

---

**HOME-ROOM PROGRAMS IN THE SENIOR HIGH SCHOOL**

**Approved:**

**Approved:**

HOME-ROOM PROGRAMS IN THE SENIOR HIGH SCHOOL

THIS IS

Presented to the Faculty of the Graduate School  
of The Texas Technological College in  
Partial Fulfillment of the  
Requirements  
For the Degree of  
MASTER OF ARTS

By

Bruce Clarence Shulkey, B.A.

Olney, Texas

August, 1931

AC  
805  
T3  
1931  
no. 22  
cap. 2

CONTENTS

<u>Chapter</u>	<u>Page</u>
1. Introduction.....	1
(1) Purpose of the Study	
(2) History of the Subject	
(3) Method and Scope of Study	
(4) Summary	
2. Objectives of Home-Rooms.....	7
(1) Major Classification of Objectives	
(2) Sub-Classification of Objectives	
(3) Summary of Objectives	
(4) Chapter Summary and Conclusions	
3. Organization of Home-Rooms.....	17
(1) Introduction	
(2) Explanation of Terms	
(3) Interpretation of Data	
(4) Chapter Summary and Conclusions	
4. Plans for the Programs.....	24
(1) Introduction	
(2) Explanation of Terms	
(3) Interpretation of Data	
(4) Chapter Summary and Conclusions	

<b>5. The Programs.....</b>	<b>36</b>
(1) Purpose of the Chapter	
(2) Classification of Suggested Outlined Programs	
(3) Suggested Programs	
(4) Interpretations and Suggestions	
(5) Summary and Conclusions	
<b>6. General Summary and Conclusions.....</b>	<b>57</b>
<b>7. Appendices.....</b>	<b>60</b>
(1) Appendix A--Bibliography	
(2) Appendix B--Suggestive Programs	
(3) Appendix C--Questionnaire	
(4) Appendix D--High Schools Used in This Study	

## CHAPTER I

### INTRODUCTION

Purpose of the Study. The purpose of this study is to arrive at some conclusion as to the values and objectives of the home-room and the setting up of programs for the realization of these objectives.

There seems to be a growing tendency in recent years to use the home-room for other than mere administrative purposes. For many years, school officials have made the home-room an assembly room or reporting room, where the attendance is checked each morning and again each afternoon. Other officials have made it take care of many other administrative duties as: making of announcements, ordering class rings and pins, giving out report cards, registration and the making out of schedules, checking poor work slips, sale of tickets and other kindred duties. An attempt will be made in this study to show that the consensus of opinion of principals and superintendents is to continue to use the home-room in this capacity, and that it also has other purposes and aims. From the number of objectives re-

ceived and the uniform method of organizing the home-room, it is obvious that these are minor troubles. From other information received, the writer is led to believe that the real problem is the setting up of programs for the realization of these objectives.

History of the Subject. According to Miss Sarah E. Bundy, Vice-Principal of Jefferson High School, Los Angeles, California, very little attention has ever been given to the home-room. In her article in School Review, December, 1929, she says:

"Probably one of the most neglected and unregulated factors in Secondary School Administration is the home-room. Even in the literature on high school topics, this subject has largely been overlooked. Every question from the work of the custodian to the conduct of faculty meetings has been given more space than devoted to this one. The lack of material is of course indicative of a general indifference to the topic itself."<sup>1</sup>

A careful search through the Reader's Guide revealed only three articles on this subject, and one of these was the above mentioned article by Miss Bundy, in which she appeals for a fair consideration for the home-room. Another article<sup>2</sup> was by E. J. Corrigan, Principal of Cleveland Intermediate School, Detroit, Michigan, which dealt primarily with the elementary school and the third

---

<sup>1</sup> Bundy, Sarah E., "Giving the Home-Room Fair Consideration", School Review, Dec. 1929, pp. 780-786.

<sup>2</sup> Corrigan, E. J., "The Home-Room", School Review, Apr. 1930, pp. 300-306.

3  
article was an editorial in School Review, June, 1931, which dealt with School Administration in general and scarcely referred to the home-room.

A request for material from the Extension Loan Library, Austin, Texas, on home-room programs brought a total of seventeen articles and only three of these referred to the home-room; the other fourteen dealt with extra-curricular activities in general. One of the three articles dealing with the home-room was the article by Miss Bundy, which has just been mentioned.

Many personal interviews with principals and superintendents at local and state meetings indicated that the home-room was a big problem in their particular school, that they had not solved the problem to their satisfaction and could offer very little information or suggestions that were constructive.

In a personal letter from Dr. Joseph Roemer, Director of Instruction in the Junior College Demonstration School, George Peabody College for Teachers and Co-author of Readings in Extra-Curricular Activities with Dr. Allen, he states:

"It is such a new field that there is very little to be had on the subject other than that found in the ordinary books and magazines. I am very much interested in the outcome of your thesis."

Dr. G.T. Hicks, Head of the Education Department at Murray College, Murray, Kentucky, who has spent much time

in the field of extra-curricular activities, writing his Doctor's Dissertation on the School Social, in a personal letter states that Roemer and Allen and McKown<sup>4</sup><sup>5</sup> are the best in this field. The writer readily agrees with Dr. Hicks, but McKown spends less than four pages discussing the organization and values of home-rooms. In a previous paragraph, Dr. Roemer's opinion of this subject is given.

Foster and Meyer are two other authorities, who have probably given more time to the study of extra-curricular activities in general than any others.

Method and Scope of the Study. A questionnaire asking for information on the objectives of home-room programs, the organization of home-rooms and suggested program topics with the outline of one program was sent to one hundred nineteen schools in Texas and to fifty-four schools in other states. These states were selected from different sections of the United States, including Oklahoma, Arkansas, Colorado, California, Illinois, Indiana, Missouri, Pennsylvania, New York, New Jersey, and Connecticut.

---

4 Roemer and Allen, Readings in Extra-Curricular Activities.

5. McKown, Harry C., Extra-Curricular Activities.

6 Foster, Charles R., Extra-Curricular Activities in the High School.

7 Meyer, Harold D., Handbook of Extra-Curricular Activities in the High School.

For the sake of convenience, these schools were placed in four divisions. Schools in Texas with an enrollment in high school of less than five hundred were placed in Group I, schools in Texas with more than five hundred in the high school and less than one thousand were placed in Group II, schools in Texas with more than one thousand in high school were placed in Group III, and schools in other states were placed in Group IV. The question in the questionnaire relative to the enrollment in high school was rather vague, a number of the school officials giving the number of home-rooms in high school instead of the number of students and still others failed to make any kind of response. The writer was able to secure the enrollment of all Texas High Schools but failed to get the enrollment of more than fifty percent of the schools in other States than Texas; consequently all these schools were placed in Group IV. The enrollment of those schools that responded ranged from four hundred sixty-two in the Thomas Jefferson High School, Los Angeles, California to four thousand ninety-eight in Central High School, Tulsa, Oklahoma. This grouping will be used in all tables that will be given in this study.

The number of questionnaires sent to different groups, the number returned and the percentage returned will be found in Table I.

**Table I. Number of Questionnaires Sent and Answers Received**

GROUP	I	II	III	IV	Totals
Questionnaires Sent	:81	:23	:15	:54	: 173
Questionnaires Returned	:52	:17	: 14	:32	: 118
Percentage Returned	:64%	:73%	: 93%	:59%	: 68%

Summary. The huge problem connected with the home-room is the task of making it function properly in realizing the many objectives that are being given to this unit of school organization. A survey shows that very little work has been done along this line. The writer, through questionnaires and personal investigation, has assembled information in regard to objectives, organization and programs that will be given in the following chapters. He trusts that the data assembled will help the school executive in the solution of this problem.

## CHAPTER II

### OBJECTIVES OF THE HOME-ROOM

Major Classification of Objectives. The questionnaires that were returned contained a total of two hundred eighty-seven objectives. Naturally there were many duplications, many objectives having the same meaning but expressed differently; however, the writer found ninety-eight different objectives. These ninety-eight different objectives for convenience have been classified under major heads, and a table is given, showing the number of times that each objective is mentioned by the schools in the different groups.

Under Educational Guidance was placed all such objectives as curriculum enrichment, parliamentary procedure, development of forensic ability and proper appreciation of art and music. Vocational Guidance includes all subjects mentioned in directing the student in the selection of a proper or suitable vocation, including a college, in which to pursue his training for his chosen vocation. Citizenship includes a variety of subjects, for the writer has taken John Dewey's philosophy of Education (Education

is Life.) to guide him in making this division; consequently, this major head would include sportsmanship, school loyalty, traits that we naturally connect with school citizenship, as well as such objectives as honesty, courtesy, civic and social responsibility. Entertainment merely includes objectives as those for inspiration and relaxation. Student-Teacher Relationship might have been just as easily placed under Administrative, but since several gave this particular objective with special comments, suggesting the mother or dad relationship, the opportunity for knowing the "short factors" of students as given by one principal, it was thought wise to place this in a class by itself. Organization and Administration, or probably better Administrative, will include a host of objectives as checking the roll, making announcements, handing out report cards, using as a study hall, etc. Since three school executives gave adverse criticism to home-room programs, a special table is given, calling particular attention to the comments made by the executives.

It would probably be impossible to secure any two individuals who would classify all objectives in exactly the same manner. One might place the "scheduling of students" under Educational Guidance, while another would probably place it under Administrative objectives, and yet both be correct in their classification, depending on the way they view the particular objective.

The classification of the ninety-eight different objectives under the seven major headings is given; also a table is given, showing the number of times that certain objectives are mentioned by different groups.

Sub-Classification of Objectives. In making the following sub-classification of the major objectives, one hundred eighty-nine duplications were eliminated, leaving ninety-eight different objectives that were classified according to the major objectives given in the first part of this chapter.

#### Educational Guidance

1. Curriculum Enrichment.
2. Development of Forensic Ability.
3. Free Exercise of Special Talents and Abilities.
4. Supplement to Physical Education Work.
5. Arouse Interest in Other Work.
6. Help Students Plan Courses of Study.
7. Motivate and Objectify Extra-Curricular Work.
8. Develop Musical Ability.
9. Parliamentary Procedure.
10. Improve Scholarship.
11. Sponsor Literary Events in Interscholastic League.
12. Direct Students toward Graduation.
13. Develop Appreciation for Art.
14. Develop Appreciation for Music.
15. Create an Interest in State and National Affairs.

16. Proper Health Habits.

17. Proper Use of Leisure Time.

### Vocational Guidance

1. Getting Students Interested in Life's Activities.

2. Assist Students in the Selection of a Vocation.

3. Give Students Information about Vocations in General.

4. Give Students Information about Vocations Locally.

5. Secure Local Speakers to Give Students Information.

6. Direct Students toward Selection of Proper College.

### Citizenship

1. Develop Pupil Leadership.

2. Develop Class Solidarity.

3. Increased Initiative.

4. Self-Expression.

5. Manners and Conduct.

6. Create High Ideals of Social and Moral Life.

7. Develop Proper Attitude toward Life.

8. Develop Proper School Attitude.

9. Discussion of Problems Pertaining to Welfare of School.

10. To Secure Pupil Participation.

11. Character Training.

12. Fire Prevention.

13. Safety Education.

14. Social Pride and Responsibility toward the Group.

15. Business and Group Government.
16. Develop School Loyalty.
17. Small Group Development of Later Professional Life.
18. Develop School Spirit.
19. Teach Proper Association and Control with Each Other.
20. Teach Courtesy.
21. Create Morale.
22. Stimulate Civic Pride.
23. Develop Power of Orderly Group Action for Common Good.
24. Sponsor Clean Athletics.
25. Create School Consciousness.
26. Care for Building and Grounds.
27. Learn Proper Relationship toward Teacher.
28. Learn Proper Relationship toward Other Pupils.
29. Teach Thrift.
30. Develop Honesty.
31. Develop Dependability.
32. Develop Responsibility.
33. Teach Proper Respect for Public Buildings.
34. Teach Proper Conduct at Public Meetings.
35. Teach Kindness.
36. Public Duties and Responsibilities of a Citizen.
37. Costs and Support of Public Schools.

**Entertainment**

1. Inspiration.
2. Relaxation.
3. Plan Programs for Assembly.
4. Plan Programs for Public.
5. Make School Life More Interesting for Pupils.
6. Stunts.
7. Mock Trials.

**Student-Teacher Relationship**

1. Easy Conference with Teachers.
2. Study Pupil Short Factors.
3. Get Better Contact with Students.
4. Closer Contact with Teacher.
5. Opportunity for Guidance by Teacher.
6. Opportunity for Mother or Dad Relationship.
7. Opportunity to Encourage and Counsel with Students.

**Administrative**

1. Check Attendance.
2. Keep Record of Attendance.
3. Use as a Study Hall.
4. Convenient Medium for School Campaigns.
5. Making Announcements concerning School Activities.
6. Thrift Banking.
7. Giving Out Report Cards.
8. Acquaint Students with School Regulations.
9. Registration.

10. Check Tardiness.
11. Teach Use of Library.
12. Encourage Proper Parent Relationship.
13. Check Poor Work Slips.
14. Orientation.
15. Sale of Tickets.
16. Inform Groups on Various School Activities.
17. Encourage Extra School Activities.
18. Form Groups on Various School Activities.
19. Unification of Student Body.
20. Take Care of Minor Discipline Matters.
21. Furnish Representatives for Student Council.

Unclassified Statements.

1. "Just Hooy".
2. Believe in a Mass School.
3. Just to Take Care of Extra Period Each Day.

This lengthy and varied list of objectives certainly shows the many possibilities of the home-room. Since twenty-one objectives were given under the Administrative Objective, friends of the home-room plan would probably be justified in contending that if for no other reason than for administrative purposes, school officials would be justified in continuing this particular type of school reorganization. There were seventy-seven objectives other than those for administrative purposes. The home-room

that is being used merely for administrative purposes is certainly not being used to the best advantage.

Interpretation of Data. The number of objectives mentioned by the schools of each group will be found in Table II. In this table will also be found the total number of objectives according to their major classification, and the adverse criticism that was offered. In order that the reader may know the reaction of those who do not feel kindly toward the home-room, their answers are given in a rather prominent manner, immediately following Table II.

Table II.

(1) Summary and Frequency of Objectives

GROUP	I	II	III	IV	Total
Administrative	22	10	9	23	64
Educational Guidance	19	5	4	19	47
Vocational Guidance	3	0	2	12	17
Citizenship	43	19	20	38	120
Pupil-Teacher Relationship	4	1	3	7	15
Entertainment	15	4	0	2	21
Adverse Criticism	1	0	2	0	3

(2) Adverse Criticism

1. Believe in "Mass School".

2. Just "Hooy".

3. Just to Fill Another Period During the Day.

All objectives received at least one favorable response from all groups with the exception of Vocational Guidance and Entertainment, and these were mentioned by all groups but one in each instance. The schools in Group II failed to mention Vocational Guidance, and Group III failed to mention Entertainment. Forty-two percent of all objectives given were classified under Citizenship. The objections given do not seem to be of a serious nature. The first critic evidently viewed the home-room as a separate and distinct unit from the rest of the school. The second adverse criticism certainly came from an executive who has considered the many values to be derived from the home-room very seriously, while the other individual has not taken sufficient time to develop a program for the realization of these objectives.

Summary and Conclusions. The data found in this chapter may be summarized as follows:

(a) That there were two hundred eighty-seven objectives received from the one hundred eighteen schools;

(b) That after the elimination of duplication, there remained ninety-eight different objectives;

(c) That, for convenience sake, the ninety-eight different objectives were given under major heads and are listed here in order of importance, according to number of responses given: Citizenship, Administrative, Educational Guidance, Vocational Guidance, Entertainment, Pupil-Teacher

**Relationship, and Adverse Criticisms;**

(d) That the home-room is still considered a valuable administrative unit;

(e) And that there seems to be no distinct line of demarcation in objectives among the different groups. Each group regardless of size of the school places practically the same emphasis on the same objectives with the exception of the fourth group, which does place more emphasis on Vocational Guidance than the other groups. The natural conclusion would be that the values to be derived from the home-room in the small high school are the same as those in the larger high school.

## CHAPTER III

### ORGANIZATION OF HOME-ROOMS

Introduction. Before any of the objectives of the home-room can be realized, it is, of course, necessary to have an organization for this purpose. The questionnaire requested information relative to the length of home-room periods, the number of meetings per week, the regularity of these meetings, method of grouping students, the length of time that each group kept the same sponsor and the length of time that each group remained in tact.

Explanation of Terms. In order that the questionnaire may be made a little more explicit, the clarification of of the questions, which may be a little ambiguous, follows: (1) the regularity of meetings, that is, whether or not the home-rooms meet regularly; (2) the method used in grouping, whether the home-room is made up of members of the same class or of different classes; (3) whether or not the boys and girls are segregated; (4) whether or not the home-room has the same sponsor for the entire school period; and (5) whether or not the same group remains together during the entire high school period.

Interpretation of Data. A summary of the information

in regard to the organization of the home-rooms as given in the preceding paragraph will be found in Table II. All the data from the different groups given in this Table has been figured on the percentage basis.

Table III. Data Relative to the Organization of the Home-Room (Figured on o/o Basis.)

GROUP	I	II	III	IV	Total
Meet Regularly	80½	71½	90½	90	80½
Members of Same Class					
Make Home-Room Group	100	100	100	100	100
Boys and Girls Separated	0	0	0	0	0
Same Sponsor for Entire High School Period	0	14½	7½	35	12½
Same Group Remain Together Through High School Period	45½	14½	7½	60	36½

Table III clearly indicates that a uniform method is used by all schools in the organization of home-rooms. The method used in the selection of members for the home-room and the plan used in the segregation of boys and girls was exactly the same in all schools of all groups. The responses to the other questions did not vary materially.

Another important item to be taken into consideration in the organization of the home-room is the amount of time devoted to the home-room period. There are twelve different divisions for each group given in Table IV. Each division had five more minutes than the preceding one; for instance, the first division includes all schools that do not have more than five minutes for this period,

the second division includes all schools with more than five minutes, but not more than ten minutes in this period, and so forth.

Table IV. Length of Home-Room Periods

GROUP	I	II	III	IV	Total
5 Minutes	-	-	-	1	1
10 Minutes	-	2	1	1	4
15 Minutes	1	-	1	3	5
20 Minutes	3	-	-	5	8
25 Minutes	3	2	2	-	7
30 Minutes	19	5	5	4	33
35 Minutes	1	-	-	-	1
40 Minutes	2	1	1	1	5
45 Minutes	4	2	1	4	11
50 Minutes	1	1	-	-	2
55 Minutes	1	-	-	-	1
60 Minutes	-	-	-	-	0

From the totals, given in Table IV, one will immediately see that all three central tendencies, the median, mode and the mean, are practically thirty minutes. There were only five schools listed in the first two divisions and only one school in the last two divisions, or a total of five schools in the first and two in the last two divisions. This latter statement shows the tendency of all schools to use approximately one-half of the hour-

period for the home-room program.

The median and mean length of period for each group has been figured and placed in Table V. The median and mean of all schools will also be found in this table.

**Table V. Median and Mean of the Length of Home-Room  
Periods in Minutes**

GROUP	I	II	III	IV	Total
Median	32.5	32.5	32	25	27.1
Mean	32	30.7	28.1	26.3	29.7

It is particularly interesting to note that the median of time in minutes used by home-room periods of the first two groups of schools is exactly the same and only five-tenths of a minute more than the schools in the third group. The median of the fourth group is approximately five minutes less than in the other three groups. It is also interesting to note that the mean time of the first group is approximately two minutes more than the second group, the second group two minutes more than the third group, and, likewise, the third group is two minutes more than the fourth group. The median time ranged from 27.1 minutes in the fourth group to 32.5 minutes in the first group to 32 minutes in the first group. The median time of all groups was 27.1 minutes and the mean time was 29.7 minutes.

The final question of the questionnaire relative to the organization of the home-room requested information in regard to the method used in the selection of home-room teachers. Table VI gives the three methods used by the different schools, again figured on the percentage basis.

Table VI. Selection of Home-Room Teachers (Figured on % Basis.)

GROUP	I	II	III	IV	Total
Selected by Principal	53½	84½	100	95	75½
Selected by Superintendent	24½	7½	0	0	11½
Selected by Students	24½	7½	0	5	13½

It is very evident from this table that the selection of the home-room teacher is primarily the duty and responsibility of the principal, the third group using this method entirely. There is more of a division of responsibility in the selection of the home-room teacher among schools of the first group; however, even in this group more than fifty percent of the schools permit the principal to select the home-room teacher.

Summary and Conclusions. (a) Since more than eighty percent of all schools meet regularly in their home-room, spending approximately thirty minutes a day from one to five days each week, it is evident that school officials certainly recognize the home-room as a valuable unit in school administration.

(b) Since all schools reported homogeneous grouping according to classes, and since no school reported the separation of boys and girls in home-rooms, the general practice of organization must be rather uniform.

(c) The time used for the home-room period was practically the same in all groups of schools, the median time in all groups ranging from twenty-five minutes to 32.5 minutes. The median time for all schools was 27.1 minutes the mean time was 29.7 minutes.

(d) There is very little effort put forth to keep the sponsor with the same group throughout high school; only twelve percent of all schools use this plan.

(e) There is no uniformity of plan to keep the students intact throughout high school. Thirty percent of the schools do use this plan, ranging from seven percent in the third group to sixty percent in the fourth group.

(f) It is shown that forty-two percent of all schools used thirty minutes for the home-room period. Texas schools showed greater uniformity in the length of their periods, forty-nine percent of all Texas schools, using thirty minutes; there were only twenty-one percent of other schools that used thirty minutes.

(g) More than seventy-five percent of all schools have the principal select the home-room teacher. The third group of schools uses this plan entirely, while there was a greater lack of uniformity among schools of the first group.

(h) In the general organization of the home-rooms, Texas schools and schools in other states use practically the same plan and procedure.

## CHAPTER IV

### ANALYSIS OF PROGRAM PROCEDURE

Value of the Program. The programs seem to be the most logical and effective means for the realization of the objectives of the home-room. If the home-room organization functions properly and if the program is properly outlined, all students have an opportunity to develop responsibility, self control, self-expression and leadership. Each program should carry a message that is educational, inspirational and valuable in attaining the ends for which this organization has been set up. If sufficient time is not given to the making of appropriate programs and time given to the development of these programs, the home-room will eventually resolve itself into a study hall and a unit for the breeding of discipline problems.

Explanation of Terms. The third section of the questionnaire dealt entirely with the program. This included information relative to: (a) those responsible for the making of the program, (b) the source of material for programs, (c) the period of time for which programs were planned, (d) the subjects or topics for pro-

grams, and (e) an outline of a program that had been used in that particular school.

Interpretation of Data. The different school officials suggested one hundred eighty-five program subjects. The subjects as given by each group were classified according to the major objectives outlined in the second chapter. Table VII shows the classification of subjects according to groups and also the total number of subjects for each objective.

Table VII. Summary of Suggested Programs

GROUP	I	II	III	IV	Total
Administrative	5	3	4	4	16
Vocational Guidance	2	3	2	8	15
Educational Guidance	40	9	11	20	80
Citizenship	35	10	7	16	68
Pupil-Teacher Relationship	0	0	0	0	0
Entertainment	5	1	0	0	6

After the classification of these subjects it was found that eighty were placed under Educational Guidance; Citizenship came next with sixty-eight, Administrative received sixteen, Vocational Guidance fifteen, Entertainment six, and Pupil-Teacher Relationship none. With the exception of Vocational Guidance, it is reasonable to think that all groups place practically the same emphasis on the kind and the type of program. None of

the schools mentioned a program for Pupil-Teacher Relationship, and there were only six program mentioned for Entertainment.

It was interesting to note the repetition of certain subjects by the different groups. Practically all subjects that were mentioned as many as three times are given in Table VIII. The total of these frequencies will also be found in this table.

Table VIII. Frequency of Program Subjects

GROUP	I	II	III	IV	Total
Holidays	7	-	2	-	9
Health	5	1	-	1	7
Music	6	-	1	1	8
Fire Prevention	4	-	-	-	4
Thrift	3	-	-	-	3
Sportsmanship	1	2	-	-	3
Honesty	2	-	1	4	7
Proper Conduct	7	1	-	1	9
Respect for Property	2	1	-	2	5
Miscellaneous	50	21	20	39	130

Programs on Holidays and Proper Conduct lead the list, each being mentioned nine times, these are followed closely by Music and Honesty, which are mentioned eight and seven times respectively. Since there were so many miscellaneous subjects given, it is impossible to suggest any plan that any group follows in the selection of its

**programs.**

After eliminating the duplications of suggested program subjects, there still remained one hundred twenty-nine different subjects. These have also been classified according to the major objectives and the name of each subject is placed under the objective that it will serve best.

### **Names of Program Subjects**

#### **Administration**

1. Caps and Gowns.
2. Function of Student Council.
3. Rules and Regulations Governing School.
4. Adjustment in School.
5. Rules and Traditions of Our School.
6. Significance of School Record.
7. Survey of Study Habits.
8. Business Meetings.
9. Supervised Study Period.
10. Announcements of General Nature.
11. Annual Work.
12. Beauty Selection.
13. Actual Organization with Statement of Purpose.
14. Class Organization.

#### **Educational Guidance**

1. Appreciation of Poetry.
2. Present Day Leaders of Character.

3. Cost of High School Education.
4. Washington's Character.
5. School Motto.
6. Science and Life.
7. Wholesome Exercise.
8. Value of Good English.
9. Lincoln Day Program.
10. World Interest Topics.
11. Personality Test and Development.
12. Health.
13. Music Week.
14. Book Week.
15. Choice of Work for Next Semester.
16. Learn School Songs.
17. Tuberculosis Precaution.
18. Achievement Contests between Rooms.
19. Mosquito.
20. Traffic Ordinances and Highway Laws.
21. The House Fly.
22. Special Day Programs.
23. Personal Appearance.
24. Physical Education.
25. Types of Assembly Programs.
26. One Act Plays by the English Department.
27. Spanish Clubs.
28. High-Y Club Programs.

29. Feature Historical Events.
30. Girl Reserve Program.
31. Feature Some Phase of Classroom Work.
32. Local Requirements for Graduation.
33. Boy Scout Program.
34. Great Laws in Natural Science.
35. Experiment with Chemicals.
36. Camp Fire Girl Programs.
37. Interscholastic League Program.
38. School Traditions and Customs.
39. Conservation of the Pines in East Texas.
40. Study of American Holidays.
41. Program Based on Coronado's Children.
42. Trial and Imprisonment of Incorrect Posture.
43. The Meaning of Armistice.
44. Soil Robber.
45. Original Ideas.
46. Public Schools--Their Place and Support.
47. Preparation for School Programs.
48. "Know Texas" Program.
49. "Know Your City" Program.
50. Texas Independence.
51. Cow Boy Songs and Poetry.
52. Biographical Sketches of American Tennis Stars.
53. Dramatization of Spanish Stories.
54. Safety Programs.

55. Customs of Mexico.
56. Thanksgiving.
57. San Jacinto.
58. Correct Introduction between Persons.
59. Correct Introduction of Speakers.
60. Study of Classical Music.
61. Study of Popular Music.
62. Parliamentary Procedure.
63. Conservation of Our Natural Resources.
64. Proper Use of Leisure Time.

#### Vocational Guidance

1. Aviation.
2. What I Expect to Do in Life.
3. College Entrance Requirements.
4. Choice of a Vocation.
5. What College.
6. Occupations Discussed by Groups.
7. Occupations Discussed by Outside Speaker.
8. Health.

#### Citizenship

1. Promptness.
2. Thrift.
3. Co-operation of Class Groups.
4. Patriotism.
5. Proper School Spirit.
6. Conduct and Discipline.

7. Fire Prevention.
8. Local Civic Needs.
9. Attitude in School.
10. School Ethics.
11. Civic Pride and Responsibility.
12. Observation of Patriotic Occasions.
13. Proper Assembly Conduct.
14. The Use of the Library.
15. Etiquette and Conduct in General.
16. Honesty in Athletics.
17. Spending Leisure Time.
18. Co-operation in Fire Drills.
19. Keeping the School Building and Grounds Clean.
20. Fair Play and Good Sportsmanship.
21. Home Economics Program.
22. Conduct at Public Performances.
23. Honesty.
24. Duties and Responsibilities of Citizenship.
25. Co-operation in School Forces.
26. Kindness.
27. Proper Conduct at Social Gatherings.
28. Loyalty.
29. True Function of a Senior in High School.
30. Making a School Creed.
31. Table Etiquette.
32. Stealing.
33. Courtesy.

34. Reputation of School.
35. Mexican Health Chest.
36. Friendliness.
37. Cheating on Examinations.
38. Functions of the Chamber of Commerce.
39. Co-operation with City Officials.

#### Entertainment

1. Stunts.
2. Musicale.
3. Mock Faculty.
4. Plays.
5. Social Functions.

After classifying these subjects under the objectives they would best serve, it was found that eighty subjects were placed under Educational Guidance, Citizenship received sixty-eight, Administrative sixteen, Vocational Guidance fifteen, Entertainment six and Pupil-Teacher Relationship none.

From the data, it was found that 43.9 % of the schools did not plan their programs for a longer period than one week in advance and that only 29.2 % of the schools that planned their programs for more than a week in advance. There were fourteen schools that planned their programs for one semester, six schools that planned for an entire year, and two schools that planned their program for three years. Complete information relative

to the time programs are planned in advance is given below:

One Week-----	43.96%
Two Weeks-----	9.76%
Four Weeks-----	17.06%
Six Weeks-----	1.26%
Eight Weeks-----	1.26%
One Semester-----	17.06%
One Year-----	7.36%
Three Years-----	2.46%

Six methods were given for the making of programs. The home-room teacher and pupil committee were responsible for the program in 35% of the schools. The other methods and percentages follow:

Principal-----	11.66%
Home-Room Teacher-----	22.06%
Principal and Faculty Committee-----	9.06%
Student Committee-----	16.06%
Faculty Committee-----	7.06%

Summary of the Chapter. The summary of the information given in this chapter and the conclusions are as follows:

(a) The program is the most valuable instrument for the realization of the objectives of the home-room.

(b) The fact that one hundred eighty-five subjects for programs were given is sufficient evidence that

there should be very little difficulty in arranging programs.

(c) Since subjects under Educational Guidance were in the majority, there being eighty subjects placed under this one objective, the home-room program is a valuable instrument for curriculum enrichment.

(d) Vocational Guidance subjects were mentioned only fifteen times and eight of these subjects were given by other States than Texas Schools. The writer desires to mention again the wonderful opportunity that so many schools are failing to use in the use of the home-room as a vocational guidance period.

(e) There was not one program suggested for the Teacher-Pupil Relationship Objective, despite the fact this objective was mentioned fifteen times by the different schools. A few programs during the year would probably result in the proper "rapport" between teacher and pupil.

(f) From the different subjects given, it is evident that all subjects or programs could not be used for the same grade.

(g) There has been such a variety of subjects given, and since no subject was mentioned more than nine times by all groups, it would be rather difficult to rank the subjects according to importance or value. Programs on holidays and proper conduct led the list with nine each,

followed closely by music with eight and health and honesty were next in line with seven each.

(h) Since only 12 % of the schools permit the students to make the programs alone, it seems wise that the teacher at least assist in the making of the programs.

(i) The mere fact that approximately 50 % of the schools do not make their programs for a longer period in advance than one week indicates that very little time is spent in the preparation of programs, which will inevitably result in poor programs and the waste of a period. The schools, that will get the best results from their home-rooms programs will make their programs for at least one semester in advance; This will eliminate duplications of programs, give the program committee ample time to secure information and material for the program and permits a continuity of thought if the committee so desires.

## CHAPTER V

### SUGGESTED PROGRAMS FOR HOME-ROOMS

Purpose of This Chapter. In the preceding chapter, a list of home-room program subjects was given; these were classified according to the objectives of home-rooms suggested by this study, and the general plan for the development of these subjects was also given. In this chapter a number of programs will be outlined that will serve as a guide to be used in the realization of these objectives. Several programs will be taken from the questionnaire, the others are entirely original, that is, they were outlined from suggestions received from books, magazines and pamphlets. The outline of these programs will merely serve as a guide for the home-room teacher. In a few instances, it may be wise to devote more than one period to the development of the program, and in other instances, the home-room teacher will probably want to supplement the outline with local material, that will make the program more interesting to the students.

Classification of Outlined Programs. Forty-one programs were outlined in the questionnaires. These were classified according to the major objectives and placed in Table IX.

Table IX. Classification of Outlined Programs

GROUP	I	II	III	IV	Total
Administrative	-	-	-	1	1
Educational Guidance	15	2	3	3	23
Vocational Guidance	2	-	-	4	6
Citizenship	6	-	1	4	11
Student-Teacher	-	-	-	-	-
Entertainment	1	-	-	-	1

The reader will immediately notice that educational guidance subjects are given considerably more emphasis than other subjects. Fifty-six percent of all subjects that were outlined were educational guidance subjects, citizenship coming next with twenty-six percent. These two objectives receive eighty-three percent of all programs that were outlined.

In order that the reader may have an opportunity to see the titles or subjects of the programs outlined, a list of these follow:

1. Making Introductions.
2. Acknowledging Introductions.
3. Responsibilities of Citizenship.
4. Conduct at Social Gatherings.
5. Safety Program.
6. Correct Introduction of Speakers.
7. Home Economics Program.

8. Armistice Day Program.
9. Patriotism.
10. Good English Program.
11. Vocational Program.
12. Fire Prevention.
13. Life of Great Musicians.
14. Public Schools.
15. Civic Pride.
16. Dobie's Life.
17. Stunt Program.
18. Aviation.
19. Interscholastic League Work.
20. Manners and Conduct.
21. Health.
22. Friendliness.
23. Study Habits.
24. Tuberculosis Prevention.
25. Hobbies.
26. Social Conduct.
27. Memorial Day.
28. Respect for Property.
29. Courtesy in School.
30. Conduct in Assembly.

As stated in a previous paragraph, there were forty-one programs outlined; but since there were several duplications, these were eliminated, leaving thirty different

programs. There was no program suggested for Pupil-Teacher Relationship and only one each for Administrative and Entertainment.

Suggested Programs for Home-Rooms. The programs that follow are merely sample programs to be used as a guide to the home-room teacher in the preparation of other programs through which the objectives of the home-room may be realized. The average teacher will doubtless desire to supplement these programs with other material or information or change them to suit local conditions. Additional programs will be found in the appendix of this study.

## PROGRAMS

### CITIZENSHIP

(Mrs. Hill Stubbs, Sanger High School,  
Sanger, Texas.)

1. The Oath of Allegiance  
(Section 1757, Revised Statutes of the United States)
  1. "I hereby declare on oath that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to \_\_\_\_\_ (native country) of whom I have heretofore been a subject; that I will support and defend the Constitution and Laws of the United States of America against all enemies, foreign and do-

estic, and that I will bear true faith and allegiance to the same."

## **2. Citizenship**

### **1. Rights**

- 1. Freedom of Religious Belief**
- 2. Freedom of Speech and Press**
- 3. Right of Protection-Life**
- 4. Right of Protection-Property**
- 5. Right of Trial by Jury**

### **2. Duties**

- 1. Respect the Flag**
- 2. Obedience to the Law**
- 3. Support the Constitution**
- 4. Protect the Government against Enemies**
- 5. Get the Best Education You Can**

## **3. The American's Creed (William Tyler)**

- 1. "I believe in the United States of America, a Government of the People, by the People, for the People, whose just powers are Derived from the Consent of the Governed; A Democracy in a Republic; A Sovereign Nation of Many Sovereign States; A Perfect Union, One and Inseparable, Established upon those Principles of Freedom, Equality, Justice, and Humanity for Which American Patriots sacrificed their Lives and Fortunes;**

I therefore Believe it is my Duty to my Country to Love it, To Support its Constitution, To Obey its Laws, To Respect its Flag, and to Defend it against all Enemies."

Comments. Mrs. Stubbs suggest that the chairman in the beginning tell briefly how a foreigner may become a naturalized citizen of the United States, then give the Oath of Allegiance slowly clause by clause and have each student to repeat it after him. It is also suggested that the rights and duties be placed on a placard before the students and each be discussed. The creed should probably be given in the form of a declamation. Mrs. Stubbs also thinks the program should include a brief summary of "The Man without a Country" by Edward Everett Hale.

## PARLIAMENTARY LAW

### Duties of Officers<sup>1</sup>

President. 1. The duty of the President is to preside at the meetings, to announce the business, to preserve order, to put motions to vote, and to announce the results. Also to see that the rules of the body and of parliamentary are observed.

---

<sup>1</sup> Bethel, L.C., A Compendium and Question Book of Parliamentary Law, L.C. Bethel Co., Columbus, Ohio, 1919.

2. If he wishes to vacate the chair for a time, he may appoint some one as chairman Pro Tem.

3. The Chairman may not make or second motions. When a motion is made relating to the Chair it is customary for the Secretary or the mover to put the motion to vote.

4. He should decide all points of order subject to appeal.

5. He should stand when stating a question and taking a vote.

6. He should not interrupt a speaker when the speaker is in order.

7. In making decisions, he should not use the pro-"I", but always, "the Chair decides", etc. He should after the motion has been made and seconded, always state the question. He should understand parliamentary law and the rules of the organization so well that he can preside with grace, ease and dignity. He should preside impartially. He should open the meeting at the time appointed providing there is a quorum present.

Vice President. 1. The duty of the Vice President is to preside in the absence of the President. He has all the powers and responsibilities of the President while he is in the chair.

2. In the absence of the President and the Vice President a chairman Pro Tem is elected.

Recording Secretary. 1. The duty of the Recording

Secretary is to keep a record of the proceedings of the meeting. This is called "the minutes". The Secretary should keep such a record as will enable any intelligent person to understand fully the nature and doings of the meeting.

2. He should record in the minutes all principal motions whether carried or lost, unless otherwise instructed. It is often as important to know what measures were introduced and lost as what measures were carried. He should record not so much what is said as what is done, what is decided by vote. The name of the person making a motion should be recorded on the minutes with the motion.

3. In the absence of the presiding officers the Secretary should call the meeting to order and have a chairman Pro Tem elected.

4. The duty of the Recording Secretary is to read papers, etc., that are called up, to call the roll, and note those absent, to call the roll when the yeas and nays are taken, to notify committees of their appointment and the nature of the business referred to them. Where there is a Financial Secretary he should collect all moneys due the society and pay them to the Treasurer, taking his receipt thereof.

5. The Recording Secretary has the custody of all the papers and official documents belonging to the society.

unless some other person is designated for that purpose. The minutes should always be signed by the one recording them.

Corresponding Secretary. 1. The duty of the Corresponding Secretary is to attend to the correspondence of the society, such as sending out blanks for reports, notices, etc.

Treasurer. 1. The duty of the Treasurer is to receive all moneys, and to keep accurate account of all receipts and expenditures, and report the same to the society.

2. He should pay out money only on the order of the society, signed by the President and Secretary, (unless other provisions have been made) being careful to secure a receipt for the same.

3. All money should pass through the Treasurer's hands. The Treasurer's books should be audited by an auditing committee as specified by the society, at least once a year when the books are closed. The said committee is to report before the Treasurer's report is voted on.

Comments. There are only two programs given on this particular subject. The writer feels that a program on "The Duties of Officers" and one on "Motions" will prove more valuable to the executive, who is just initiating these programs, than any others on Parliamentary Law. A school that has more than one period a week for home-

room programs, could very easily spend one day on Parliamentary Law and procedure for an entire year.

Additional references that may be used in this program are: Robert's Rules of Order and Plummer, Practical Lessons in Parliamentary Procedure.

## PARLIAMENTARY LAW

### Motions in Order of their Procedure

#### PRIVILEGED MOTIONS

	Vote
‡-----To fix the time to which to adjourn-----	Maj.
Und.-----To adjourn-----	Maj.

#### Questions of Privilege

Und.-----Orders of the day-----	Maj.
---------------------------------	------

#### Incidental Motions

Deb.-----Appeals-----	Maj.
Und.-----Objections to considering the question--	2/3
Und.-----The reading of papers-----	Maj.
Und.-----Withdrawal of motions-----	Maj.
Und.-----Suspension of Rules-----	2/3

#### Subsidiary Motions

Und.-----To lay on the table-----	Maj.
Und.-----The previous question-----	2/3
Deb.-----To postpone to a certain day-----	Maj.
Deb.-----To commit (or recommit)-----	Maj.
Deb.-----To amend-----	Maj.
Deb.-----To postpone indefinitely-----	Maj.

---

‡ Debatable if no other question is before the house.  
 Deb.--Debatable.  
 Und.--Undebatable.  
 Maj.--Majority.  
 2/3---Two-thirds vote.

### Undebatable Questions

1. To fix the time to which to adjourn (when a privileged motion).
2. To adjourn.
3. Orders of the day.
4. Objection to the consideration of a question.
5. Lay on the table or take from the table.
6. Suspend the rules.
7. Previous question.
8. Withdrawing a motion.
9. Reconsider (if the question is not debatable).

### Motions That Require a Two-thirds Vote

1. The previous question.
2. To make a special order.
3. To take out of proper order.
4. To amend the constitution (requires previous notice).
5. To object to consideration of question.
6. To suspend the rules.
7. Limit time of debate.
8. To extend the time of debate.

### Information in Regard to Motions

1. What are Privileged Motions? Privileged Motions are those that take precedence of all other questions.
2. What are Incidental Motions? Incidental Motions are such as grow out of other questions, and must be disposed of before the questions that give rise to them.

3. What are Subsidiary Motions? Subsidiary Motions are such as aid in the proper disposition of Main Questions but they do not lead to the adoption or rejection of them and they must be decided before the main question can be acted upon. They yield to Privileged and Incidental Motions.
4. What is a Principal Motion? A Principal Motion is one to bring before the house a subject for consideration.
5. What is meant by Precedence? By Precedence is meant the superiority of one motion over another, which permits it to be presented when another motion is before the house. For instance, when a motion of lower rank is pending, action on it must be suspended if a motion of higher rank is made. The lower in rank yields to the higher.
6. What is meant by Quorum? By Quorum is meant enough members to transact business.

2  
AMERICA'S TWELVE GREATEST WOMEN

A. Judges Selected by Good Housekeeping.

1. Five Eminent Men

(a). Newton D. Baker

---

2 Good Housekeeping, Mar. 1931, pp.17, 34, 200-204.

- (b). Bruce Barton
- (c). Otto H. Kahn
- (d). Henry Van Dyke
- (e). Booth Tarkington

## 2. Names of Women

- (a). Grace Abbott
  - 1. Great psychologist--child-welfare worker in Washington, D.C.
- (b). Jane Adams
  - 1. Welfare worker in Chicago. Helped build Hull House.
- (c). Martha Berry
  - 1. Builder of Mountain Schools.
- (d). Willa Cather
  - 1. Great Writer
  - 1. Death Comes to the Archbishop
- (e). Carrie Chapman Catt
  - 1. Suffragette
- (f). Grace Coolidge
  - 1. Home-Maker and Writer
- (g). Minnie M. Fiske
  - 1. Actress
- (h). Helen Keller
  - 1. Lecturer and Writer
- (i). Cecilia Beaux
  - 1. Great Artist at New York City
- (j). Florence Rena Sabin
  - 1. Scientist
- (k). Ernestine Schumann Heink
  - 1. Singer
- (l). Mary E. Wooley
  - 1. President of Mount Holyoke College
    - 1. Established in Mass. in 1837
    - 2. Second co-ed school in U.S.
    - 3. Founded by Mary Lyon

2. Description of Mount Holyoke College
3. An old fashioned childhood
4. Co-ed at Brown
5. Her influence in making Mount Holyoke College

Comments. Twelve excellent programs can be secured from these articles published in the Good Housekeeping during the present year (1931). The first portrait and biography appeared in the January issue and each copy during the year has the portrait and biography of one of these women. The complete roster appears in the March number. The program on Mary K. Wooley, also suggests a program on the growth and development of co-educational institutions. A program along this line can very easily be developed by referring to any of the numerous books on the "History of Education".

#### HEALTH

3

#### THE CIGARETTE

#### Statement of Eminent Men and Outstanding Athletes

##### 1. President Hoover

1. "There is no agency in the world that is so seriously affecting the health efficiency, education and character of boys and girls as the cigarette habit. Nearly every delinquent boy is a cigarette smoker, which certainly has much to do with it. Cigarettes are a source of crime."

##### 2. Connie Mack

1. "No man or boy can expect to succeed and continue the use of cigarettes."

---

3 Sanctuary, E.N., The Cigarette, Col. E.N. Sanctuary, New York, N.Y., 1930.

### 3. Ty Cobb

1. "Too much can not be said against the evils of Cigarette smoking. It stupefies the brain, saps vitality, undermines one's health, and lessens the moral fibre of the man. No man, who hopes to be successful in any line can afford to contract a habit that is so detrimental to his physical development."

### 4. Mike Donovan

1. "No boy who smokes can hope to succeed in any line of endeavor as smoking weakens the heart and lungs, ruins the stomach, and affects the entire nervous system. If a boy expects to succeed in athletics he must let smoking and all kinds of liquor alone."

### 5. Grantland Rice

1. "For eighteen years, I have been covering all forms of sports for newspapers. Smoking by the young brings a double burden to carry--a burden both physical and mental. Smoking cuts in vitally on nervous energy and vitality. A cigarette smoker would have little chance in red-blooded competition against a non-smoker."

### 6. "Hurricane" Yost

1. "I have four All-American stars helping me at Michigan. Not one of these has ever taken a drink, ever smoked, ever used profanity or told a dirty story. They are men of the highest order and their influence will extend far beyond the athletic field."

### 7. Dr. Kress, Neurologist

1. "The Tobacco user is slowly, yet surely committing suicide."

### 8. General Rixey, U.S. Surgeon

1. "The prevalence of tuberculosis in the navy is chiefly due to the use of the Cigarette."

### 9. Colonel Maus, U.S. Regular Army

1. "Young men are rejected annually at West Point and Annapolis for undeveloped lungs and irregular heart action caused by the use of Tobacco."

Knute Rockne issued a statement that at one time he was offered \$2000.00 to sign a testimonial that his athletes always used their brand of cigarettes because it did not hurt their wind.

Paavo Nurmi, world renowned sprinter, never smoked a Cigarette in his life.

Charles Paddock, world's fastest sprinter, does not smoke, for he believes it will poison his system and weaken his heart.

Comments. The home-room teacher and program committee will experience no trouble in outlining several programs from this little pamphlet by Colonel Sanctuary. Much other literature can be secured for those on the program from Bureau of Health, both at Austin, Texas and Washington, D.C.

#### 4 DIRECTIONS FOR STUDY

##### 1. Physical

A. Environment: See to it that external conditions are conducive to study.

1. Light: Study by a mellow light coming from left.

2. Temperature: Have your study room at such a temperature that you feel perfectly comfortable, usually not below 65 or 70 degrees.

3. **Ventilation:** Be sure that plenty of pure air circulates in the room in which you are studying.
4. **Distractions:** Do not attempt to study in a room, unless it is unavoidable, where there are many objects to attract your attention, as pictures, noise, other things being done that interest you, etc.

**B. Personal Hygiene: Keep yourself in good health:**

1. By eating regularly of a well-cooked and properly balanced ration.
2. By eating slowly and not too much.
3. By taking good care of your teeth.
4. By having your eyes properly fitted with glasses if you have poor vision.
5. By having adenoids and diseased tonsils removed.
6. By taking plenty of exercise regularly in the open air.
7. By sleeping eight hours in a well-ventilated room.

**2. Mental.**

- A. Study by yourself, or
- B. Study with a few others who are working on the same subject.
- C. Have a will to learn--Have determination.
- D. Be sure that you always understand the assignment.

- E. Have a program of study.**
- F. Work continuously until a lesson is learned.**
- G. Concentrate on the Lesson to be learned.**
  - 1. By going to work as soon after the assignment as possible.**
  - 2. By getting into the right attitude or position.**
  - 3. By dismissing everything from your mind but the lesson.**
- H. Study according to a plan:**
  - 1. By getting the general meaning of the lesson.**
  - 2. By analysis.**
  - 3. By making comparisons and establishing principles or generalizations.**
  - 4. By making practical applications if possible.**
  - 5. By bringing the lesson into a unit.**
  - 6. By reviewing before going to recitation.**
  - 7. By preparing as if the whole responsibility depended on you.**

Comments. The home-room teacher would have to take the lead in the development of this program. It is suggested that all students in the home-room be given a mimeographed copy of this program several days or even a week before the program and that several students be appointed to lead the discussion of various parts of the outline. A bibliography will also be placed on the

program, so each student will have an opportunity to be prepared to participate in the roundtable discussions that will be led by the chairman of each section division of the program.

## PAINTINGS<sup>6</sup>

1. The History of Painting
  1. Early Beginning
  2. The Medieval Period
    - (a). Italy
    - (b). Other Nations
  3. The Seventeenth Century
    - (a). Italy
    - (b). Spain
    - (c). The Netherlands
  4. Modern Painting
    - (a). France
    - (b). Other Nations
  5. Painting in the United States
  6. Painting in Canada
2. Twelve Great Paintings
  1. Assumption of the Virgin
    - (a). By Titian

---

### 5 Bibliography:

- Bird, Charles, Effective Study Habits, The Century Co., New York, N.Y.
- Crawford, Claude C., The Technique of Study, Houghton, Mifflin Co., Dallas, Tex.
- Fenton, Norman, Self-Direction and Adjustment, World Book Co., Chicago, Ill.
- Kitson, Harry D., How to Use the Mind, J.B. Lippincott Co., Philadelphia, Penn.

### 6 World Book, Vol. VII.

2. Aurora  
(a). By Guido Reni
3. Beatrice Cenci  
(a) By Guido Reni
4. Communion of Saint Jerome  
(a). By Domenichino
5. Descent from the Cross  
(a). Volterra
6. Holy Night  
(a) By Correggio
7. Immaculate Conception  
(a). Murillo
8. Last Judgment  
(a). Michelangelo
9. Descent from the Cross  
(a). By Rubens
10. Last Supper  
(a). Da Vinci
11. Sistine Madonna  
(a). By Raphael
12. Transfiguration  
(a). By Raphael

Comments. If there is any discussion of any Painting or the Life of any Painter or the History of Painting of any period, this program will of course be entirely too long for any thirty-minute period. One very interesting program can be secured from the World Book, Volume VII, on the "Last Supper" and on the life of the Painter of this picture, Da Vinci.

Summary and Conclusions. The data of this chapter may be summarized as follows:

(a) That school officials realize the program as an excellent medium for the realization of the objectives of the home-room.

(b) From the large percent of programs outlined under Educational Guidance, it is very noticeable that this objective is being emphasized.

(c) The relative ease of preparing Educational Guidance programs may be responsible in a measure for amount of emphasis being placed on this objective by all groups.

(d) It is again noticeable that the schools in Group IV gave more program on Vocational Guidance than the other groups combined.

(e) The variety of programs outlined in the questionnaire again suggests the many fields that are open to the home-room teacher for the selection of subjects and materials for home-room programs.

(f) The sample programs in this chapter were prepared from information secured from several sources; one program was prepared from a pamphlet, another from a textbook, another from a set of Reference Books, and still another from a magazine article. There are numerous agencies and media open to the home-room teacher and program committee for the selection of material to be used in home-room programs.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Summary and Conclusions: The results obtained in the study has led to the following conclusions:

(a) That the home-room is a valuable unit in the organization of a high school.

(b) That the home-room is still being used as an administrative unit, but that it has many other possibilities.

(c) That schools in general regardless of size, place practically the same amount of emphasis on the same objectives with the exception of Vocational Guidance. All groups of schools mentioned Administrative and Citizenship more often than the other objectives. Sixty percent of the two hundred eighty-seven objectives given were placed under these two major headings.

(d) That there were very few Texas schools in comparison to schools in other states that mentioned Vocational Guidance as an objective. Texas schools, which represented 70 % of all schools studied in this survey gave only 30 % of the objectives listed under Vocational Guidance.

(e) That the same general plan of organization of the home-room is used by all schools regardless of size and location. That all schools used the class as a basis for homogenous groupings in the home-rooms and that no school separated the boys and girls into separate groups.

(f) That 42 % of all schools used thirty minutes for the home-room period. The Median time used was 27.1 minutes and the Mean time used was 29.7 minutes.

(g) That the general practice is not to keep the same students in tact or together throughout their high school period, nor that it is the policy of the schools to keep the same sponsor with the same group during their entire high school period.

(h) That the burden of responsibility for the selection of the home-room teacher in 75 % is placed on the high school principal.

(i) That the program is by far the most valuable instrument that can be used for the realization of the objectives of the home-room.

(j) That the objectives of the home-room may be attained through the discussion of a manifold number of topics.

(k) That all schools can and do use practically the same type of programs, unless the program is purely local.

(l) That schools in general are not spending suffi-

sient time in the outlining and preparation of their programs, since 43.9 % of the schools do not outline programs for more than one week in advance.

(m) That the administration must and should have a part in the outlining and the preparation of the programs.

(n) That the programs should be outlined for at least one semester in advance, thus giving an opportunity for continuity of thought in several programs and ample time for the securing of material and preparing for the program.

(o) That the number of meetings depends on the school organization; if more than one home-room program is given each week, it is suggested that one of these programs be given each to the study of Parliamentary Law and Procedure or to Vocational Guidance. Ubiquitous literature on these subjects makes it quite possible to arrange many programs without placing a special burden on the program committee.

(p) That there is also ubiquitous material on other subjects. The programs that are outlined in this study were taken from reference books, text-books, magazines, pamphlets, bulletins, and newspaper clippings.

(q) That the "successful home-room" is the lengthened shadow of the home-room teacher.

---

## APPENDIX

**A. Bibliography**

**B. Additional Programs**

**C. Questionnaire**

**D. Schools from Whom Questionnaires Were Received**

**1. Group I**

**2. Group II**

**3. Group III**

**4. Group IV**

## APPENDIX A

### BIBLIOGRAPHY

1. Bethel, L.C., A Compendium and Question Book of Parliamentary Law, L.C. Bethel, Columbus, Ohio.
2. Bundy, Sarah E., "A Plea for Fair Consideration for the Home-Room", School Review, Dec. 1929, pp. 780-786.
3. Corrigan, E.J., "The Home-Room", School Review, Apr. 1930, pp. 300-306.
4. Foster, Charles R., Extra-Curricular Activities in the High School, Johnson Publishing Co., Richmond, Virginia.
5. Galvin, E.H. and Walker, M. Eugenia, Assemblies for Junior and Senior High Schools, Professional and Technical Press, New York.
6. Gardiner, Wm., Character and Career, Wm. Ruth Publishing Co., Chicago, Ill.
7. Good Housekeeping, Mar. 1931, International Magazine Co., New York.
8. Good, Ina Cleva and Crow, Jane M., Home-Room Activities, Professional and Technical Press, New York.

9. Jones, Lloyd L. and Bertschi, Lloyd, General Business Science, The Gregg Publishing Co., Chicago, Illinois.
10. McKown, Harry C., Extra-Curricular Activities, MacMillan Book Co., Dallas, Texas
11. Meyer, Harold D., Handbook of Extra-Curricular Activities in the High School, A.S. Barnes and Company.
12. Pulliam, Roscoe, Extra-Instructional Activities of the Teacher, Doubleday, Doran Company, Garden City, New York.
13. Roemer, Joseph and Allen, Charles Forrest, Readings in Extra-Curricular Activities, Johnson Publishing Co., Richmond, Virginia.

## APPENDIX B

### SUGGESTIVE PROGRAMS

#### CHARACTER STUDY

1. Study of Successful Business and Professional Men:
  1. Andrew Carnegie
    - (a) Railroad and Bridge Expert
  2. Marshall Field
    - (a) Department Store Expert
  3. Henry Ford
    - (a) Outstanding Automobile Manufacturer
  4. Henry J. Heinz
    - (a) Successful Manufacturer of the "57 Varieties"
  5. Drs. W.A. and C.H. Mayo
    - (a) Noted Surgeons
  6. Cyrus Hall McCormick
    - (a) Inventor of Reaper
  7. James Cash Penny
    - (a) (Owner) of Penny Stores
  8. John Wannamaker
    - (a) Successful Dry Goods Merchant
  9. George Westinghouse
    - (a) Engineer

Comments. These subjects should be assigned to students who are particularly interested in the lives of these men or in the business or profession in which they became successful. They should be required to pick out those traits and characteristics that lead to success. Many programs can be developed from this book.

2  
THRIFT

1. Definitions of Thrift

1. By Webster
2. By Lord Rosebery
3. By Woodrow Wilson
4. By Shakespeare
5. By Carnegie
6. By Cicero
7. By Benjamin Franklin

2. Discuss Findings and Report of Thrift Educational Committee.

3. Discuss Advantages of the Budget for the Individual.

Comments. Seven different students should each be assigned a definition of thrift and be required to comment on the definition. The other two divisions could



5. George Grey Barnard
  1. "The Two Natures"
6. Paul Wayland Bartlett
  1. "Dying Lions"

Comments. It should take at least two periods to develop this outline. The home-room teacher may secure prints of these masterpieces from the Mentor Company, 381 Fourth Avenue, New York City. On the back of the print is found the life of the sculptor and a short sketch of this particular masterpiece. It is suggested that these prints be secured and be given to the members on the program in time for them to make necessary preparation for the program and be returned and placed on the bulletin board in the home-room a day or two before the program is to be given.

## 5 PERSONALITY

A. Personality--That something about us which attracts people to us and gives them confidence in us.

### 1. Pleasing Personality

#### 1. Ability to Listen Well

1. When you talk with a person, do you try to absorb what he is saying or are you eagerly

---

5 Reeder, Ward G., The Fundamentals of Public School Administration, MacMillan Co., Dallas, Tex., pp. 42-44.

waiting till he has finished so that you can say what is on your mind?

2. Do you ever sit relaxed, and encourage a friend to talk by asking him intelligent questions, and actually get fun out of the experience? When a pause comes in the conversation, have you ever found out that it is better to ask a good question than to start to give your own ideas?
3. When you meet strangers, do you like to discover their interest by asking them questions, or is it your plan of entertainment to tell them all about yourself?
4. Do you consciously try to talk to people about what will interest them or do you talk about the same thing to everybody?
5. Do you really enjoy the pastime of finding out what people are like, or are you really at heart indifferent about them?
6. When you are in an argument, do you defend your own ideas through thick and thin, or are you quick to see where your opponent has a good point in his argument and accordingly modify yours?

## 2. Open-Mindedness

1. Do you ever change your mind when you get into an argument?
2. Do the people who know you think that you are set and obstinate?
3. When a man differs from you, do you think he is

wrong or do you think that there may be something in his position?

4. In family conferences, or business conferences, do you lay down the law and fight for it, or do you approach the conference table with the desire to get everybody's side of the question before you come to a decision?

### 3. Friendliness

1. Do you like people or are you critical?
2. Do you praise people not only honestly but generously?
3. How well do you stick with your friends?
4. When you go out among people during the day, do you have the feeling, "Let them take care of themselves while I look out for myself."? Or do you like to do things for them?
5. Do you entertain people or call on them because you like to, or because of a sense of duty?

### 4. Forcefulness of Speech and Action

1. Do you have positive convictions or are you neutral on most matters?
2. Do you try to talk entertainingly?
3. Do your acquaintances naturally come to you for advice or do they ignore you?
4. Do you carry your share of the load of the conversation or do you sit back dead and let the others do the talking?

5. Have you a small vocabulary which you work to the limit or do you try for variety in your conversation?

### 5. Courtesy

1. Do you know and practice the manners of courteous people?

2. Are you thoughtful of the feelings of others?

3. When you have guests, do you consciously extend yourself to make them happy?

4. On the other hand, how much do you as a guest try to make your host and hostess enjoy your visit?

5. Are you as courteous to your family as you are to a stranger?

Comments. It is difficult to conceive of a more interesting, valuable and practicable lesson than this one. An ideal way for the development of this program would be for the chairman of the day to be prepared to discuss personality briefly, and have five leaders to be responsible for each division of the subject. Each chairman could have one individual in the room to be prepared to discuss one of the questions under one of the main divisions.

## VOCATIONAL GUIDANCE

(Dr. G.T. Hicks, Murray College, Murray, Kentucky.)

### 1. Quotation

1. "I dare to do all that become a man  
Who dares do more is none."

"Let us then be up and doing  
 With a heart for any fate  
 Still achieving, still pursuing  
 Learn to labor and to wait."  
 --Longfellow.

## 2. Information

1. Have each student make a list of ten vocations, which he might use in the discussion of the vocations in which he may be interested.
2. A discussion of the qualifications needed for agriculture, the trades, and the professions.
3. Discuss the new openings that are coming in, such as the Physical Education Director, Personnel Experts or Experimental Workers.
4. A discussion of the training and preparation needed for the various vocations.
5. A discussion of the qualities needed for success.

## 3. Questions for Discussion

1. Why should all the students go to school? How to choose the courses?
2. What vocations interest you? Why?
3. Do your qualifications and opportunities for preparation allow you to be a doctor? Mechanic? Teacher?
4. A man has said your school days are worth \$9.00. What did he mean?

## 4. Conclusions

1. Your locality may present one industry, chiefly, but there are other opportunities for boys and

- girls. Do not let their vocational knowledge be narrowed to one district.
2. There is no hurry about choosing but now is the time to consider your vocation seriously, because:
    - (a) If you have the grit or finances to study for a professions, now is the time to begin your college preparatory course.
    - (b) If you cannot go to college, you should begin preparing for a commercial course or some trade.
  3. No difference what you are going to be, it is absolutely necessary to-day for each boy and girl to finish high school. Each day of school will be paid in your rate of advancement.
  4. Qualities for success are common to most vocations.
  5. General information about all vocations.

Comments. This program by Dr. Hicks is rather general and will be entirely too long if it is developed very fully. It can probably be used very successfully as an introductory program for a series of programs on Vocational Guidance, and discussing different parts in detail in later programs. The average school library will have some information on different vocations; if there are no books available, a large bulletin containing a list of all occupations in the United States can be secured from the U.S. Bureau of Commerce. This bulletin also contains other information about occupations.

**VOCATIONAL GUIDANCE<sup>6</sup>****Educational Requirements for Various Occupations****1. Occupations that Require Professional School Training,  
in Addition to College or University Education**

1.-

2.-

3.-

4.-

5.-

**2. Occupations that Require Special Business Training**

1.-

2.-

3.-

4.-

5.-

**3. Occupations that Require High School Education**

1.-

2.-

3.-

4.-

5.-

**4. Occupations that Require Special Business Training**

1.-

2.-

---

<sup>6</sup> Jones and Bertschi, Projects in Business Science,  
Gregg Publishing Co., Chicago, Ill., Project 7.

3.-

4.-

5.-

5. Occupations that Require No More than Junior High, Intermediate, or Grammar School Education

1.-

2.-

3.-

4.-

5.-

6. Occupations that Require Little or No Education

1.-

2.-

3.-

4.-

5.-

Comments. The Gregg Publishing Company has a new text-book, General Business Science, by Jones and Fertschi, that is an excellent guide for arranging programs in Vocational Guidance. There are two project books, each containing seventy-two projects, similar to the program just outlined. By using the text-book for a reference book or guide and the project books in the hands of the students, it will be very easy with a little supplementary material, to outline one program a week for an entire year on Vocational Guidance.

## CITIZENSHIP

A Student's Code of Courtesy<sup>7</sup>

I hereby pledge myself to do my best to uphold the standards of my school and to make my conduct on the school grounds, about the building, in the halls and classrooms fitting to my position as a student of the \_\_\_\_\_ High School.

## 1. About the Building

1. I will endeavor to be polite in my conduct to outsiders.
2. I will not throw snowballs in front of, or about, the building.
3. I will not deface the building by writing or painting anything upon the walls, and will refrain from smoking while near the building.
4. I will not drop waste paper on the ground nor about the building.
5. I will be sportsmanlike and considerate of visitors at all games.

## 2. In the Halls

1. I will remove my hat upon entering the building.
2. I will assist whenever possible by opening doors

---

<sup>7</sup> McKown, Harry C., Extra-Curricular Activities, Mac-Millan Company, Dallas, Texas, pp. 225-226.

for teachers and students.

3. I will be orderly in the halls, and respect the rights of others by not hurrying, and will refrain from boisterous talking and laughing.
4. I will refrain from unladylike and ingentlemanlike conduct in the halls.
5. I will be considerate in the lunch-line and take my turn.
6. I will not eat in any part of the building except such places set aside for this purpose.
7. I will not carelessly drop bits of paper in the halls but will deposit all paper in receptacles.

### 3. In the Classroom

1. I will enter the classrooms in a prompt and orderly manner.
2. I will show my respect for teachers by speaking politely and by complying with requests.
3. I will assume an attentive attitude during class and will rise to recite.
4. I will not make annoying noises or indulge in conversation with my neighbors.
5. I will not make my toilet in public.

### 4. In the Auditorium

1. I will be quiet and orderly during chapel exercises even if I am not interested and cannot hear.
2. I will not cause the speaker discomfort by laugh-

ing at mistakes that he may make during a mass meeting or class meeting.

3. I will not push or hurry when entering or leaving the auditorium.
4. I will aim at all times to give outsiders the right impression of the \_\_\_\_\_ High School by being courteous and by being a good loser as well as a good winner.

Comments. Four different students should lead in the discussion of this program, each taking a separate division of the program and developing it. After each discussion, the chairman should permit an open discussion on the particular division. Soon after the rendition of this program, a similar program should be had, developing a code for the local school.

## CITIZENSHIP

8

### Moral Code of Youth

If I want to be a happy, useful citizen, I must have:

1. **Courage and Hope:** I must be brave--This means I must be brave enough and strong enough to control what I think, and what I say and what I do, and I must al-

---

8 Collier's Moral Code, Collier's National Weekly, Springfield, Ohio, 1925.

- ways be hopeful because hope is power for improvement.
2. **Wisdom:** I must act wisely--in school, at home, playing, working, reading or talking. I must learn how to choose the good, and how to avoid the bad.
  3. **Industry and Good Habits:** I must make my character strong--My character is what I am, if not in the eyes of others, then in the eyes of my own conscience. Good thoughts in my mind will keep out bad thoughts. When I am busy doing good, I shall have no time to do evil. I can build my character by training myself in good habits.
  4. **Knowledge and Usefulness:** I must make my mind strong--The better I know myself, my fellows and the world about me, the happier and more useful I shall be. I must always welcome useful knowledge in school, at home, everywhere.
  5. **Truth and Honesty:** I must be truthful and honest--I must know what is true in order to do what is right. I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest I cannot have self-respect.
  6. **Healthfulness and Cleanliness:** I must make my body strong--My eyes, my teeth, my whole body must be healthful so that my mind can work properly. I must keep physically and morally clean.
  7. **Hopefulness and Unselfishness:** I must use my strength to help others who need help. If I am strong I can

- help others. I can be kind, I can forgive those who hurt me and I can help and protect the weak, the suffering, the young and the old, and the dumb animals.
8. Charity: I must love--I must love God, who created not only this earth but also all men of all races, nations, and creeds, who are my my brothers. I must love my parents, home, my neighbors, my country, and be loyal to all these.
9. Humility and Reverence: I must know that there are always more things to learn--what I know is small compared to what can be known. I must respect all who have more wisdom than I, and have reverence for all that is good. And I must know how and whom to obey.
10. Faith and Responsibility: I must do all these things because I am accountable to God and humanity for how I live and how I can help my fellows, and for the extent to which my fellows may trust and depend upon me.

Comments. Copies of this code can be secured from Collier's at a very small price. These copies are large enough and suitable for framing. This code can be secured and framed at a very nominal price and placed in the various home-rooms. If justice is done to the study of this code, at least one program should be given to each part of the code. A program in this study is given on Courtesy, which will serve as a guide in the develop-

ment of one of the parts of this code.

### HEALTH-TUBERCULOSIS

(R.L. Paschal, Central High, Ft. Worth, Texas.)

1. What Pasteur and his disciples did toward discovery of cause of disease.
2. Cause of Tuberculosis.
  1. Tubercle Bacillus--a plant.
3. Ways in which the tubercle bacillus enters the body.
  1. By respiration or breathing.
  2. By swallowing.
  3. By abrasion of skin.
4. Organs of the body that may be affected.
5. Methods of prevention.
  1. Cleanliness.
  2. Fresh air.
  3. Right clothing and living quarters.
  4. Care in seeing that cows are free of disease.
  5. Serum and vaccination.
6. Symptoms of Tuberculosis.
7. Methods of Care.
  1. Fresh air.
  2. Rest and freedom from worry.
  3. Proper clothing and food.
8. Progress toward eradication.

Comments. Mr. Paschall failed to comment on this program other than mentioning the necessity of using literature in the development of the program. Ample information can be found on this subject in almost any community. Bulletins can be secured from the State Department of Health and books can be secured from local physicians.

### KNOW YOUR HOME TOWN

(Big Spring High School, Big Spring, Texas.)

#### A. Know Your Home Town.

1. Early History.
2. Nature of Town Government.
3. Water System.
4. Sewerage System.
5. Lighting System.
6. Methods of Heating Homes.
7. Transportation System.
8. Miles of pavement.
9. Population-Growth.
10. Industries.
11. Education.
12. Local Library.
13. Art Gallery.
14. Museum.
15. Thought Question: Are you loyal to you Home Town?  
What has your Home Town done for you?

Comments. This program should be given in three installments. The first program should include the early history of the town and probably population growth; the second program, a discussion of the industries, public utilities, etc.; the third program should be spent discussing the city government and school, giving the duties of the public officials and trustees. Information for these programs should be available from the residents, chamber of commerce, city officials and trustees.

**APPENDIX C**

**QUESTIONNAIRE**

**Name of School** \_\_\_\_\_

**Place** \_\_\_\_\_

**Number** \_\_\_\_\_

**HOME-ROOM PROGRAMS**

**I. Objectives. List three objectives of home-room programs:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**II. Organization.**

1. Do you have a home-room period in your Senior High School? \_\_\_\_\_
2. How often do you have these periods? \_\_\_\_\_
3. Do they meet regularly? \_\_\_\_\_
4. How long are the periods? \_\_\_\_\_

5. Does each class meet separately or are your groups made up of different classes? \_\_\_\_\_
6. Do boys and girls meet separately? \_\_\_\_\_
7. Who selects the sponsor? \_\_\_\_\_
8. Does same sponsor stay with the same group throughout the school? \_\_\_\_\_
9. Does the same group stay together through its four years in high school? \_\_\_\_\_

### III. Program.

1. Who arranges the program? \_\_\_\_\_
2. For how long are the programs planned for the future? \_\_\_\_\_
3. Where do you secure your material for the programs? \_\_\_\_\_
4. Give theme or subject of three programs:
  - (1) \_\_\_\_\_
  - (2) \_\_\_\_\_
  - (3) \_\_\_\_\_
5. Give outline of one program or briefly tell how one subject was developed:

Principal-Superintendent.

APPENDIX D

GROUP I

- |                |                    |
|----------------|--------------------|
| 1. Albany      | 27. Littlefield    |
| 2. Alpine      | 28. Longview       |
| 3. Archer City | 29. Matador        |
| 4. Bonham      | 30. McCamey        |
| 5. Bowie       | 31. Megargel       |
| 6. Burkburnett | 32. Memphis        |
| 7. Canyon      | 33. Mercedes       |
| 8. Childress   | 34. Merkel         |
| 9. Cisco       | 35. Midlothian     |
| 10. Claredon   | 36. Mineral Wells  |
| 11. Colorado   | 37. Nocona         |
| 12. Comanche   | 38. Odessa         |
| 13. Commerce   | 39. Olney          |
| 14. Crosbyton  | 40. Olton          |
| 15. Cuero      | 41. Orange         |
| 16. Dalhart    | 42. Panhandle      |
| 17. Decatur    | 43. Phar--San Juan |
| 18. Eliasville | 44. Sanger         |
| 19. Graham     | 45. San Saba       |
| 20. Hamlin     | 46. Seminole       |
| 21. Henrietta  | 47. Seymour        |
| 22. Hereford   | 48. Sour Lake      |
| 23. Kerens     | 49. Stamford       |
| 24. Kingsville | 50. Taylor         |
| 25. Lamesa     | 51. Tulia          |
| 26. Levelland  | 52. Ralls          |

## GROUP II

1. Big Spring
2. Breckenridge
3. Cleburne
4. Corpus Christi
5. Corsicana
6. Denton
7. Electra
8. Greenville
9. Highland Park--Dallas
10. Hillsboro
11. Marshall
12. Palestine
13. Pampa
14. Plainview
15. Port Arthur
16. Vernon
17. Zundcowits--Wichita Falls

## GROUP III

1. Abilene
2. Amarillo
3. Austin
4. Ball High--Galveston
5. Beaumont
6. Central High--Ft. Worth
7. El Paso High
8. Forest High--Dallas
9. Main Avenue--San Antonio
10. North Ft. Worth High
11. Polytechnic High--Ft. Worth
12. Port Arthur
13. Sherman
14. Tyler
15. Wichita Senior--Wichita Falls

## GROUP IV

Arkansas

1. Fort Smith
2. Pine Bluff

California

1. Alhambra
2. Burbank
3. Los Angeles
4. Pasadena

Colorado

1. Boulder
2. Pueblo
3. Skisnow High--Denver
4. Walsenburg

Illinois

1. Aurora
2. Danville
3. Decatur
4. Freeport

Indiana

1. Laporte
2. Michigan City
3. South Bend

New Jersey

1. Paterson
2. Summit

New York

1. Albany
2. Greenport
3. Hudson Falls
4. Malone
5. Newark
6. Yorkville--New York City

Oklahoma

1. Altus
2. Ardmore
3. Bartlesville
4. Muskogee
5. Okmulgee
6. Sapulpa
7. Shawnee
8. Tulsa

Pennsylvania

1. Harrisburg