to the item concerning the titles of the homeroom committees. Eighteen (29.5 per cent) of the schools have no homeroom committees. Approximately one-third of the schools have publicity committees in their homerooms, 29.5 per cent have dramatics committees, 13.1 per cent have debating committees, 1.7 per cent have art committees, 24.6 per cent have attendance committees, 54.1 per cent have social committees, 47.6 per cent have citizenship committees, and 14.8 per cent have committees whose titles are different from those listed above. (Columns 1, 2, and 3; Table 27). The most popular committees are (1) social committees (54.1 per cent) and (2) citizenship committees (47.6 per cent). The committees mentioned most often under "other" are (1) program committee, (2) entertainment committee and (3) hospitality committee

D. Activities of the Homeroom

Table 28. Percentage of Schools which have a Clearly Defined Homeroom Program

Number of Teachers	Number of Schools Responding to this Item	Number of Schools which have a Clearly Defined Homeroom Program	Percentage of Schools Which have a Clearly Defined Homeroom Program
1	2	3	4
3	4	3	75.0
4	11	11	100.0
5	18	17	94.4
6	6	5	83.3
7	11	8	72.7
8-9	8	8	100.0
10-13	10	9	90.0
14-15	2	2	100.0
16-20	2	2	100.0
Over 20	3	3	100.0
Total	75	68	90.7

Nine-tenths (90.7 per cent) of the schools claim to have a clearly defined homeroom program while seven (9.3 per cent) say that they do not have a clearly defined homeroom program (Columns 3 and 4; Table 28).

Table 29. How the Homeroom Program is Planned in the 75 Schools which Have a clearly Defined Homeroom Program

Method	Number of Schools	Percentage of Schools
1	2	3
Each homeroom teacher working independently	25	33.3
All homeroom teachers working collectively	12	16.0
A committee of teachers	0	0.0
The principal	5	6.7
Homeroom teachers and a committee of teachers	0	0.0
A committee of teachers and pupils	15	20.0
A committee of homeroom teachers and pupils	4	5.3
A committee of teachers, pupils, and the principal	7	9.3
Each homeroom teacher and the principal	3	4.0
The homeroom teachers collectively and the principal	2	2.7
A committee of pupils	2	2.7
Total	75	100.0

The homeroom program in the various schools is planned in many different ways. There is no general agreement among the 75 schools which have a clearly defined homeroom program. The method (each homeroom teacher working independently) which is used by the greatest number of schools is not a democratic method. This method is employed by 33 1/3 per cent of the schools. In 20 per cent of the schools the homeroom

program is planned by a committee composed of teachers and pupils and in 16 per cent of the schools the homeroom program is planned by all homeroom teachers working collectively (Columns 1, 2, and 3; Table 29). The principal plans the homeroom program in 6.7 per cent of the schools. The pupils participate in the planning of the homeroom program in only 37.3 per cent of the schools while the homeroom program is planned without the aid of the pupils in 62.7 per cent of the schools (Columns 1, 2, and 3; Table 29).

Table 30. Administrative Functions which are performed in the Homerooms of the 79 Schools which are Organized into Homerooms

Functions	Number of Schools	Percentage of Schools
1	2	3
Checking attendance	66	83.5
Distributing books and supplies	46	58.2
Recording marks on report cards	42	53.2
Distributing report cards	62	78.5
Recording marks on office records	27	34.2
Obtaining from the pupils information requested by the office	60	75.9
Reading notices from the office	38	48.1
Conducting Financial drives	38	48.1
Disciplinary action	24	30.4
Registering pupils at the beginning of the school year	54	68.4
Preliminary Registration of pupils in the Spring	24	30.4
Other (not specified above)	7	8.9

The chief administrative function performed in the homerooms is that of checking attendance. This function is performed in the homerooms of 83.5 per cent of the 79 schools which are organized into homerooms (Columns 1 and 3; Table 30). Report cards are distributed to the pupils in the homerooms of 78.5 per cent of the schools. The homerooms in 75.9 per cent of the schools perform the administrative function of obtaining from the pupils informations requested by the office. The function of registering pupils at the beginning of the school year is performed in the homerooms of 68.4 per cent of the schools. Books and supplies are distributed to the pupils in 58.2 per cent of the homerooms. The functions of recording marks on report cards, reading notices from the office, and conducting financial drives are performed in the homerooms of approximately one-half of the schools and the functions of recording marks on office records, carrying out disciplinary action against delinquent pupils, and conducting a preliminary registration of pupils in the Spring are performed by the homeroom teachers in approximately one-third of the schools (Columns 1 and 3; Table 30). Functions other than those enumerated above are performed in the homerooms of 8.9 per cent of the schools. The most frequently mentioned function in this capacity is that of collecting book rental fees from pupils.

Table 31. Guidance Activities Performed by the Homeroom Teachers in 79 Schools

Activities	Number of Schools	Percentage of Schools
1	2	3
Visit homes of all pupils in homeroom	68	86.1
Visit homes of failing pupils	45	56.9
Visit homes of problem cases	49	62.0
Interview all pupils in homeroom	59	74.7
Interview failing pupils only	15	18.9
Assist failing pupils in making up work	59	74.7
Assist Absentees in making up work	38	48.1
Give mental tests to pupils in homeroom	28	35.4
Administer vocational preference tests to pupils or help them to fill out and interpret self-analysis blanks	28	35.4
Rate pupils on character traits	40	50.6
Discuss subjects offered by the school	60	75.9
Discuss curricula offered by the school	45	56.9
Discuss requirements for graduation	69	87.3
Discuss vocational opportunities or present information about vocational opportunities	58	73.4
Discuss requirements for admission to college	69	87.3
Discuss opportunities for professional training in higher institutions of learning	48	60.8
Discuss the nature of the work in various vocations	47	59.9
Advise pupils on choice of subjects	60	75.9
Recommend to pupils that they drop subjects	24	30.4

Table 31. (Continued)

Activities	Number of Schools	Percentage of Schools
1	2	3
Discuss the extracurricular activities of the school	57	72.2
Discuss personal traits with individual pupils in the homeroom	50	63.3
Other (not specified above)	4	5.1

A study of the data concerning the guidance activities performed by the homeroom teachers shows clearly that most of the guidance activities performed in the schools which participated in this study are performed in the homerooms by the homeroom teachers (Table 31). Eight (slightly more than one-third) of the guidance activities listed in this table are performed by the homeroom teachers in approximately three-fourths of the schools and seventeen (77 per cent) of these activities are performed by the homeroom teachers in one-half or more of the schools. The range is from 18.9 per cent ("Interview failing pupils only") to 87.3 per cent ("Discuss requirements for graduation" and "Discuss requirements for admission to college") (Columns 1, 2, and 3; Table 31).

Table 32. Topics on which Homeroom Teachers Instruct their Homeroom Pupils in 76 Schools

Topics	Number of Schools	Percentage of Schools
1	2	3
How to study effectively	69	90.8
How to use the dictionary	59	77.6
How to use the index of a book	45	59.2
How to use an encyclopedia	50	65.8
How to use the library	57	75.0
Other (not specified above)	4	5.3

The homeroom teachers in 90.8 per cent of the schools instruct the pupils in their homerooms on the topic, "How to study effectively." In 77.6 per cent of the schools the pupils are given lessons on "How to use the dictionary," "How to use the library," - 75 per cent, "How to use an encyclopedia" - 65.8 per cent, and "How to use the index of a book" - 59.2 per cent (Columns 1 and 3; Table 32). The homeroom teachers in three schools instruct their pupils on the proper use of leisure time and those in one school instruct their pupils on the topic "How to improve my personality" (Other; Table 32).

Table 33. Activities Carried Out in the Homerooms of 79 Schools for the Purpose of Promoting School Pride and School Spirit

Activities	Number of Schools	Percentage of Schools
1	2	3
Boosting school enterprises	64	81.0
Rehearsing schools songs and yells	44	55.8
Studying the history of the schools	28	35.4
Discussing what is needed to make school life more worth while for the pupils	68	86.1
Other (Not specified above)	2	2.5

The activities which are performed in the homerooms primarily for the purpose of promoting school activities and school spirit are: "Discussing what is needed to make school life more worth while for the pupils" - 86.1 per cent of the schools; "boosting school enterprises" - 81 per cent; "Rehearsing school songs and yells," 55.8 per cent; and "Studying the history of the school," - 35.4 per cent (Columns 1 and 3; Table 33).

Table 34. Percentage of Schools in which Pupils Usually Preside at Homeroom Sessions

Number of Teachers	Number of Schools Responding to this Item	Number of Schools in which Pupils Usually Preside AT Homeroom Sessions	Percentage of Schools in which Pupils Usually Preside at Homeroom Sessions
1	2	3	4
3	4	4	100.0
4	11	11	100.0
5	17	17	100.0
6	6	6	100.0
7	10	10	100.0
8-9	8	8	100.0
10-13	11	11	100.0
14-15	2	2	100.0
16-20	3	3	100.0
Over 20	3	3	100.0
Total	75	75	100.0

The pupils usually preside at the homeroom sessions in 100 per cent of the 75 schools which responded to this item in the inquiry form (Table 34). This is a rather commendable feature of the homeroom programs in these schools because the only way a person can truly learn to do is by doing.

Table 35. Percentage of Schools in which Parliamentary Procedure is Usually Followed at the Homeroom Sessions

Number of Teachers	Number of Schools Responding to this Item	Number of Schools in which Parliamentary Procedure is usually followed at Homeroom Sessions	Percentage of Schools in which Parliamentary Procedure is usually followed at Homeroom Sessions
1	2	3	4
3	4	4	100.0
4	10	10	100.0
5	17	16	94.1
6	6	5	83.3
7	10	10	100.0
8-9	8	8	100.0
10-13	11	11	100.0
14-15	2	2	100.0
16-20	3	3	100.0
Over 20	3	3	100.0
Total	74	72	97.3

Parliamentary procedure is usually observed at the homeroom sessions in 97.3 per cent of the 74 schools which responded to this item in the inquiry form (Columns 2, 3, and 4; Table 35). Four schools which are organized into homerooms and in which the pupils do not usually preside at the homeroom sessions stated that the pupils do preside at homerooms occasionally and that when the pupils preside parliamentary procedure is observed.

Table 36. Percentage of Schools in which Homeroom Competitions are Set Up

Number of Teachers	Number of Schools Responding to this Item	Number of Schools in which Homeroom competitions are Set up	Percentage of Schools in which Homeroom Competitions are Set up
1	2	3	4
3	3	3	100.0
4	11	10	90.9
5	18	16	88.8
6	6	5	83.3
7	10	10	100.0
8-9	8	7	87.5
10-13	10	9	90.0
14-15	2	2	100.0
16-20	3	2	66.7
Over 20	3	3	100.0
Total	74	67	90.5

Homeroom competitions are set up in approximately 90 per cent of the schools which participatedin this study (Table 36).

Table 37. Activities in which Homeroom Groups Compete with one Another in 79 Schools

Activities	Number of Schools	Percentage of Schools
1	2	3
Dramatics	21	26.6
Debating	17	21.5
Athletics	45	56.9
Attendance	34	43.0
Scholarship	33	41.8
Assembly Programs	47	59.5
Financial drives	53	67.1
Other (Not specified above)	3	3.8

There is no general agreement as to the type of activities in which the homeroom groups compete with one another. The activity listed by the greatest number of schools is that of financial drives (67.1 per cent). Next comes "Assembly programs" (59.5 per cent). The homeroom groups in 56.9 per cent of the schools compete with one another in "Athletics," 43 per cent in "attendance," 41.8 per cent in "Scholarship," 26.6 per cent in "dramatics," and 21.5 per cent in "debating" (Columns 1, 2, and 3; Table 37). The homeroom groups in 3.8 per cent of the schools compete with one another in singing (Other; Table 37).

E. Cooperation Between the Guidance Counselor and the Homeroom Teachers

Table 38. Frequency with which the Results of the Efforts of the Homeroom Teachers are Made Available to the Guidance Counselor in 43 Schools

Frequency	Number of Schools	Percentage of Schools
1	2	3
Always	13	30.2
Usually	16	37.2
Frequently	7	16.3
Seldom	4	9.3
Never	3	7.0
Total	43	100 0

Only 43 of the 70 schools which utilize the services of a guidance counselor indicated whether or not the results of the efforts of the homeroom teachers in performing guidance activities are made available to the guidance counselor (Column 2; Table 38). The frequency with which these results are made available to the guidance counselor is as follows: Always - 30.2 per cent of the schools; usually - 37.2 per cent; frequently - 16.3 per cent; seldom - 9.3 per cent; and never - 6.9 per cent (Columns 1, 2, and 3; Table 38).

Table 39. Frequency with which the Results of the Efforts of the Guidance Counselor in Performing Guidance Activities are made Available to the Homeroom Teachers in 41 Schools

Frequency	Number of Schools	Percentage of Schools
1	2	3
Always	16	39.0
Usually	15	36.6
Frequently	7	17.1
Seldom	3	7.3
Never	0	0.0
Total	41	100.0

The results of the efforts of the guidance counselor in performing guidance activities are never unavailable to the homeroom teachers in any of the 41 schools which responded to this item in the inquiry form. These results are always available to the homeroom teachers in 39 per cent of the schools, usually available in 36.6 per cent, frequently available in 17.1 per cent, and seldom available in 7.3 per cent of the schools (Columns 1, 2, and 3; Table 39).

F. Success of the Homeroom Program

Table 40. The General Attitude of the Teachers Toward the Homeroom Program as Estimated by the Principals in 72 Schools

Attitude	Number of Schools	Percentage of Schools
1	2	3
Enthusiastic	13	18.1
Favorable	57	79.1
Indifferent	1	1.4
Mildly opposed	1	1.4
Strongly opposed	0	0.0
Total	72	100.0

The general attitude of the teachers toward the homeroom program in 72 of the 79 schools which are organized into homerooms is favorable in almost four-fifths (79.1 per cent) of the schools. The teachers have an enthusiastic attitude toward the homeroom program in 18.1 per cent of the schools. They are indifferent toward the homeroom program in 1.4 per cent of the schools and are mildly opposed to the homeroom in 1.4 per cent of the schools (Columns 1, 2, and 3; Table 40).

Table 41. The Success of the Homeroom Program in Accomplishing its Announced Objectives - as Estimated by the Principals of 72 Schools

Estimate	Number of Schools	Percentage of Schools
1	2	3
Very successful	14	19.4
Moderately successful	54	75.0
Doubtful	4	5.6
Unsuccessful	0	0.0
Total	72	100.0

Three-fourths of the principals of 72 schools estimate the homeroom program to be moderately successful in accomplishing its announced objectives. The homeroom program is estimated to be very successful in accomplishing its announced objectives by the principals in 19.4 per cent of the schools and the principals in 5.6 per cent of the schools estimate the success of the homeroom program in achieving its goals as doubtful. (Columns 1, 2, and 3; Table 41).

Table 42. The Success of the Homeroom Program in Its Enhancement of the Guidance Program - As Estimated by the Principals of 69 Schools

Estimate	Number of Schools	Percentage of Schools
1	2	3
Very successful	15	21.7
Moderately successful	50	72.5
Doubtful	4	5.8
Unsuccessful	0	0.0
	69	100.0

More than one-fifth (21.7 per cent) of the principals in 69 schools estimate the homeroom program to be very successful in its enhancement of the guidance program, 72.5 per cent estimate it to be moderately successful and 5.8 per cent estimate it to be doubtful in this respect. None of the principals estimates the homeroom program in his school to be unsuccessful either in accomplishing its announced objectives or in its enhancement of the school's guidance program (Columns 1, 2, and 3; Table 42 and Table 41).

Table 43. Number of Principals Listing Reasons for Lack of Success of Their Homeroom Program in Accomplishing its Announced Objectives and in Its Enhancement of the Guidance Program

Number of Teachers	Number of Schools which are Organized into Homerooms	Number of Principals Estimating the Success of their Homeroom Program to be Either Doubtful or Unsuccessful	Number of Principals Listing Weaknesses which exist in their Homeroom Programs
1	2	3	4
3	4	0	
4	11	1	2
5	20	0	2
6	6	0	0
7	11	3	0
8-9	8	0	0
10-13	11	0	4
14-15	2	0	0
16-20	3	1	0
Over 20	3	0	2
Total	79	5	10

Only five principals (Column 3; Table 43) estimate the success of the homeroom program in their schools as doubtful. Three of these five principals estimate the success of the homeroom program in their schools to be doubtful both "in accomplishing its announced objectives" and "in its enhancement of the guidance program," one principal estimates the success of his homeroom program to be doubtful "in accomplishing its announced objectives" only and one estimates his homeroom program to be doubtful "in its enhancement of the guidance program" only. None of the

five principals who estimate the success of their homeroom programs as doubtful is among the ten principals (Column 4; Table 43) listing weaknesses in their homeroom programs. Following are some of the "Weaknesses" listed by the ten principals referred to above:

"Lack of time and facilities .... " (three principals)

"Teachers do not have the time necessary to do 'follow-ups' - and the need for personnel trained in guidance." (1 principal)

"Lack of teacher interest." (two principals)

"It is my opinion that our homeroom and guidance programs would be very successful if our teaching personnel were adequate in number and special training and our physical accommodations were sufficient to meet the needs and assure the comfort of all pupils. Our school is very definitely overcrowded." (one principal)

"More time needed." (three principals)

CHAPTER III

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The administrators and teachers in the publicly supported high schools for Negroes in the state of North Carolina are very "guidance-minded." Approximately 86 per cent of these schools utilize the services of a guidance counselor. The duties of the guidance counselor in over 75 per cent of the schools are performed by a regular teacher in addition to his other duties. Over 20 per cent of the schools have a part-time guidance counselor. None of the schools has a full-time guidance counselor. Approximately 20 per cent of the teachers who act as guidance counselors in addition to their other duties have had nine semester hours of formal training in the field of guidance; 20 per cent have had six semester hours; and about 18 per cent have had three semester hours. More than one-eighth of these teacher-counselors have a Master's degree with a major in guidance. Two-thirds of the schools have in-service training programs in the field of guidance. The activities which are a part of the program of in-service guidance training in over 70 per cent of the schools are:

> Meetings are held at the beginning of the school year to acquaint new teachers with the school's guidance program.
>
> Group conferences of teachers are held periodically to study the adjustment needs of individual pupils.
>
> Conferences of individual teachers and the principal are held to discuss the guidance needs of particular pupils.
>
> A professional library of guidance books and periodicals is maintained.

A portion of each regular faculty meeting is devoted to the consideration of guidance practices and problems in nearly three-fifths of the schools and over one-third of the schools include the folling activities as a part of their program of in-service guidance training:

> Suggested guidance lesson plans and materials are made available to all teachers.
>
> Selected books and periodicals on guidance are circulated to all teachers as in a reading circle.
>
> Opportunities are provided teachers to participate, under supervision, in administering, scoring, and interpreting guidance tests and inventories.
>
> Authorities on guidance are invited to address the faculty members at regular intervals.

The schools which have programs of in-service training in the field of guidance devote an average of about two hours per week to this program.

Almost all (97 per cent to 98 per cent) of the public high schools for Negroes in North Carolina are organized into homerooms. Approximately 35 per cent of the homeroom teachers have had formal training in the field of guidance. Over one-third of the schools have printed or mimeographed manuals or other forms of printed or mimeographed materials which describe the organization, objectives, and activities of the homeroom teachers. However, it seems that the supply of such manuals is rather limited since only a little over 20 per cent of the schools which have manuals or other printed or mimeographed materials dealing with the homeroom program sent copies to the writer. The majority of the copies which were received by the writer do not deal at length with the homeroom program. They are concerned with the program of the school as a whole and refer to the homeroom program only incidentally.

More than one-half of the schools attempt to differentiate the homeroom objectives and activities in the different grades. Orientation in school life is an objective of the homeroom program in 87 per cent of the schools. Approximately two-thirds of the schools have the following objectives: social, civic, and educational guidance, Personal guidance, proper use of leisure time, moral guidance, administrative efficiency, and the formulation of desirable public opinion are objectives of the homeroom in over 50 per cent of the schools and general guidance is an objective in 74 per cent of the schools. The homeroom serves as a study hall in about one-fifth of the schools. Approximately 30 per cent of the schools use the homeroom as a supervised haven for pupils when they are not engaged in other school activities. The homeroom exists exclusively for administrative purposes in only 8.6 per cent of the schools.

Each homeroom group meets once per week in about one-fourth of the schools, twice per week in one-sixteenth of them, three times per week in one-eighth, and five times per week in almost half of the schools. The length of the homeroom period varies from ten minutes to 60 minutes. The most popular "lengths" are: 30 minutes - about 22 per cent of the schools, 45 minutes - about 20 per cent, 15 minutes - 15 per cent, and 60 minutes - 14 per cent. The homeroom sessions are held during the period just before lunch by 27.8 per cent of the schools, both at the beginning and at the end of the school day - 25.3 per cent, at the beginning of the school day only - 24.1 per cent, at the end of the school day only - 10.1 per cent, during the period just after lunch - 8.9 per cent, and at various other times - 3.8 per cent.

The usual number of pupils assigned to each homeroom teacher is: 31-35 pupils in 40 per cent of the schools; 36-40 pupils, 20 per cent; over 40 pupils, five per cent; 26-30 pupils, 20 per cent; 21-25 pupils, 10 per cent; and 20 or fewer pupils, five per cent. The homerooms in over 75 per cent of the schools are composed of pupils from one grade only. In about 15 per cent of the schools the homerooms are composed of pupils from two grades only. The most popular combinations are grades 9 and 10 and grades 11 and 12. Over half of the schools also take into account the curriculum in which pupils are enrolled when assigning them to a homeroom. The pupils remain with the same homeroom teacher for a period of one year in over one-half of the schools. They remain with the same homeroom teacher for four years in approximately 20 per cent of the schools. Homeroom teachers have charge of pupils of the same age and grade each year in nearly 50 per cent of the schools. The official titles of the homeroom officers in over 80 per cent of the schools are the same as those usually found in most organizations: President, Vice President, Secretary, and Treasurer. In addition to the usual officers the homerooms in approximately 40 per cent of the schools have an officer whose title is "Representative to the Student Council," about 25 per cent have a "Monitor," and 20 per cent have a "Cheer Leader." The homeroom officers are elected by the homeroom pupils in 95 per cent of the schools - in 84 per cent of the schools by <u>majority</u> vote and in 11 per cent by <u>plurality</u> vote.

Almost two-thirds (64.2 per cent) of the schools have a student council or comparable organization. And in 98.1 per cent of the schools

the student council is composed of representatives from the homerooms. The representatives from the homerooms to the student council are seldom ever regular officers of the homerooms. They are special "representatives from the homeroom" in 94.1 per cent of the schools.

The homeroom officers are collectively referred to as "the homeroom committee" in approximately 28 per cent of the schools.

The homerooms in approximately half of the schools have a "social committee" and a "citizenship committee." Approximately 30 per cent of the homerooms have "publicity" and "dramatics" committees and 25 per cent have a "debating committee."

Nine-tenths of the schools have a clearly defined homeroom program. This program is planned by each homeroom teacher working independently in one-third of the schools. A committee of teachers and pupils plans this program in one-fifth of the schools and it is planned by all homeroom teachers working collectively in one-sixth of the schools.

The following administrative functions are performed in the homerooms of over two-thirds of the schools: checking attendance, distributing report cards, obtaining from the pupils information requested by the office, and registering pupils at the beginning of the school year. The homeroom teachers in approximately one-half of the schools also distribute books and supplies, record marks on report cards, read notices from the office, and conduct financial drives.

Most of the guidance activities performed in the schools are performed by the homeroom teachers. The homeroom teachers in three-fourths or more of the schools perform the following guidance activities: visit the

homes of all pupils in the homeroom, interview all pupils in the homeroom, assist failing pupils in making up work, discuss subjects offered by the schools, discuss requirements for graduation, discuss requirements for admission to college, and advise pupils on choice of subjects. Over 50 per cent of the homeroom teachers visit the homes of failing pupils, visit the homes of "problem cases," rate pupils on character traits, discuss curricula offered by the school, discuss vocational opportunities, discuss opportunities for professional training in institutions of higher learning, discuss the nature of the work in various vocations, discuss the extracurricular activities of the school, and discuss personal traits with individual pupils in the homeroom.

The homeroom teachers in over 50 per cent of the schools instruct the pupils in their homerooms on the following topics: how to study effectively, how to use the dictionary, how to use the index of a book, how to use an encyclopedia, and how to use the library.

School pride and school spirit are promoted in the homerooms through the carrying out of the following activities: boosting school enterprises, rehearsing school songs and yells, and discussing what is needed to make school life more worth while for the pupils.

Pupils usually preside at the homeroom sessions in all of the schools. Parliamentary procedure is usually followed at the homeroom sessions in approximately 97 per cent of the schools. Homeroom competitions are set up in over 90 per cent of the schools. These competitions in more than half of the schools are athletics, assembly programs, and financial drives.

The results of the efforts of the homeroom teachers in the performance of guidance activities are made available to the guidance counselor in about one-third of the schools and the results of the efforts of the guidance counselor in performing guidance activities are made available to the homeroom teachers in approximately one-third of the schools.

The general attitude of the teachers toward the homeroom program is estimated to be favorable by over 75 per cent of the principals. The teachers have an enthusiastic attitude toward the homeroom program in almost 20 per cent of the schools.

The homeroom program is estimated by approximately 75 per cent of the principals to be moderately successful both in accomplishing its announced objectives and in its enhancement of the guidance program. The chief reason listed by the principals for the failure of the homeroom program in being very successful is lack of time and facilities.

Conclusions

There is no general over-all homeroom program in the majority of the schools. Each homeroom teacher working independently (or each homeroom teacher, aided by the pupils in his homeroom) plans the homeroom program for his own homeroom group.

Most of the guidance functions performed by the schools are performed by the homeroom teachers.

Recommendations

1. That the principals and their staffs devote much time to the planning of a broad homeroom program. This should include both vertical

and horizontal planning.

2. That the objectives and activities of the homeroom program be reduced to writing and that ways of evaluating the homeroom program be devised. The evaluational activities will, of necessity, vary from school to school.

3. That a program of in-service training in the field of guidance be established in all of the schools. Since the majority of the guidance functions performed by the schools are performed by the homeroom teachers and since only approximately one-third of the homeroom teachers have had formal training in the field of guidance an extensive and intensive program of in-service training in the field of guidance will do much toward increasing the effectiveness of the homeroom program.

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APPENDIX

APPENDIX A

COVER LETTER

100 Walnut Avenue
Roxbury 19, Massachusetts

Dear Mr.

I am writing to ask for your help in connection with a study that I am making of "The Current Homeroom Practices in the Publicly Supported High Schools for Negroes in the State of North Carolina". The importance of the study derives from the fact that the development and maintenance of good homeroom programs in our schools depend upon the understanding and training of the principal and his staff in current homeroom theory and practice.

The data secured from the enclosed inquiry form on the organization, objectives, and activities of the homeroom in the publicly supported high schools for Negroes in North Carolina will be used in a thesis now being prepared under the direction of Dr. Roy O. Billett, Professor of Education, Boston University. Most of the answers can be indicated by a simple check mark. I do not wish to make a comparison of the homeroom practices in these schools with those of other schools in North Carolina or in any other State. I merely wish to find out what the homeroom practices in the high schools for Negroes in North Carolina are. No names of schools will be used in reporting my findings. This study is of particular importance to me because I am a North Carolinian and I have taught in North Carolina for a period of eight years. I would appreciate information about the homeroom program in your school.

Mr. S. E. Duncan, State Supervisor of Negro High Schools, State Department of Public Instruction, Raleigh, North Carolina, has approved this problem and has kindly consented to cooperate with me in the study of it.

Please fill out the enclosed inquiry form and return it to me immediately in the enclosed self-addressed, stamped envelope.

Your cooperation in this effort will be greatly appreciated, and upon completion of my study I will be glad to send you a summary of the findings. May I have the pleasure of hearing from you soon?

Very truly yours,

Enclosures: 2

Lloyd H. Davis

APPENDIX B

FOLLOW-UP LETTER

100 Walnut Avenue
Roxbury 19, Massachusetts
February 9, 1950

Dear Mr.

In a recent check of returns from the inquiry form sent to you a few weeks ago concerning the "Current Homeroom Activities in the Publicly Supported High Schools for Negroes in the State of North Carolina", I note that yours is not in as yet.

I fully realize how busy you must be with the duties of your office and with the many requests of this nature which come to you, but I also realize how valuable the facts (and your opinions) concerning the homeroom program in your school will be in this study.

The response has been encouraging up to the present, and I feel sure that you will help me by getting your form into the mail within the next day or two.

Very truly yours,

Lloyd H. Davis

APPENDIX C

INQUIRY FORM

K. Approximately how many hours per week are devoted to in-service guidance training in your school? _____ hours per week.

L. Is your school organized into homerooms? Encircle: Yes No

If "No", please return this form without filling out the remainder of it.

M. About what percentage of your homeroom teachers have had formal training in the field of guidance? _____ per cent.

N. Do you have printed or mimeographed manuals or other forms of printed or mimeographed materials which describe the organization, objectives, activities, and the duties of the teachers in charge of the homerooms of your school? Encircle: Yes No

If "Yes", may I have a copy of this material, please? Please check:

( ) 1. Copy herewith enclosed ( ) 2. Copy will be forwarded upon receipt of $_____

O. Do you make any effort to differentiate the homeroom objectives and activities in the different grades in your school?

Encircle: Yes No

II. Data Concerning the Objectives of the Homeroom.

A. Does the homeroom in your school exist <u>exclusively</u> for checking attendance, making announcements, and assembling of pupils for dismissal at the end of the school day?

Encircle: Yes No

If "Yes", please return this form without filling out the remainder of it.

B. What are the objectives of the homeroom in your school? Please check:

( ) 1. Orientation in school life.

( ) 2. Administrative efficiency.

( ) 3. To serve as study hall

( ) 4. Formulation of desirable public opinion.

( ) 5. To serve as a supervised haven for pupils when not engaged in other school activities.

( ) 6. Guidance

( ) a. General ( ) c. Civic

( ) b. Educational ( ) d. Social

( ) e. Moral ( ) g. Personal

( ) f. Proper use of leisure time h. Other(Please specify) _____

_____

7. Other (Please specify) _____

_____

III. Data Concerning the Organization of the Homerooms in Your School.

A. How many times per week does each homeroom group in your school meet?

_____ times per week.

B. What is the length of the homeroom period in your school? ___minutes.

C. When are the homeroom sessions in your school held? Please check:

( ) 1. At the beginning of the school-day only.

( ) 2. At the end of the school-day only.

( ) 3. Both at the beginning and at the end of the school-day.

( ) 4. During the period just before lunch.

( ) 5. During the period just after lunch.

6. Other (Please specify) _____

_____

D. What is the usual number of pupils assigned to each homeroom teacher in your school? _____ pupils.

E. Does each homeroom in your school consist of pupils from one grade only?

Encircle: Yes No

F. Does each homeroom in your school consist of a certain proportion of pupils from each grade in the high school?

Encircle: Yes No

G. Are some homerooms in your school composed of pupils from two grades only?

Encircle: Yes No

If "Yes", from what two grades do these pupils come? ___ and ____grades.

H. Does each homeroom in your school consist either of boys only or girls only?

Encircle: Yes No

I. Please check any of the following other factors which are used as a basis for the assignment of pupils to homerooms in your school:

( ) 1. Age
( ) 2. Alphabetical order
( ) 3. Intelligence quotients
( ) 4. Random selection
( ) 5. Curriculum in which enrolled.
( ) 6. Extra curricular interests
7. Other (Please specify) _____

_____

J. How long do the pupils in your school remain with the same homeroom teacher? _____ years.

K. Do the homeroom teachers in your school usually have charge of pupils of the same age and grade each year?

Encircle: Yes No

L. What are the official titles of the homeroom officers in your school?

( ) 1. None
( ) 2. President
( ) 3. Vice President
( ) 4. Secretary
( ) 5. Treasurer
( ) 6. Secretary-Treasurer
( ) 7. Chairman
( ) 8. Homeroom coordinator
( ) 9. Monitor
( ) 10. Representative to Student Council
( ) 11. Representative to Athletic Council
( ) 12. Cheer Leader
13. Other (Please specify) _____

_____

M. How are the officers of the homerooms in your school chosen? Please check.

( ) 1. Elected by homeroom pupils
( ) a. By majority vote
( ) b. By plurality vote
( ) 2. Appointed by the principal
( ) 3. Appointed by the homeroom teacher
4. Other (Please specify)

_____

_____

N. How long do the officers of the homerooms in your school hold office? Please check:

( ) 1. One year ( ) 2. One semester 3. Other (Please specify)___

O. Is the student council or other comparable organization in your school composed of representatives from the homerooms?

Encircle: Yes No

If "Yes", what is the status of the representative? Please check:

( ) 1. President of the homeroom.

( ) 2. A special representative from the homeroom

3. Other (Please specify) _____

_____

P. Are the officers of the homerooms in your school collectively referred to as the homeroom committee?

Encircle: Yes No

Q. What committees representing one homeroom only are there in the homerooms of your school? Please check:

( ) 1. None ( ) 4. Debating ( ) 7. Social

( ) 2. Publicity ( ) 5. Art ( ) 8. Citizenship

( ) 3. Dramatics ( ) 6. Attendance 9. Other (Please specify)

_____

IV. Data Concerning the Activities of the Homeroom.

A. Do you have a clearly defined homeroom program in your school?

Encircle: Yes No

If "Yes", who plans the homeroom program in your school? Please check:

( ) 1. Each homeroom teacher working independently.

( ) 2. All homeroom teachers working collectively.

( ) 3. A committee of teachers

( ) 4. The principal

( ) 5. Homeroom teachers and a committee of teachers

( ) 6. A committee of teachers and pupils

( ) 7. A committee of homeroom teachers and pupils

( ) 8. A committee of teachers, pupils and the principal

( ) 9. Each homeroom teacher and principal

( ) 10. Homeroom teachers and principal

( ) 11. A Committee of pupils

12. Other (Please specify) _____

_____

B. What administrative functions are performed in the homerooms of your school? Please check:

( ) 1. Checking attendance

( ) 2. Distributing books and supplies

( ) 3. Recording marks on report cards

( ) 4. Distributing report cards

( ) 5. Recording marks on office records

( ) 6. Obtaining from the pupils information requested by the office

( ) 7. Reading notices from the office

( ) 8. Holding subscription drives

( ) 9. Disciplinary action

( ) 10. Registering pupils at the beginning of the school year

( ) 11. Preliminary registration of pupils in the Spring

12. Other (Please specify) _____

_____

C. Are any or all of the following guidance activities performed by the homeroom teachers in your school? Please check:

( ) 1. Visit homes of all pupils in homeroom

( ) 2. Visit homes of failing pupils

( ) 3. Visit homes of problem cases

( ) 4. Interview all pupils in homeroom

( ) 5. Interview failing pupils only

( ) 6. Assist failing pupils in making up work

( ) 7. Assist absentees in making up work

( ) 8. Give mental tests to pupils in homeroom

( ) 9. Give pupils vocational preference tests or help them to fill out and interpret self-analysis blanks.

( ) 10. Rate pupils on character traits

( ) 11. Discuss subjects offered by the school

( ) 12. Discuss curricula offered by the school

( ) 13. Discuss requirements for graduation

( ) 14. Discuss vocational opportunities or present information about vocational opportunities.

( ) 15. Discuss requirements for admission to college

( ) 16. Discuss opportunities for professional training in higher institutions of learning

( ) 17. Discuss the nature of the work in various vocations.

( ) 18. Advise pupils on choice of subjects.

( ) 19. Recommend to pupils that they drop subjects

( ) 20. Discuss the extracurricular activities of the school

( ) 21. Discuss personal traits with individual pupils in the homeroom

22. Other (Please specify) _____

_____

D. Do the homeroom teachers in your school instruct the pupils in their homeroom in any of the following things? Please check:

( ) 1. How to study effectively ( ) 4. How to use an enclopedia

( ) 2. How to use the dictionary ( ) 5. How to use the library

( ) 3. How to use the index of a book 6. Other (Please specify)

_____

E. Is the homeroom period in your school used to promote school activities and school spirit in any of the following ways? Please check:

( ) 1. Boosting school enterprises

( ) 2. Rehearsing school songs and yells

( ) 3. Studying the history of the school

( ) 4. Discussing what is needed to make school life more worth while for the pupils.

5. Other (Please specify) _____

F. Do pupils usually preside at the homeroom sessions in your school?

Encircle: Yes No

G. Is parliamentary procedure usually followed at the homeroom sessions in your school?

Encircle Yes No

H. Are any homeroom competitions set up in your school? Encircle: Yes No

If so, do the different homerooms compete with one another in any of the following things? Please check:

( ) 1. Dramatics ( ) 4. Attendance ( ) 7. Financial drives

( ) 2. Debating ( ) 5. Scholarship 8. Other _____

( ) 3. Athletics ( ) 6. Assembly Programs _____

V. Data Concerning the Cooperation between the Guidance Counselor and the Homeroom Teachers. (Please check the applicable items under "A" and "B" ONLY if a guidance counselor is maintained in your school).

A. Are the results of the efforts of the homeroom teachers in your school in performing guidance activities (sec IV – C, 1 – 22, above) made available to the guidance counselor in your school? Please check:

( ) 1. Always

( ) 2. Usually

( ) 3. Frequently

( ) 4. Seldom

( ) 5. Never

B. Are the results of the efforts of the guidance counselor in performing guidance activities made available to the homeroom teachers in your school? Please check:

( ) 1. Always

( ) 2. Usually

( ) 3. Frequently

( ) 4. Seldom

( ) 5. Never

VI. Your opinion Concerning the Success of the Homeroom Program in Your School.

A. What is the general attitude of your teachers toward the homeroom program in your school? Please check:

( ) 1. Enthusiastic
( ) 2. Favorable
( ) 3. Indifferent
( ) 4. Mildly opposed
( ) 5. Strongly opposed

B. How successful do you estimate the homeroom program in your school to be in accomplishing its announced objectives? Please check:

( ) 1. Very successful
( ) 2. Moderately successful
( ) 3. Doubtful
( ) 4. Unsuccessful

C. How would you estimate the success of the homeroom program in your school in its enhancement of your guidance program? Please check:

( ) 1. Very successful
( ) 2. Moderately successful
( ) 3. Doubtful
( ) 4. Unsuccessful

C. If not successful in items "B" and "C", above, wherein do you think the weakness lies?

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* This inquiry form is adapted from a questionnaire used by Thomas James Abernethy, Westfield, Massachusetts, in gathering data about the homerooms in the high schools of Massachusetts for a Master of Education thesis at Boston University, Boston, Massachusetts, 1934.