

Spring 1966

An investigation of the status, functions, and practices of high school homerooms in Virginia

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AN INVESTIGATION OF THE STATUS, FUNCTIONS, AND PRACTICES
OF HIGH SCHOOL HOMEROOMS IN VIRGINIA

A Thesis
Presented to
the Graduate Faculty of the University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

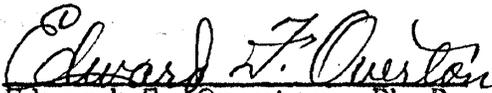
by
Anne Hill Hayes
August 1966

APPROVAL SHEET

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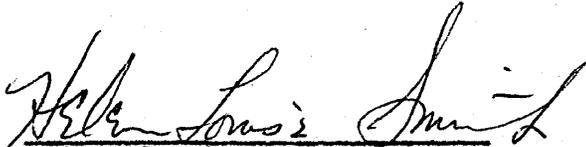
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ACKNOWLEDGEMENTS

The writer wishes to acknowledge appreciation to her father, whose ideals placed much value on education, and to her mother, whose life has served as an example which encouraged her to attain a degree higher than the Bachelor of Arts.

The writer expresses appreciation, also, to her husband for his help in the tabulation of the questionnaire results, but most of all for his patience and understanding of the many hours his wife spent on the thesis preparation.

The writer is indebted to Dr. Edward F. Overton for his guidance and encouragement in the writing of the thesis, to Dr. Calvin H. Phippkins for his suggestions in the improvement of clarity in the thesis, and to Miss Helen Louise Smith for her help in syntax.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Origin of the problem	1
Statement of the problem	2
Evaluation of the problem	4
Delimitations of the proposed research	5
Methods of procedure	8
Definition of terms	8
II. CHARACTERISTICS OF COOPERATING SCHOOLS	10
Returns according to size of schools	10
Grades in schools	11
Title of persons answering the questionnaire	12
Number of teaching periods	13
Summary	13
III. ADMINISTRATION OF THE HOMEROOM	14
External Organization	14
Type of homeroom	14
Length of the homeroom	19
Time of meeting	21
Size of homerooms	22
Internal Organization	24
Guidance programs	24
Planning of programs	26
Leadership of programs	28

CHAPTER	PAGE
Type of programs	28
Homeroom officers	29
Summary	31
IV. HOMEROOM MEMBERSHIP	33
Bases for Grouping Homeroom Membership	34
Summary	38
V. HOMEROOM SPONSOR	40
Type of teacher chosen	41
Released time for the sponsor	43
Clerical help	44
Tenure of sponsorship	45
Duties of the sponsor	47
Summary	49
VI. FUNCTIONS OF THE HOMEROOM	51
Summary	57
VII. SUMMARY	59
Conclusions	60
Trends	62
Some areas for further investigation	63
BIBLIOGRAPHY	66
APPENDICES	69
APPENDIX A. Copy of Letter	70
APPENDIX B. Copy of Questionnaire	71

CHAPTER	PAGE
APPENDIX C. Map of Virginia Showing Schools in Survey	73
APPENDIX D. List of Schools Used in Survey	74
APPENDIX E. Sample of a Homeroom Guidance Program	80
VITA	81

LIST OF TABLES

TABLE	PAGE
I. Number and Size of Schools Used in Determining Distribution of the Questionnaire	7
II. Number of Returns According to Size of Schools .	10
III. Grades Included in Schools Participating in Survey	11
IV. Title of Persons Answering the Questionnaire .	12
V. Primary Purpose of the Homeroom According to the Size of Schools	18
VI. Length in Minutes of Administrative Homerooms .	20
VII. Student Size of Homerooms	23
VIII. Percentage of Schools Having Another Period Devoted to Homeroom Guidance Programs . . .	25
IX. Persons Responsible for the Planning of Homeroom Guidance Programs	28
X. Percentage and Number of Schools Having Homeroom Officers	31
XI. Rank Order Listing Showing Preference of Basis Used for Homeroom Groupings	38
XII. Clerical Help Available to Homeroom teachers According to the Size of Schools	45
XIII. Percentage of Schools Having Teachers Remaining More than One Year with the Same Homeroom Group	46

TABLE

PAGE

XIV. Duties of the Homeroom Teacher According to Percentage of Requirements	49
XV. Functions of Homerooms According to Percentage of Use	58

CHAPTER I

THE PROBLEM

Origin of the problem. No data have been discovered determining exactly why or when the first homeroom originated. In a study by Galen Jones published in 1935, it was reported that there were two homerooms introduced between 1875-1879; two in the period 1900-1904; three, in 1905-1909; and nine in the period from 1910-1914. From then on the growth was rapid.¹

The homeroom appeared and developed with amazing rapidity because it seemed to offer a solution to the strong demand for a type of education which would include proper emphasis upon important physical, social, emotional, and spiritual factors largely ignored in traditional instruction.²

Since its conception the homeroom has been to some administrators another avenue for facilitating the administrative, educational, and guidance functions of the school, and to other administrators the homeroom has been a puzzle. In statements on the purpose of the homeroom, some authors

¹Galen Jones, "Extra Curricular Activities in Relation to the Curriculum," Teachers College Contributions to Education, No. 667 (1935), 30.

²Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1946), p. 24.

included the opinion that the homeroom offers the perfect setting for group activity work or group guidance. Other authorities asserted that the homeroom was an illogical place for such plans.

Statement of the problem. Hatch and Stefflre reported that the use of the homeroom as giving guidance information was a practice that was prevalent from perhaps 1936 to 1949 and today is outdated and not effective for modern schools. They suggested that the guidance program requires more effective activities than those that can be provided in the homeroom framework. They also suggested that the idea was illogical for the following reasons:

1. The activities are an added responsibility and not the teacher's primary interest.
2. Effective coordination of the program is virtually impossible.
3. Homerooms usually meet at the same hour, which multiplies the number of information-material units needed to serve all groups at the same hour.
4. The range in staff interest automatically eliminates a number of teachers from having much, if any, desire to implement a successful program.
5. The homeroom is primarily an administrative unit which competes with service activities for time and attention.³

It should not be implied from the above that the authors regarded the homeroom as having no place in guidance.

³ Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (New Jersey: Prentice-Hall, Inc., 1958), p. 205.

On the contrary, it serves a very useful purpose as an administrative unit and for incidental guidance activities. The administrator is cautioned, however, against the use of the homeroom as a means of developing a unified information program.⁴

Andrew and Willey suggested that the homeroom should provide guidance activities, but such activities fail sometimes because of violation of the following principles:

1. Homeroom sponsors must be specifically qualified, trained, and interested.
2. Content of programs must be of direct and immediate interest to most of the members of the group and must fill the needs of which they are aware.
3. The program should be student planned and student conducted, but intelligent assistance should be provided by the sponsor.
4. The primary outcomes are largely the development of attitudes and the making of adjustments. There are no grades, subject matter, or assignments.
5. The student composition of the group should be one that will be conducive to achievement of satisfactory outcomes.
6. The scheduling and time allotted for the program must be adequate.
7. The importance of the homeroom as an integral part of the educational program should be so accepted that obstacles will not be placed in the way of regular attendance by all of the students of the group.⁵

Wesley A. Bagen and Fred B. Dixon stated in an article in the Virginia Journal of Education that the homeroom is an important part of the guidance program.

⁴Ibid., p. 206.

⁵Dean C. Andrew and Roy DeVerl Willey, Administration and Organization of the Guidance Program (New York: Harper and Brothers Publishers, 1958), p. 221.

In addition, nearly all of our group guidance work is carried on with homeroom groups. We believe that information and attitudes can be helped, not only with effective individual counseling, but also with well planned group work.⁶

The purpose of this study was to determine, analyze, and compare the functions and practices of high school homerooms in Virginia.

The problems of this investigation were: (1) what is the purpose of the homeroom; (2) who is responsible for the homeroom plans; (3) what are the major activities of the homeroom; and (4) at what time does the homeroom meet? The intent of the writer was to trace trends in the concepts and practices of homerooms in the State of Virginia. Survey results were used only to report this information, and no attempt was made to discuss, compare, or evaluate guidance services in individual schools.

Evaluation of the problem. Much has been written about the strengths and weaknesses of homerooms. In the thirties and early forties the homeroom seemed to flourish with much enthusiasm centered around the possibilities of group guidance in the homeroom. Entire books were written on the homeroom. One such book was Home Rooms by Evan E. Evans and Malcolm Scott Hallman published in 1931.⁷ Another was

⁶ Wesley A. Bagen and Fred B. Dixon, "The Homeroom," The Virginia Journal of Education, (May, 1965), 19.

⁷ Evan E. Evans and Malcolm Scott Hallman, Home Rooms (New York: A. S. Barnes and Company, 1931).

Home Room Guidance by Harry C. McKown published in 1934.⁸

In the later forties and early fifties there were changes in the use of the homeroom; the homeroom did not disappear, but, instead, it continued its life as an administrative unit.

Since the early fifties the status of the homeroom has been in debate. The controversy appeared to rest on a difference between philosophy and actual practice. Because authors presented discrepancy of opinion, it was the plan of this study to ascertain the most widespread practices and the most desirable procedures of homeroom plans and activities.

Delimitations of the proposed research. A questionnaire was prepared and sent to 150 high schools in Virginia. These were chosen on the basis of geographic location as well as size. The classification of size of schools was determined from Table 6 of the Superintendent of Public Instruction Annual Report, 1964-65.⁹ This classification of schools is illustrated in Table I, page 7. The total number of high schools in the State of Virginia in 1964-65 was 460. The

8

Harry C. McKown, Home Room Guidance (New York and London: McGraw-Hill Book Company, Inc., 1934).

9

Commonwealth of Virginia, Annual Report (Superintendent of Public Instruction Volume 48: State Board of Education, 1965), p. 55.

median school size falls in the 601-800 group in which there were sixty-seven schools. The largest number of schools in any one group, however, was eighty, in the 401-600 group. Therefore, schools in this group were designated as medium size schools.

Since it did not seem feasible or even necessary to send a questionnaire to each of the 460 schools, the investigator decided to use a random sampling according to size, attempting to distribute the questionnaires proportionately among the three size groups. Of the 460 high schools in Virginia, 134, or 30 per cent, were classified as small size; eight, or 17 per cent, were classified as medium size; and 246, or 53 per cent, were classified as large size; therefore, of the 150 questionnaires, forty-five were sent to small size schools, twenty-five to medium, and eighty to large size schools.

TABLE I
 NUMBER AND SIZE OF SCHOOLS USED
 IN DETERMINING DISTRIBUTION OF
 THE QUESTIONNAIRE

Number of Schools 1964-65	Number of Pupils Enrolled in High School Department
3	75 and under
4	76-100
18	101-150
18	151-200
59	201-300
32	301-400
80	401-600
67	601-800
64	801-1100
47	1101-1400
68	1401 and over

Total 460

Methods of procedure. The instrument used was a questionnaire survey including a checklist for homeroom characteristics. The questionnaire was first given to five persons. Their criticism and revisions were asked. When the instrument was completed and approved, the questionnaire was sent to 150 Virginia high schools. The instrument was sent to the administrator because it was assumed that he was best able to state the description of all aspects of the program he directed.

Definition of terms. The definitions of terms used in the research study are as follows:

1. High school is interpreted to incorporate grades 8, 9, 10, 11, and 12.

2. Guidance program indicates a planned program of carrying out guidance activities in a more comprehensive way than through incidental interviews and general classroom guidance.

3. Small size school is one enrolling 1-400 students.

4. Medium size school is one enrolling 401-600 students.

5. Large size school is one enrolling 601 or more students.

6. Homeroom is designated as the home base of the pupil with a teacher who serves as his school parent in helping him to adjust in the new environment and make the most of

his new opportunities.¹⁰

7. Homeroom period designates a time set aside with an organized group composed of students and a teacher or sponsor who meet together regularly to enrich each individual student's education and the effectiveness of his school life, to provide guidance as needed, and to provide experiences in democratic living.¹¹

¹⁰

Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, Inc., 1955), p. 32.

¹¹

Franklin R. Zeran, The High School Teacher and His Job (New York: Chartwell House, Inc., 1953), p. 219.

CHAPTER II

CHARACTERISTICS OF COOPERATING SCHOOLS

The returns from the questionnaire included replies from 110 or 73 per cent of those schools contacted. A glance at the map showing the distribution of returns shows a geographic spread over seventy-one counties and twenty-four cities. This seemed to be an adequate distribution.

Returns according to size of schools. From the forty-five questionnaires sent to small size schools, thirty-three, or 73 per cent, were returned. Of the twenty-five questionnaires sent to medium size schools, twenty-three, or 92 per cent, were returned. From the eighty questionnaires sent to large size schools, fifty-four, or 68 per cent, were returned. Table II shows this distribution.

TABLE II

NUMBER OF RETURNS ACCORDING
TO SIZE OF SCHOOLS

Size of Schools	Number Sent	Number Returned	Per Cent of Returns
Small	45	33	73
Medium	25	23	92
Large	80	54	68

Grades in schools. The majority, or eighty-seven, of the schools answering the questionnaire included grades eight through twelve. Of the other schools, eight, or 7 per cent, reported including grades eight and nine; eight, or 7 per cent, included grades nine through twelve; four, or 4 per cent, included grades ten through twelve; one, or 1 per cent, included only grade eight; one, or 1 per cent, included grades eight through eleven; and one response could not be used. Table III shows the number of schools grouped according to the grades included and the percentage of the total that each group represents.

TABLE III
GRADES INCLUDED IN SCHOOLS
PARTICIPATING IN SURVEY

Grades Included	Number of schools	Per Cent of schools
8-12	87	79
8-9	8	7
9-12	8	7
10-12	4	4
8	1	1
8-11	1	1
No response	1	1

Title of persons answering the questionnaire. The letter accompanying the questionnaire was addressed to the principal of each school because it was assumed that he was best able to state the description of all aspects of the program he directed. In not all cases did the principal actually fill in the questionnaire. Table IV shows the number and percentage of titles for those persons answering the questionnaire. The persons completing the questionnaire included six counselors, four assistant principals, one registrar, one administrative aid, and the others, or 89 per cent, were answered by the principal of the school.

TABLE IV

TITLE OF PERSONS ANSWERING
THE QUESTIONNAIRE

Title	Number	Per Cent
Principal	98	89
Counselor	6	5
Assistant Principal	4	4
Registrar	1	1
Administrative Aid	1	1

Number of teaching periods. Since the number of teaching periods was believed to affect the activities program or the homeroom program of the school, it was concluded that this information was needed. There were ninety schools having six teaching periods; four schools with five periods; eight schools with seven periods, and eight schools did not respond to the question.

Summary. A description of the characteristics of cooperating schools shows that returns were received from 73 per cent of the small size schools; from 92 per cent of the medium size schools; and from 68 per cent of the large size schools. The majority, or eighty-seven, of the schools answering the questionnaire included grades eight through twelve. Eighty-nine per cent of the questionnaires were answered by the principal.

The summary of characteristics of cooperating schools included a variety of practices. The distribution of these practices enabled the author to formulate substantial conclusions concerning the status, functions, and practices of high school homerooms in Virginia.

CHAPTER III

ADMINISTRATION OF THE HOMEROOM

In many ways the homeroom is to the school what the home is to society. It is the major unit around which all activities in the school are centered. To the principal it answers the need of expediting much information essential to the operation, bookkeeping, and communication of the school. To the student it is a unit which may help him to find friends, security, help, and advice. To the teacher and the counselor the homeroom offers the opportunity for guidance and training which cannot be obtained from books and formal lessons.

I. EXTERNAL ORGANIZATION

Type of homeroom. According to Kimball Wiles the homeroom had six major purposes. They were:

(1) to help students learn about the school and to adapt themselves to its program; (2) to develop self-expression and skill in planning and executing; (3) to develop desirable social and civic behavior; (4) to develop leadership and followership skills; (5) to provide information and assistance on personal, vocational, and scholastic problems; (6) and to assist the pupil in developing a sense of belonging.¹²

¹² Kimball Wiles, The Changing Curriculum of the American High School (New Jersey: Prentice-Hall, Inc., 1963), p. 165.

Before any accomplishments can be expected, the purpose and plans of the homeroom should be decided. There are many considerations that must be carefully weighed and analyzed. Frequently several plans might be tried and abandoned before a suitable one can be chosen. Of paramount importance is a plan which is in accord with the ideals and objectives of the school.

Various responsibilities might be delegated to the teachers, guidance staff, or perhaps a homeroom steering committee, but most important to the success of the homeroom is the principal's attitude and cooperation. His plans set the pace for all school functions. He must formulate and approve schedules which allow for time and place in the coordination of homeroom activities.

The principal must first of all decide what type of homeroom meets the needs of his school. Roeber, Smith, and Erickson asserted:

The homeroom is basically an administrative device which can be used to advantage, though, in the dissemination of all types of information.¹³

Concerning the purpose of the homeroom, Bent and McCann believed:

¹³Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1955), p. 186.

The close association of pupils and teacher in the homeroom makes it an ideal place to put into practice the fundamentals of group living and to encourage the preservation of the American way of life.¹⁴

In further analysis of the homeroom purpose, Kilzer stated:

The organization is a miniature democracy which encourages the pupil to acquire habits that he will need to use, in later years, as a creditable citizen of his community. Here the pupil finds at least one teacher who is friendly and concerned, personally, about his welfare; also, he has the opportunity to know intimately one group of friends in the high school. He soon learns that the homeroom teacher is a friend who guides and counsels him and who is always ready to give him necessary help and encouragement. It is a place where the relationships of its members are informal and intimate, and where each pupil's needs and interests receive the necessary guidance and attention.¹⁵

None of the preceding purposes can be accomplished without the proper homeroom organization and framework. What is actually practiced in Virginia's high school homerooms as shown in the results of the survey or questionnaire is revealed in the following pages.

One hundred and one, or 93 per cent, of the schools reporting indicated that they had a regular, short administrative-type homeroom period. Of the total number, 91 per cent

¹⁴ Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1960), p. 169.

¹⁵ Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, Publishers, 1956), p. 34.

of the small size schools, 96 per cent of the medium size schools, and 92 per cent of the large size schools reported that they had a regular, short administrative-type homeroom period. The majority of the schools scheduled five of these periods per week, and some scheduled one, three, or ten of these periods per week.

The inquiry of high school homerooms required the person answering the questionnaire to indicate whether the homeroom in his school was used primarily as a guidance unit, administrative unit, or both. Table V indicates the replies to this question. Small size schools indicated that nine of their homerooms were used as an administrative unit; one was used as a guidance unit; twenty-two were used for both. In other words the homeroom functioning primarily as a unit used for both guidance and administration was the major use of homerooms in the small size school with 69 per cent indicating this type of use.

Medium size schools indicated that eleven, or 48 per cent, of the homerooms were used primarily as an administrative unit. One homeroom was used primarily as a guidance unit. Eleven homerooms, or 48 per cent, were used primarily for both administrative and guidance purposes.

Large size schools indicated that twenty-two of their homerooms were used primarily as an administrative unit; one was used as a guidance unit; and thirty-one were used

for both. In other words, the homeroom functioning primarily as a unit used for both guidance and administration was the major use of homerooms in the large school with 57 per cent indicating this.

Of the total number of schools, sixty-four, or 60 per cent, indicated that their homerooms were used primarily for both purposes, administration and guidance. Contrary to what some authors have written, one can safely say that the use of the homeroom in Virginia for guidance purposes is still an extensive practice.

TABLE V

PRIMARY PURPOSE OF THE HOMEROOM
ACCORDING TO THE SIZE OF SCHOOLS

	Small	Medium	Large	Total
Administrative Unit	9	11	22	42
Per cent	28	48	41	38
Guidance unit	1	1	1	3
Per cent	3	4	2	2
Both	22	11	31	64
Per cent	69	48	57	60

No response from one school.

Length of the homeroom. The length of the homeroom may have an affect upon the accomplishments of this period.

Concerning this Crow and Crow reported:

The homeroom period can be a valuable medium for guidance if administrative details are handled expeditiously and if programs are geared to pupil interest. During the daily ten or fifteen minute period, little can be accomplished except routine matters. Hence one period each week should be lengthened to forty-five or fifty minutes.¹⁶

According to the inquiry, the length in minutes for the administrative homeroom ranged from three to 180 minutes with most schools reporting a length of time of ten minutes. Table VI gives this information. From the information included by the principal who reported the homeroom length of 180 minutes, it was interpreted that not all students were scheduled for homeroom period at the same time.

¹⁶Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1960), p. 152.

TABLE VI
 LENGTH IN MINUTES
 OF ADMINISTRATIVE
 HOMEROOMS

Number of Minutes	Number of Schools
3	1
5	9
6	3
7	2
8	6
10	48
11	1
14	11
15	14
20	5
25	4
50	1
55	1
110	1
180	1
Not listed	4
Not having administra- tive homeroom	8

Time of meeting. Important also to the length of the homeroom period is the time of meeting in the school day. The homeroom should be scheduled within the school day, not in out-of-hours time. Such a plan is inadvisable because first of all it gives the idea that the plans are not important enough to be included in a regular schedule. Secondly, sometimes because of transportation, it omits many students who need this type of group activity. Thirdly, it gives the teacher or sponsor the feeling of assignment of duties which are not actually a part of the school curriculum. Kilzer, Stephenson, and Nordberg asserted that the time of meeting is important:

Dignity is given to the homeroom program when it is assigned a regular and desirable time and place in the schedule.¹⁷

While the majority of schools in Virginia scheduled a homeroom before first period, three schools reported the homeroom period meeting immediately after first period; three schools reported the meeting time between second and third period; and five schools reported midday meetings.

The advantage of meeting before first period or early in the morning is that this offers the opportunity for the announcement of plans for the day; also, not to be ignored is

17

Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, Publishers, 1956), p. 44.

the fact that both students and teachers are rested and minds are fresh. One principal reported the scheduling of homeroom period to follow first period had greatly reduced the number of tardies to school. A disadvantage of early meeting in the school day is that guidance functions could become secondary to daily announcements or bulletins.

One advantage of midday meeting of the homeroom is that the school is organized and underway; thus, some disciplinary problems might be eliminated. Many schools center the lunch schedule around a midday meeting of the homeroom.

The least desirable time of day for homeroom meeting is the last period or periods of the day. Needless to say, the disadvantage here is that teachers and students are tired.

Size of homerooms. If the homeroom period is to be used as a guidance tool, the teacher-pupil ratio is of significance. A ratio not exceeding one to thirty was recommended by the Cooperative Study of Secondary School Standards.¹⁸

Gruhn and Douglass suggested the number of pupils in each homeroom should not exceed forty, and that it is preferable to have a group of twenty-five to thirty-five pupils.¹⁹

¹⁸ Cooperative Study of Secondary School Standards as quoted by Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1963), p. 255.

¹⁹ William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 45.

Table VII shows a range of homeroom size from fifteen to thirty-seven. The size most commonly found was thirty students per homeroom.

TABLE VII
STUDENT SIZE OF HOMEROOMS

Number of students	Number of homerooms having an enrollment of this size
15	2
20	2
21	1
22	1
23	2
25	9
26	3
27	4
28	13
29	6
30	29
31	4
32	12
33	6
34	1
35	10
37	1

No response - 4

II. INTERNAL ORGANIZATION

Through the years the philosophy and purpose of the homeroom have undergone many changes. Roeber, Erickson, and Smith believed the homeroom to be basically an administrative device.²⁰

Anderson and Van Dyke believed the homeroom could be used for guidance purposes:

The homeroom is rapidly becoming more a part of group guidance than the extra class program.

By the late 1930's most faculties had abandoned the homeroom as an educational medium, and it was converted to an administrative unit. In the late 1940's and early 1950's some interest was revived in the homeroom as an appropriate unit for group guidance.²¹

Guidance programs. Table VIII indicates a strong tendency toward scheduling of another period other than the regularly scheduled homeroom period for the purpose of homeroom guidance programs. The schools that scheduled another period for homeroom guidance included eighteen, or 56 per cent, of the small size schools; nine, or 39 per cent, of the medium size schools; and fifteen, or 28 per cent, of the large size schools. Of the total number of schools, forty-two,

20

Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1955), p. 186.

²¹Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1963), pp. 253-254.

or 39 per cent, scheduled another period other than the regular homeroom period. This evidence is not to be interpreted as a weakness of the homeroom used for guidance purposes, but, instead, it shows the development of a strong trend in the direction of the adding of another period. Page 18 of this thesis has already cited the strength of the homeroom as a guidance tool in that 60 per cent of the schools indicated use of the homeroom for both administrative and guidance purposes.

TABLE VIII

PERCENTAGE OF SCHOOLS HAVING ANOTHER
PERIOD DEVOTED TO HOMEROOM
 GUIDANCE PROGRAMS

Size of school	Number Yes	Answering Per cent	Number No	Answering Per cent
Small	18	56	14	44
Medium	9	39	14	61
Large	15	28	39	72
Total	42	39	67	61

No response - 1

Planning of programs. Authorities differ as to who should be responsible for the planning of the homeroom guidance programs. Some indicated that the teacher best knows the needs of her group and can, therefore, plan more wisely. Others asserted that the principal can more readily see the needs of his student body and, therefore, should do the planning. Still others believed that since the program is guidance sponsored, certainly the guidance staff should assume the responsibility of the planning. Many believed that in the final analysis it is the student who knows or feels his needs and interests, and he should have the right to the planning of the programs. Concerning the planning of programs, Kimball Wiles suggested:

A faculty will do more effective work in the homerooms if there is a faculty committee with definite responsibility to work for improvement in homerooms.²²

Kilzer, Stephenson, and Nordberg also indicated the values of a faculty committee:

If a basic philosophy for homeroom organization has not been formulated by such agencies in the school system, it becomes the job of the principal and teachers to give it concrete form. Perhaps this can best be done by a teachers' committee with a capable chairman who has had some experience in homeroom organization, and who has the ability to develop enthusiasm, for the program among other faculty members. Certainly the principal should be a

22

Kimball Wiles, The Changing Curriculum of the American High School (New Jersey: Prentice-Hall, Inc., 1963), p. 168.

democratic and dynamic leader in the movement. Given plenty of time, a semester or longer if necessary, to make a careful study of homeroom principles and functions, such a committee should be able to come up with an effective basic philosophy and a definite and concrete homeroom program to recommend to the faculty.²³

McKown supported this belief with the statement, "A central office or committee should promote and develop expertness in home room activities."²⁴

Table IX shows where the responsibility lies as to who plans the guidance programs in high schools in Virginia. In small size schools the homeroom teacher and the principal had the prime responsibility; in medium size schools the guidance director and the homeroom teacher planned most programs; in the large size schools the guidance director and the principal did most of the planning.

23

Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, publishers, 1956), pp. 35-36.

24

Harry C. McKown, Home Room Guidance, (New York: McGraw-Hill Book Company, Inc., 1934), p. 44.

TABLE IX
 PERSONS RESPONSIBLE FOR THE PLANNING OF
 HOMEROOM GUIDANCE PROGRAMS

	Small	Medium	Large	Total
Homeroom teacher	13	4	8	25
Guidance director	11	6	14	31
Faculty committee	3	2	4	9
Counselor	6	1	6	13
Student committee	5	1	2	8
Principal	10	1	9	20
Other	0	0	0	0

Leadership of programs. With the differences of philosophies as to who should plan the homeroom guidance programs, so also it is argued who should actually conduct the programs. The survey showed that in all sizes of schools the person who usually conducted most programs was the homeroom teacher. Next the responsibility went to the counselor, and next the guidance director. In a few schools the students conducted the programs.

Type of programs. Gruhn and Douglass indicated "the homeroom is a place where interest is focused on the individual."²⁵ If the needs of the individual are to be met,

²⁵ William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 47.

there should be individual planning or some differences in program planning for each grade level. Results of the questionnaire definitely showed a difference in the planning of programs for all grades. Only seven schools, or 6 per cent, indicated no difference in the type or subject of programs for each grade level. Some of the subjects listed for homeroom guidance programs were etiquette, manners at home, behavior at school, grooming, dating and dancing, dining out, adolescent problems, orientation to school, military future, college future, state testing program, careers, and job availability. One principal described the use of a student news program which was sponsored by and used in conjunction with the homeroom guidance programs. A description of this is found in the appendix of this thesis.

Homeroom officers. The following quotations offer support to the idea that the homeroom offers opportunities for the development of citizenship. Kilzer, Stephenson, and Nordberg state:

The organization is a miniature democracy which encourages the pupil to acquire habits that he will need to use, in later years, as a creditable citizen of his community.²⁶

26

Louis R. Kilzer, Harold H. Stephenson, H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, Publishers, 1956), p. 34.

Johnson, Busacher, and Bowman indicated:

The homeroom is a constituent unit of student government in which active participation in parliamentary deliberation is a goal.²⁷

Conant wrote:

Sufficient time should be allotted to the homeroom so that students may use this period to develop a sense of community interest and to have practice in a small way in representative government.²⁸

Bent and McCann stated specifically, "There should be some form of organization for each homeroom."²⁹

Anderson and Van Dyke definitely indicated:

Officers should be elected and programs and business conducted by democratic procedures.³⁰

As shown in the results of the questionnaire in Table X, eighty-two, or 76 per cent, of the schools reported that they have homeroom officers; while twenty-six, or 24 per cent, did not have homeroom officers. While this practice seems firmly established, still 24 per cent of Virginia's schools are not using this opportunity for leadership training.

²⁷

Mauritz Johnson, Jr., William E. Busacker, and Fred Q. Bowman, Jr., Junior High School Guidance (New York: Harper and Brothers, Publishers, 1961), p. 68.

²⁸

James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), p. 14.

²⁹

Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools (New York: McGraw-Hill Book Company, 1960), p. 171.

³⁰ Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1963), p. 255.

TABLE X
 PERCENTAGE AND NUMBER OF SCHOOLS
 HAVING HOMEROOM OFFICERS

	Small	Medium	Large	Total	Total Per Cent
Do have homeroom officers	26	16	40	82	76
Don't have homeroom officers	6	7	13	26	24

No response - 2

Summary. The evidence as shown from the survey results indicated that the homeroom was strongly embedded within the framework of high schools in Virginia. Of the total number of schools reporting, 93 per cent had regular, short administrative-type of homeroom period. Of the total number of schools, 60 per cent indicated that their homerooms were used primarily for both guidance and administrative purposes.

The length in minutes of homerooms ranged from three to 180 per day. From the information included by the principal who reported the homeroom length of 180 minutes, it was interpreted that not all students were scheduled for homeroom period at the same time.

The majority of schools in Virginia scheduled the homeroom period before first period with some meeting immediately after first period, some meeting after second period, and some meeting at midday.

If any constructive guidance is to be accomplished within the framework of the homeroom, the teacher-pupil ratio should be kept low. Most schools had a ratio of one teacher to thirty students. The enrollment of homerooms ranged from fifteen students to thirty-seven students.

The inquiry on homerooms showed evidence of the development of a trend toward the scheduling of a period for guidance purposes other than the regularly scheduled homeroom period. Of the total number of schools, 39 per cent, scheduled this type of period. This trend seemed even stronger in the small size school with 56 per cent scheduling this type of period.

In all schools the responsibility of planning guidance programs seemed most frequently delegated to the guidance director, the homeroom teacher, and the principal.

The survey showed that in all schools the person usually conducting the homeroom guidance programs was the homeroom teacher.

Results of the questionnaire definitely showed a difference in the planning of types or subjects of homeroom programs for each grade level. Only 6 per cent reported no difference in the programs for each grade level.

The development of citizenship through homeroom leadership seemed firmly established with 76 per cent of the schools reporting that they have homeroom officers.

CHAPTER IV

HOMEROOM MEMBERSHIP

When the homeroom organization has been established and accepted, much attention should be given to the selection of membership of each homeroom. There are dozens of methods for grouping students in a homeroom. A careful study of available literature might help the administrator to decide which basis he wishes to use. Sometimes an administrator may wish to employ more than one plan within a school or even within a grade level. The primary consideration is, of course, the choosing of a plan that seems to work more successfully or effectively for the individual school. A plan that is effective in one school may not be in another.

Conant believed that students should be kept together in one homeroom for the entire senior high school course (three or four years) and that care should be taken to have each homeroom a cross-section of the school in terms of ability and vocational interest.³¹

³¹James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), p. 14.

Lester W. Anderson and Lauren A. Van Dyke believed:

Assignment of pupils to homeroom sections should be made on a heterogeneous basis within each grade level in order to promote social understanding and democratic attitudes.³²

III. BASES FOR GROUPING HOMEROOM MEMBERSHIP

Random selection. Random selection was the basis used most extensively in Virginia schools as shown in Table XI, page 38. Usually this gives a cross-section of interests, ability, age, and other factors; however, the danger here is that there is no planned objective, and the element of chance sometimes groups a section of students that may not work well together.

By last name. Last name, or alphabetically, is perhaps the easiest method of grouping, and therein lies its greatest advantage. The disadvantages are obvious in that this method lacks any apparent organization or consideration for the carrying out of specific objectives which a school may have for its homeroom organization. This plan ranked number two as shown in Table XI, page 38.

Other methods. The next most frequent choice, ranked third in Table XI, page 38, is called "other" methods, and in all cases this was specified to be "grade level" grouping.

³²Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1963), p. 255.

This method was used most frequently by small schools where there are, perhaps, only enough students on a grade level to make up one homeroom.

High school course. Students pursuing a particular curriculum--for example commercial, college preparatory, or vocational--was used as another basis for high school grouping. The main justification for this grouping is that there is a common interest or goal, among students. The disadvantage here is that these pupils share many of the same classes, thus narrowing their opportunities for broadened interests and a variety of friends. Also, this method can serve to build "walls" between the various curricular schemes. Table XI, page 38, shows this as fourth in order of preference among methods used in grouping homerooms.

By school marks. The method of grouping by school marks seems similar to grouping on the basis of I.Q. With this method problem arises sometimes in finding a sponsor for the group with lower school marks; teachers assume that leadership might be more time-consuming and difficult with these less intelligent or sometimes less motivated students. This method is shown in fifth place in Table XI, page 38.

By I.Q. I. Q., or other ability ratings, is shown in Table XI to be sixth in the order of methods used. The argument in favor of this method is that the group will be more homogeneous. This would be contrary to the belief of

Bent and McCann that:

The close association of pupils and teacher in the homeroom makes it an ideal place to put into practice the fundamentals of group living and to encourage the preservation of the American way of life. The grouping of students to homerooms should be a cross-section so as to encourage and continue the above.³³

First or other period class. This method seems to offer a convenient and time-saving basis for grouping in that students are not required to move from homeroom period to first period. This, also, offers possibilities for reducing tardiness, since some students are more prone to be on time for class than for homeroom. Several faults become apparent here such as the temptation to cut short the length of the first class when an interesting homeroom program is in process. This was seventh in line of preference as shown in Table XI, page 38.

By sex. The main argument for separating by sex is that boys have the opportunity to discuss those subjects which are of interest to them without hindrance from the girls, and vice-versa. A drawback here is that there is much to be gained in exchange of viewpoints between the sexes; some teachers believe that one of the main objectives in working with adolescents is to help them learn to get along with the opposite sex. Also, if other classes are mixed,

³³ Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools (New York: McGraw-Hill Book Company, 1960), p. 169.

there seems no reason to group by sex in homerooms. This is shown in Table XI to be eighth in order of those methods most frequently used for homeroom grouping.

By previous school attended. This method offers security to the student, especially during his first year at a new school; he is not forced to associate with strangers but remains comfortably with his old acquaintances. The author finds it difficult to decide whether this is an advantage or a disadvantage. This, along with pupil selection, ranked in last place of methods of grouping employed.

Pupil selection. This method was used less frequently by Virginia's administrators. Students might feel happier if allowed to choose teachers or sponsors or in some way group themselves socially; however, the principal sometimes sees wise judgment in a more organized method of grouping.

TABLE XI
RANK ORDER LISTING SHOWING
PREFERENCE OF BASIS USED FOR
HOMEROOM GROUPINGS

	Number of Schools Employing this method
1. Random selection	31
2. Last name	28
3. Other	24
4. High school course	19
5. School marks	13
6. I.Q.	11
7. First or other period class	7
8. Sex	6
9. Previous school attended	1
10. Pupil selection	1

Summary: In Virginia a variety of methods were used as a basis for determining homeroom membership. The basis most frequently employed was random selection among students. Next in order of preference was the last name of students. The methods least used were pupil selection and previous school attended. Some schools indicated the use of more than one basis for homeroom grouping. There were five schools using the combination of I.Q. and school marks; three schools listed random selection and "other," while three used last name and sex; two used I.Q., school marks, and random selection;

selection; two used course of study, I.Q., and school marks; two used first period and high school course; one used last name and "other;" one used random selection and school marks; one used previous school, random selection, and "other;" one used pupil selection and course of study; one used course of study, last name, sex, and school marks; one used sex and "other."

"Other" in all cases was explained as being by grade level and was used most frequently by small schools.

CHAPTER V

HOMEROOM SPONSOR

Regardless of what type of homeroom organization a school has, at the heart of the success of this program is the teacher. The following representative phrases indicate the place and importance of the homeroom sponsor:

In many cases of common scholastic difficulties, the teacher is the best person to handle the matter; in some cases, he may be the only person able to establish rapport with a particular individual. The teacher is a kind of liaison officer between the student and educational system, helping the individual to assimilate the offerings of the high school or college.

Personnel work is no longer considered the work of specialists only. The "plain" teacher cannot be organized out of the personnel work of the institution as a whole, regardless of the number and kinds of specialists employed.

The teacher should be able to handle the everyday problems of the everyday high school and college student, not only that they may cooperate more effectively with specialists in guidance, but also because a particular teacher who has established contact with a student is often the best person to handle a certain problem. The student may prefer to talk over the problem with a teacher whom he knows rather than be sent to an expert who is a stranger to him.³⁴

³⁴Ruth Strang, The Role of the Teacher in Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1932), pp. 31-32.

Another author wrote:

The homeroom teacher learns to know these students better, is able to establish a better school spirit through homeroom activities and events, assists the counselors in working with students, and, because of his intimate knowledge of each homeroom class member, prevents many problems from arising.³⁵

Type of teacher chosen. The preceding information illustrates some authors' opinions as to the importance of the homeroom teacher. It should be pointed out here, however, that not all teachers are capable of rendering the desired results, as suggested by Crow and Crow.

The mere presence of a teacher in a home room does not insure the success of the program. Teachers who are interested in their pupils and who are especially trained to offer co-operative help will prove their worth when confronted with the various kinds of problems that arise among active, energetic, young adolescents.³⁶

Frequently in a small school all teachers in the school must be drafted for homeroom sponsorship; however, when the principal has more teachers than actually needed for homeroom sponsorship, he should consider carefully the selection of those chosen for the job. The survey showed that in most high schools not all teachers have homeroom assignments.

³⁵ Stanley W. Williams, Educational Administration in Secondary Schools (New York: Holt, Rinehart and Winston, Inc., 1964), p. 276.

³⁶ Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1960), p. 242.

It must be recognized that not all teachers are capable of being successful with all assignments. Even the best of teachers are more successful in some areas than in others is brought out by Crow and Crow:

The teacher selected to be the leader of a homeroom should be chosen in light of the kind of class she is to advise and the students' interests and talents, as well as his own special qualification.³⁷

Even though carefully chosen, success is not inevitable for a homeroom teacher. Crow and Crow pointed out that administrator enthusiasm concerning the value of homeroom guidance is not shared by most teachers.³⁸

Zeran emphasized the importance of the sponsor:

One of the most important responsibilities of most secondary school teachers is the sponsorship of a homeroom, sometimes called an "advisory" or an "activity period."³⁹

He also contended that one of the four major reasons for homeroom difficulties was indifference of teachers.⁴⁰

According to Erickson and Smith, not all of the causes of any homeroom failure should be placed on the shoulder of the teacher:

³⁷ Ibid., p. 241.

³⁸ Ibid., p. 152.

³⁹ Franklin R. Zeran, The High School Teacher and His Job (New York: Chartwell House, Inc., 1953), p. 218.

⁴⁰ Ibid., p. 223.

The contributions that the home-room teacher may make to the guidance program are contingent upon several factors, over which the teacher has little control. These are factors that are inherently administrative in character. The home-room teacher in most schools is a classroom teacher who serves also as a home-room sponsor. In general, the home-room teacher may serve the guidance program in much the same areas as does the classroom teacher, if the administrative plan for the home-room organization provides the proper setting. The factors that condition the contribution of the teacher through the home-room are the following:

1. The length and frequency of the home-room period
2. The purposes of the home-room
3. Provision of planned programs for the home-room
4. The administrator's concept of guidance.⁴¹

Released time for the sponsor. If a teacher is serious about homeroom responsibilities, then the planning and coordination of these activities perhaps place a heavy burden on an already busy schedule. Faunce and Clute commented on this point:

A fatal defect of the homeroom plan in departmentalized schools is that it is added on to an already impossible teaching load.⁴²

The survey showed that most schools did not release their teachers from other duties because they had homeroom

⁴¹ Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Co., Inc., 1947), pp. 59-60.

⁴² Roland C. Faunce and Morrel J. Clute, Teaching and Learning in the Junior High School (Belmont, California: Wadsworth Publishing Company, Inc., 1963), p. 222.

assignments. Only 24 per cent of the schools responding gave their teachers released time or freedom from other responsibilities because of a homeroom assignment. Of the small size schools only 25 per cent answered "yes" to the question of released time or freedom from other responsibilities. Of the medium size schools, there was some improvement with 39 per cent answering "yes." In a large size school one might anticipate that with more personnel, homeroom teachers might have a lighter load, but the statistics fell to a surprising 17 per cent answering in the teacher's favor.

Clerical help. Even if released time or a reduced load is not available for the homeroom teacher, he might at least hope for clerical help for his duties. Of the total number of schools responding to the survey, 41 per cent answered that some clerical help was available for homeroom teachers. Small size schools answered with the reply that 53 per cent gave clerical help to homeroom teachers. In medium size schools only 17 per cent gave clerical help to homeroom teachers. In large size schools 43 per cent gave such help to homeroom teachers. This evidence is shown in Table XII, Of the clerical help given to the homeroom teacher, the majority of the schools had paid help, and next was student help. Several schools indicated that plans for next year included help from data-processing equipment for the homeroom teacher.

TABLE XII

CLERICAL HELP AVAILABLE TO HOMEROOM TEACHERS
ACCORDING TO THE SIZE OF SCHOOLS

Size of school	Yes	Per Cent	No	Per Cent
Small	16	53	14	47
Medium	4	17	19	83
Large	23	43	30	57
Total	43	41	63	59

Tenure of sponsorship. Concerning the length of time a teacher should remain with a homeroom group, Gruhn and Douglass asserted:

If the full value of the homeroom organization is to be realized, it is often advisable that the homeroom remain intact with the same adviser throughout the entire three years of junior and senior high school, and even throughout the six-year high school except in the case of withdrawals and new admission. In maintaining the same home-room group for this length of time, it is possible to develop school spirit and loyalty based on the formation of friendships and working relationships in the smaller unit.

The homeroom is a place where interest is focused on the individual; his welfare and happiness are of prime importance. A teacher needs at least three years' acquaintance with pupils to accomplish this.⁴³

⁴³ William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 47.

Kimball Wiles wrote that it is helpful if the teacher remains with the same homeroom group for more than one year.⁴⁴

The survey showed that 67 per cent of the high schools in Virginia did not have their teachers remain with a homeroom group for more than one year. Of these schools, 31 per cent of the large size schools had teachers remaining with a group for more than one year. Of the medium size schools, 30 per cent remained for more than one year, and of the small size schools, 34 per cent remained for more than one year. This information is shown in Table XIII.

TABLE XIII

PERCENTAGE OF SCHOOLS HAVING TEACHERS
REMAINING MORE THAN ONE YEAR WITH THE
SAME HOMEROOM GROUP

Size of school	Per cent remaining
Small	34
Medium	30
Large	31

⁴⁴Kimball Wiles, The Changing Curriculum of the American High School (New Jersey: Prentice-Hall, Inc., 1963), p. 168.

Duties of the sponsor. Table XIV, page 49, shows that in most schools the homeroom teacher had many responsibilities both in administrative and guidance areas. The first responsibility that of checking attendance record, was perhaps one of the most common of those required duties. This duty was required in 92 per cent of the schools.

The recording of information for student permanent records seemed to be a duty that was required frequently with 67 per cent of the schools listing this as a duty of the homeroom teacher. It has already been pointed out in this thesis that only 41 per cent of the schools offered clerical help for the homeroom teacher. This is evidence that the sponsoring of a homeroom does consume much of a teacher's time.

The next duty--"helps plan high school schedules with students"--seemed to be required extensively, with 46 per cent of the schools listing this. This seems to be definitely a guidance function, and, therefore, is evidence that the homeroom teacher does have guidance responsibilities.

The next duty--"approves or disapproves excuses for absence or tardiness"--was listed by Bagen and Dixon as being one of the homeroom teacher's responsibilities. ⁴⁵

⁴⁵
Wesley A. Bagen and Fred B. Dixon, "The Homeroom,"
The Virginia Journal of Education (May, 1965), 19.

In actual practice only 34 per cent of the schools required this of the homeroom teacher. Many schools have this information passed on to the office where an assistant principal assumes this responsibility.

"Takes lunch count" was listed as a duty of the homeroom teacher in only 33 per cent of the schools, and only 4 per cent required the homeroom teacher to collect lunch money. Twenty per cent required the selling of textbooks by the homeroom teacher.

Bagen and Dixon believed the homeroom teacher should call parents about students who are absent.⁴⁶ Actual practice showed that only 16 per cent of the schools required this. In many cases this duty has been delegated to an assistant principal or a teacher who is released from a teaching period to perform this duty.

Only 16 per cent of the schools required the teacher to interpret standardized test results to students, and only 8 per cent expected the homeroom teacher to interpret standardized test results to parents. Some teachers believe they have not had sufficient training in these areas and cannot adequately accomplish these duties.

⁴⁶
Ibid., p. 44.

TABLE XIV

DUTIES OF THE HOMEROOM TEACHER ACCORDING
TO PERCENTAGE OF REQUIREMENTS

Title of duty	Per cent of schools requiring this duty
Checks attendance record	92
Records information for student permanent records	67
Helps plan high school schedules with students	46
Approves or disapproves excuses for absence or tardiness	34
Takes lunch count	33
Sells textbooks	20
Calls parents about students who are absent	16
Interprets standardized test results to students	16
Interprets standardized test results to parents	8
Takes lunch money	4

Summary. The following paragraph, as quoted by McKown, described the place of the homeroom sponsor:

The home room teacher functions in all phases of guidance. It is in this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships; his studies, his difficulties with teachers; his problems of discipline; his home conditions and environment; his associates in school and out; his attitudes, interests, and abilities. Therefore, whether the school be large or small, it is with the home room teacher that the foundations for guidance must be laid.⁴⁷

⁴⁷ Guidance in Secondary Schools, Report of the Committee on Guidance, National Association of Secondary School Principals, Bulletin 19, pp. 16-17, January, 1928, cited by Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1934), p. 30.

On many occasions some of the most effective guidance is done by the homeroom teacher, who is in a most advantageous position to know and help those students with whom he has contact. One principal responding to the questionnaire wrote that he believed the teacher to be the backbone of the success of any homeroom guidance program. He further indicated that he chose very carefully the strongest and most able teachers in his school to sponsor the homerooms of the early years in high school, for this was where he believed much guidance was needed.

The role of the sponsor is a busy one. Only 24 per cent of the schools responding to the questionnaire gave their teachers released time or freedom from other assignments because they sponsored a homeroom. Of the total number of schools responding, 41 per cent indicated that some clerical help was available for homeroom teachers. Teachers did not remain with a homeroom group for more than one year in 67 per cent of the schools in Virginia. Duties of greatest frequency to the homeroom teacher were the "checking of the attendance record" and the "recording of information for student permanent records." Duties that the teacher was least likely to have were the "collecting of lunch money" and the "interpreting of standardized test results to parents."

CHAPTER VI

FUNCTIONS OF THE HOMEROOM

Once the philosophy and principles of the homeroom have been developed, and the details of administration and sponsorship have been worked out, it then becomes necessary to determine the exact functions of the homeroom. The administrator and the homeroom sponsor must be familiar with the functional plan of the homeroom and should plan their work accordingly.

Johnston and Faunce listed the functions of the homeroom as:

1. An administrative unit (Roll-taking, announcements, locker-issuing, drives, etc.)
2. A unit of the school community (Representative base for student council, place which students call "home")
3. An instructional agency (Based on learner's own interests and needs)
4. An agency for counseling (Guidance files in homeroom)
5. An avenue of group guidance (Educational, vocational, personal-social)
6. An agency for parent-school relationships (Parent conferences, parent room organization, home calls)
7. A means of improving human relations (The goal, understanding and accepting others)⁴⁸

Gruhn and Douglass listed these functions of the homeroom:

1. To facilitate certain aspects of the administration of the school

2. To supplement the curriculum
3. To promote pupil participation in extraclass activities.
4. To provide facilities and opportunities for guidance
5. To provide opportunities for developing desirable social, personality, and character qualities among pupils
6. To assist in the developing of desirable pupil attitudes toward the school and its program
7. To personalize the contacts of the pupil with the⁴⁹ administrative and educational activities of the school.

The homeroom affords many opportunities to further those functions of the educational plan of a school. To what extent these functions are accomplished in homerooms in Virginia, as shown also in Table XV, page 58, is discussed in the following pages. That function showing the least extensive use was health instruction. Only 15 per cent of the schools answering reported a homeroom function in this area. This use was suggested by McKown, but he continued that the justification for use of the homeroom in this area should depend on the extent of emphasis of the subject in other classes.⁵⁰ This being a part of the physical education course of study in today's high school, perhaps explains the low percentage of schools using the homeroom for this function.

"Worthy home membership training" was the next function which was least used in the homeroom, with only 17 per cent of

⁴⁹ William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 37.

⁵⁰ Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1934), p. 348.

the schools reporting use in this area. Since this was one of the cardinal principles of education, it is wondered if a worthwhile opportunity is being neglected here.

The use of the homeroom for observance of "special day exercises" did not appear to be a widely used function, with only 18 per cent of the schools showing emphasis here.

Using the homeroom for vocational guidance was prevalent in only 18 per cent of the schools. Certainly this is a primary function of the high school plan even made more definite with the increasing awareness of school drop-outs.

C. Gilbert Wrenn pointed out:

The adolescent faces increasingly a world of new conditions and new opportunities, a world where occupations change as well as values. Many occupations of 1960 will be greatly modified or pass out of existence by 1970 or 1980. New occupations will appear.⁵¹

With youth facing such a strong challenge in this respect, it would seem that personnel in all areas of the school, including the classroom teacher, the administrator, the guidance counselor, and the homeroom coordinator, would wish to take advantage of every opportunity to disseminate this information; however, only 18 per cent of the homerooms were used for this function.

⁵¹

C. Gilbert Wrenn, The Counselor in a Changing World, American Personnel and Guidance Association (Washington 9, D. C., 1962), p. 7.

The use of the homeroom as a study period was indicated by only 25 per cent of the schools. McKown specifically stated "Studying lessons should not be allowed during the homeroom period."⁵² The danger here is that, if this is allowed, students may save their homework to do during this period, thus reducing the importance of the homeroom program itself. No teacher of an academic subject, for example, algebra, would allow his class period to be used for an individual's study of another subject; he has his class planned with the objective of teaching the subject designated. It seems logical that the homeroom teacher should have the same seriousness of attitude and plans.

Another function showing a small percentage of homeroom use is that of "club activities," with 31 per cent of the schools reporting use in this area. Certainly the author cannot argue the importance of clubs within a school organization, but care should be exercised so that these activities will not interfere with the academic objectives of the school.

"Parent-teacher association promotion" was next, with 39 per cent of the schools reporting use in this area. Some loss of opportunity might be considered here in that possibly both organizations could strengthen themselves by working

⁵² Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1934), p. 55.

together. The author knows of at least one school where the P.T.A. conducted leadership classes for the homeroom officers, and training classes were held for students to guide them toward knowledge of how to be good club members. This same P.T.A. enlisted the aid of the homeroom organization to strengthen and increase its membership.

Only 42 per cent of the schools reported using the homeroom for leadership training. Frequently the most successful homeroom programs are conducted by the students themselves; leadership training should be a strong by-product of this. Also Chapter II of this thesis discussed the importance of having student officers in homerooms.

"Development of character" seems to be becoming a prevalent function of the homeroom, with 51 per cent of the schools reporting use for this purpose. The development of character has been and will probably always be given emphasis in any educational system. The development of desirable character traits usually does not just happen without directly and specifically focusing attention in this direction. Support for this function was found in The High School in a Changing World:

To provide one kind of experience which contributes to maturity, the school should explore every possibility for permitting students to know self-direction. The homeroom can contribute appreciably to this end.⁵³

Showing strength as a function of the homeroom seems to be that of "orientation of new students to the school."

Clifford P. Froehlich stated that from the viewpoint of the guidance program, orientation is one of the most important tasks of the homeroom.⁵⁴ This seems a perfect place and atmosphere for this student need. The results of the survey indicated that 55 per cent of the schools used the homeroom for this function.

Sixty-five per cent of the schools reported use of the homeroom for "collections for school activities and charity." Supporting this function, Crow and Crow stated:

Young people enjoy participating in projects dealing with school or community welfare, such as school government, filling Christmas stocking for poor children, planning clean-up and safety campaigns, and other worthwhile activities.⁵⁵

The homeroom offers a most excellent opportunity for activities and discussions leading to the "development of citizenship." Schools in Virginia appeared to be taking

⁵³ American Association of School Administrators, The High School in a Changing World (Thirty-Sixth Yearbook. Washington, D. C.: National Education Association, 1958), p.57.

⁵⁴ Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, 1958), p. 102.

⁵⁵ Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1960), p. 152.

advantage of this opportunity with 65 per cent reporting use in this function.

One of the most important extracurricular activities is the Student Cooperative Association. With proper planning and coordination of activities, this might very well be the backbone of the entire activities program in a school. If cooperation is secured from both parties, the S.C.A. and the homeroom can serve to support each other. The use of the homeroom for this purpose was shown by 67 per cent of the schools in Virginia.

An indication that the homeroom is an administrative device is that 85 per cent of the schools indicated use of the homeroom for "school announcements."

Summary. The evidence as presented from the survey pointed out that the homeroom has become an integral part of the school program. That function least extensively performed in the homeroom was "health instruction." Following this as a function least provided in homerooms, was "worthy home membership training." That function performed most extensively was "school announcements." Other widely used functions were "representative base for student government," "development of citizenship," and "collections for school activities and Charity."

TABLE XV
 FUNCTIONS OF HOMEROOMS
 ACCORDING TO PERCENTAGE OF USE

Title of function	Per cent of schools using homeroom for this function
School announcements	85
Representative base for Student Cooperative Association	67
Collections for school activities and charity	65
Development of citizenship	65
Orientation of new students to the school	55
Development of character	51
Leadership training	42
Parent-Teacher Association promotion	39
Club activities	31
Study period	25
Special day exercises	18
Vocational guidance	18
Worthy home membership training	17
Health instruction	15

CHAPTER VII

SUMMARY

The purpose of this study was to determine, analyze, and compare the functions and practices of high school homerooms in Virginia and to make available information regarding the most widespread practices and the most desirable procedures of homeroom plans and activities. This was accomplished through the medium of a questionnaire sent to the principals of 150 high schools. Questionnaires were returned from 110 schools. Some comparisons among the practices of small, medium, and large size schools were desired.

Interest in this subject was aroused in the mind of the author when she prepared an outline course of study on homeroom guidance programs for the class "Organization and Administration of Guidance Services" taught by Dr. Fred B. Dixon at the University of Richmond.

Having been both a teacher and a counselor in a junior high school, the author has long been aware of the unlimited possibilities of the homeroom organization as an answer to the needs of many guidance problems or areas. While this importance is realized, care should be exercised in order not to assign too much emphasis to the homeroom as a guidance unit. Even though the homeroom sponsor has many opportunities to help and guide students, the homeroom as a guidance unit

cannot take the place of individual counseling services.

Conclusions. From the study presented in this thesis, the following conclusions were reached:

1. Of the schools answering the survey, 93 per cent scheduled a regular, short administrative-type homeroom period. The majority of the schools reported having five of these periods per week, while some reported having one, three, or ten such periods per week.
2. Sixty per cent of the schools indicated the primary use of their homerooms to be involved with administrative and guidance functions.
3. The length in minutes of the administrative homeroom ranged from three to 180 minutes per day, with most schools reporting a period of ten minutes per day.
4. The majority of schools in Virginia scheduled a homeroom before first period; three schools scheduled the homeroom period immediately after first period; three schools scheduled the meeting time between second and third period; and five schools scheduled midday meetings.
5. The number of pupils assigned to a homeroom ranged from fifteen to thirty-seven. The size most commonly found was thirty students per homeroom.
6. Of the total schools reporting, 39 per cent scheduled another period separate from the regularly scheduled

homeroom period for the purpose of homeroom guidance programs.

7. The guidance director and the homeroom teacher had the primary responsibility for the planning of homeroom guidance programs.
8. The person who usually conducted the homeroom guidance program was the homeroom teacher.
9. Only 6 per cent of the schools indicated no difference in the type or subject of homeroom guidance programs for each grade level.
10. The majority, or 76 per cent, of the schools had homeroom officers.
11. Of the bases used for grouping homeroom membership, the most frequently employed one was random selection. Previous school and pupil selection tied for last place of those bases least frequently used.
12. Only 24 per cent of the schools gave their teachers released time or freedom from other responsibilities because of a homeroom assignment.
13. Forty-one per cent of the schools had clerical help for homeroom teachers. Of the type of clerical help given to the homeroom teacher, the majority of the schools engaged paid help.
14. Sixty-seven per cent of the high schools in Virginia did not have their teachers remain with a homeroom group for more than one year.

15. Concerning duties of the homeroom sponsor, those of greatest frequency were the "checking of the attendance record" and the "recording of information for student permanent records." Duties that the teacher was least likely to have were the "collecting of lunch money" and the "interpreting of standardized test" results to parents.
16. That function least extensively performed in the homeroom was "health instruction." That function performed most extensively was "school announcements."

Trends. In the thirties and early forties the homeroom seemed to flourish, with much enthusiasm centered around the possibilities of group guidance in the homeroom. In the later forties and early fifties the homeroom continued its life mainly as an administrative unit. Edward Branich reported in 1952 that the homeroom plan for guidance was used in 67 per cent of the schools in Virginia.⁵⁶

In 1955 Leonard V. Koos reported that the homeroom program was given more time in the schedule, with a trend toward longer periods approaching the length of classroom

56

Edward Branich, "A Survey of Guidance Activities in Group III High Schools in Virginia" (unpublished Master's thesis, The University of Richmond, Richmond, Virginia, 1952), p. 89.

57
 periods. Beginning about this time, and continuing since then, there seemed to be a trend toward using the homeroom as a guidance unit.

On the questionnaire was the statement, "If you have opinions as to the value of homerooms, as to what could be done to improve the homeroom period, either with respect to administrative or guidance changes, please describe briefly." Several principals replied that longer periods were needed. Several made comments concerning the homeroom sponsor; the following statement by a principal summarized what was said about the sponsor:

A homeroom program is only as effective as the homeroom teacher. Some do an excellent job--others consider it as an extra assignment. There is no program better than a teacher's professional attitude.⁵⁸

Some areas for further investigation.

1. This thesis emphasized the importance of the homeroom sponsorship. A study on how or why sponsors are chosen might prove interesting and helpful to education.
2. Are colleges preparing teachers for homeroom sponsorship?
 How much in-service training is provided the teacher?

⁵⁷
 Leonard V. Koos, Junior High School Trends (New York: Harper and Brother, 1955), p. 107.

⁵⁸
 Unpublished material in the hands of the author.

3. Are there differences in homeroom practices in the junior high schools as compared to senior high schools?
4. The philosophy of the homeroom as a guidance unit seems basically sound; yet sometimes in actual practice this is not successful. What are some of the reasons for this failure?
5. Since, after all, the homeroom guidance programs are for the student, research could be done in the area of pupil attitudes and opinions as to the effectiveness of the homeroom.
6. Do any schools grade students on their participation and performance in homeroom period? If so, are there homeroom periods more successful than those in which students are not graded?

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APPENDICES

APPENDIX A

5913 Ridge Road
Richmond, Virginia 23227
May 10, 1966

Dear Principal:

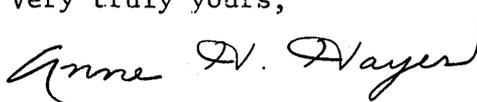
In preparing a thesis for the Master of Science Degree in Education at the University of Richmond, Virginia, I am enlisting your help in completion of the enclosed questionnaire which will be incorporated in a study on homerooms.

It is my purpose to ascertain the most widespread practices and the most desirable procedures of homeroom plans and activities. The identity of your school will not be revealed in the handling of this material.

I have enclosed a checklist and an addressed, stamped envelope which I would like for you to return by May 17, 1966.

I wish to thank you for your assistance in furnishing the information needed for this survey.

Very truly yours,



(Mrs.) Anne H. Hayes

APPENDIX B

Inquiry on High School Homerooms

Anne H. Hayes

- Name of high school _____ Title of person answering questionnaire _____
- I. Please circle those grades contained in your school. _____
 Number of pupils enrolled in high school _____
 Number of high school teachers _____
 Number of high school teachers having homeroom assignments _____
- II. 8 9 10 11 12 _____
 1. Does your school have a regular, short administrative-type homeroom period? Yes ___ No ___
 If yes, number per week _____ Length in minutes _____
 At what time of the school day does the homeroom meet? _____
2. What is the average size of your homeroom (number of students)? _____
3. Do your homerooms serve primarily as a guidance unit ____, administrative unit ____, or both ____?
4. Do you have another period or periods devoted to homeroom guidance programs? Yes ___ No ____. If yes, answer the following questions.
 By whom are the programs planned? Check more than one if necessary.
 _____ Homeroom teacher _____ Student guidance committee
 _____ Guidance director _____ Principal
 _____ Faculty guidance committee _____
 _____ Guidance counselor _____ Other (Please describe.) _____
- Who actually conducts the program? _____
 Are the programs the same for all grades? Yes ___ No ___
 Please describe or send one or two specific examples of your programs. _____
-
5. Does the teacher have released time or freedom from other duties because he has a homeroom assignment? Yes ___ No ___
6. Does the teacher remain with the same homeroom group for more than one year? Yes ___ No ___
7. Is clerical help available for the homeroom teacher?
 Yes ___ No ___
 If yes, is this paid ____, volunteer ____, adult ____, student ____, machine ____, or other ____ (specify)? _____
8. Do the homerooms have student homeroom officers? Yes ___ No ___
9. Please check the basis you use for homeroom grouping.
 _____ High school course _____ First or other period class
 _____ Last name _____ Previous school
 _____ Sex _____ Pupil selection
 _____ I.Q. _____ Random selection
 _____ School marks _____ Other (specify) _____

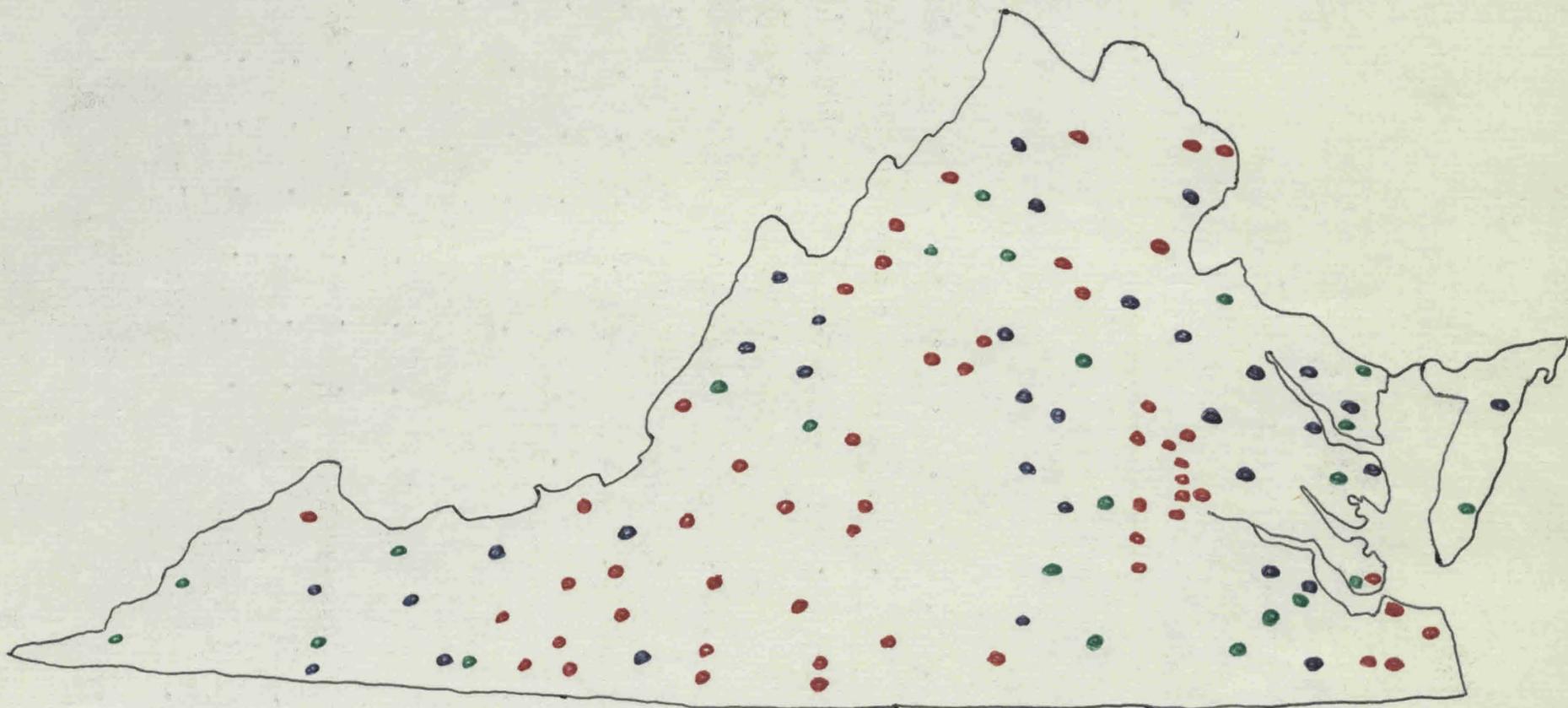
APPENDIX B (cont'd.)

- III. Check those items for which the homeroom teacher is responsible.
- Checks attendance record
 - Approves or disapproves excuses for absences or tardiness
 - Calls parents about students who are absent
 - Takes lunch count
 - Takes lunch money
 - Sells textbooks
 - Records information for student permanent records
 - Interprets standardized test results to students
 - Interprets standardized test results to parents
 - Helps plan high school schedules with students
- IV. Check those functions for which the homerooms in your school are used.
- Orientation of new students to the school
 - Development of citizenship
 - Health instruction
 - Leadership training
 - Development of character
 - Worthy home membership training
 - School announcements
 - Collections for school activities and charity
 - Parent-Teacher Association promotion
 - Special day exercises
 - Vocational guidance
 - Representative base for Student Cooperative Association
 - Study period
 - Club activities
- V. At the present time do you plan any changes in your home-room structure? If yes, please specify. (Use the back of this sheet if necessary.)
- If you have opinions as to the value of homerooms, as to what could be done to improve the homeroom period, either with respect to administrative or guidance changes, please describe briefly. (Use the back of this sheet if necessary.)
- VI.

Would you like to have a summary of the results of this questionnaire? Yes No

APPENDIX C

Map of Virginia Showing Schools in Survey



- - Small size school
- - Medium size school
- - Large size school

APPENDIX D

LIST OF SCHOOLS
COOPERATING IN THE SURVEY

<u>Location of School</u>	<u>Name of School</u>	<u>Enrollment</u>
Accomack County	Chincoteague	158
Albemarle County	Albemarle	1,540
Alleghany County	Alleghany County	1,144
Amelia County	Amelia	266
Amherst County	Amherst County	1,153
Arlington County	Wakefield Sr.	2,545
Augusta County	Buffalo Gap	680
Bath County	Millboro	115
Bedford County	Staunton River	675
Bland County	Bland	240
Botetourt County	Lord Botetourt	740
Brunswick County	Brunswick	545
Buchanan County	Grundy Jr.	725
Campbell County	Campbell Co.	763
Caroline County	C. T. Smith	141
Carroll County	Hillsville	999
Carroll County	Woodlawn	609
Chesterfield County	Manchester	1,050
Chesterfield County	Matoaca	538

APPENDIX D (cont'd.)

<u>Location of School</u>	<u>Name of School</u>	<u>Enrollment</u>
Culpeper County	Culpeper	675
Cumberland County	Luther P. Jackson	270
Dinwiddie County	Dinwiddie County	805
Essex County	Essex Co. H.S.	310
Fairfax County	Annandale	1,890
Fauquier County	Fauquier	1,400
Floyd County	Floyd Co.	812
Fluvanna County	Fluvanna	325
Franklin County	Franklin Co. High	894
Giles County	Giles	1,060
Gloucester County	Gloucester	567
Goochland County	Central	340
Grayson County	Independence	419
Grayson County	Mt. Rogers	68
Greene County	William Monroe	337
Halifax County	Halifax Co.	1,989
Hanover County	Lee Davis	960
Hanover County	Patrick Henry	1,000
Henrico County	Hermitage	1,310
Henrico County	Brookland Jr.	1,550
Henrico County	Fairfield Jr.	831
Henrico County	Tuckahoe Jr.	920

APPENDIX D (cont'd.)

<u>Location of School</u>	<u>Name of School</u>	<u>Enrollment</u>
Henry County	Fieldale-Collinsville	1,037
Highland County	Highland	212
Isle of Wight County	Westside	419
Isle of Wight County	Windsor	302
King George County	King George	436
King William County	Hamilton-Holmes	262
Lancaster County	Lancaster	430
Lancaster County	Brookvale	292
Lee County	Pennington	575
Louisa County	Archie G. Richardson	464
Lunenburg County	Kenbridge	250
Madison County	Madison	462
Mathews County	Mathews	382
Mecklenburg County	Park View	630
Middlesex County	Middlesex	280
Montgomery County	Alleghany District	260
Nansemond County	Southwestern	400
New Kent County	George W. Watkins	189
Northampton County	Northampton	450
Northumberland County	Central	446
Nottoway County	Luther H. Foster	500

APPENDIX D (cont'd.)

<u>Location of School</u>	<u>Name of School</u>	<u>Enrollment</u>
Orange County	Orange	800
Page County	Luray High	532
Patrick County	Blue Ridge	235
Pittsylvania County	Chatham	750
Pittsylvania County	Gretna	791
Prince William County	Brentsville Dist.	300
Pulaski County	Dublin	1,078
Rappahannock County	Rappahannock Co.	300
Richmond County	Rappahannock	307
Roanoke County	Andrew Lewis	1,588
Rockbridge County	Goshen	46
Rockingham County	Broadway	881
Rockingham County	Elkton	595
Russell County	Cleveland	240
Shenandoah County	Central	694
Smyth County	Sugar Grove	190
Southampton County	Southampton	582
Stafford County	Stafford	1,000
Surry County	L. P. Jackson	350
Tazewell County	Pocahontas	438
Warren County	Criser	217
Washington County	Holston	411

APPENDIX D (cont'd.)

<u>Location of School</u>	<u>Name of School</u>	<u>Enrollment</u>
Wythe County	Fort Chiswell	700
Bristol City	Douglass	200
Buena Vista City	Parry McCluer High	495
Charlottesville City	Lane	1,036
Chesapeake City	Deep Creek	1,227
Chesapeake City	Great Bridge Jr.	935
Clifton Forge City	Clifton Forge	421
Colonial Heights City	Colonial Heights High	900
Danville City	Robert E. Lee Jr.	768
Franklin City	Franklin High	450
Fredericksburg City	Walker-Grant	202
Galax City	Galax	738
Hampton City	George Wythe Jr.	414
Harrisonburg City	Harrisonburg	872
Hopewell City	Hopewell	1,488
Lynchburg City	E. C. Glass	2,440
Martinsville City	Albert Harris	636
Newport News City	George W. Carver	1,428
Norfolk City	Azalea Gardens Jr.	1,550
Norton City	John I. Burton	425
Petersburg City	Peabody	1,461
Radford City	Radford	750

APPENDIX D (cont'd.)

<u>Location of School</u>	<u>Name of School</u>	<u>Enrollment</u>
Richmond City	John Marshall	1,412
Staunton City	Booker T. Washington	96
Virginia Beach City	Bayside	1,635
Waynesboro City	Kate Collins Jr.	950



T-D News Bureau Photo

Lou Packett Makes News Recording
Ronnie Sission (right) Waits Turn

Rappahannock High

School 'Airs' the News

By Dallas Long

Times-Dispatch News Bureau

WARSAW, May 11—Rappahannock High School students have no alibi now for weakness in current events. Their fellow students tape a five-minute program of international, national, local and school news and play it just before school each day through the public address system.

The need for the program became apparent to James N. Stover, the school's principal, a few months ago when the student body did poorly in a national test that included a current events section. An electronic enthusiast himself, Stover passed along a suggestion to Mrs. R. M. Lowery, a history teacher, and her students took it from there.

RONNIE SISSON and Kenneth Jones developed the recording technique and Joe Patton handled the technical end, including the wiring. Sisson stops at radio station WNNT each morning to pick up wire service items which station manager Dean Loudy selects for him. Loudy adds a sports item and a "bright" item to the heaviest news of the day.

The boys have improvised a studio in a library workroom. In alternate confusion in

the school office, where the public address system is located. Sisson and Jones, both seniors, have been running the program for two months now and are breaking in two underclassmen, Lou Packett and Turner Coggin, to carry on next year.

The four boys divide the news, edit and record the items on tape in turn. If they "blow" a pronunciation or if someone has a better suggestion for the ad-libbed parts, the tape is rolled back and the item re-recorded.

WHEN THE TAPE is right and 8:50 arrives each morning, the tape is wired into the public address system to-

gether with the taped morning devotions.

Stover says the program has been well-accepted by both students and faculty. Mrs. Lowery checks her history students for current events, now with better results.

Page Knight, a mathematics teacher, said that from the usual home-room bedlam at that time, he sometimes thinks his students aren't paying attention to the program. Suddenly, he says, the racket stops as all listen to an item that has caught their ears.

Friday the boys added a local note to the weather forecast. They predicted clear skies and a full moon for the junior-senior ball that night.

VITA

Anne Davis Hill, the daughter of Mrs. Horace Mitchell Hill and the late Mr. Hill, was born March 19, 1937, in Brodnax, Virginia. In June 1954, she graduated from Lawrenceville High School, Lawrenceville, Virginia. In June 1958, she received the Bachelor of Arts Degree from Longwood College, Farmville, Virginia, with a major in English. She has completed courses at the University of Virginia and the Richmond Professional Institute.

On August 23, 1958, she married Harry Foster Hayes.

From September 1958, through June 1961, she taught English at Fairfield Junior High School in Henrico County, Virginia. During these years she served as Head of the English Department, sponsor of the junior majorettes, and sponsor of the Future Teachers of America Club. From September 1961, through June 1964, she was a guidance counselor in the same school. In 1964, she began her present position as Director of Guidance at Fairfield Junior High School.

The writer has held membership in the Henrico Education Association, Virginia Education Association, National Education Association, Virginia Teachers of English, Richmond Personnel and Guidance Association, Virginia Personnel and Guidance Association, and Kappa Delta Pi, an Honor Society in Education.

The writer, also, has held membership in the Chamberlayne Women's Club, and The International Council of Richmond. She is a member of the Chamberlayne Methodist Church where she participates in the Frances Allen Circle and holds an office in the Women's Society of Christian Service.