The Home Room and Its Activities in the Secondary School

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# TABLE OF CONTENTS

## Chapter I
The Home Room

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem of the Study</td>
<td>1</td>
</tr>
<tr>
<td>C. Need for the Study</td>
<td>2</td>
</tr>
<tr>
<td>D. Method of the Study</td>
<td>3</td>
</tr>
<tr>
<td>E. Source of data</td>
<td>3</td>
</tr>
</tbody>
</table>

## Chapter II
The Principles and Objectives Claimed for the Home Room

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Definition and Need for Home Room</td>
<td>5</td>
</tr>
<tr>
<td>B. Suggestions for Grouping Pupils</td>
<td>6</td>
</tr>
<tr>
<td>C. Activities of the Home Room</td>
<td>7</td>
</tr>
<tr>
<td>D. Home Room Objectives--Fretwell</td>
<td>10</td>
</tr>
</tbody>
</table>

## Chapter III
The Activities Connected with the Home Room Organization in Gerstmeyer High School

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History and Organization of Gerstmeyer Technical High School and Its Home Room</td>
<td>13</td>
</tr>
<tr>
<td>B. Clubs</td>
<td>21</td>
</tr>
<tr>
<td>C. Assemblies</td>
<td>27</td>
</tr>
<tr>
<td>D. Guidance</td>
<td>30</td>
</tr>
<tr>
<td>E. The Point System</td>
<td>33</td>
</tr>
</tbody>
</table>

## Chapter IV
Summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Conclusions</td>
<td>37</td>
</tr>
<tr>
<td>B. Suggestions</td>
<td>38</td>
</tr>
</tbody>
</table>
Chapter V
Appendix

<table>
<thead>
<tr>
<th>Appendix Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Bibliography</td>
<td>40</td>
</tr>
<tr>
<td>B. Home Room Constitution</td>
<td>42</td>
</tr>
<tr>
<td>C. Typical Club Programs</td>
<td>43</td>
</tr>
<tr>
<td>D. Typical Assembly Programs</td>
<td>54</td>
</tr>
<tr>
<td>E. Home Room Calendar</td>
<td>68</td>
</tr>
</tbody>
</table>
Chapter I

The Home Room

A. Introduction.

The home room movement has but recently appeared in the large American secondary schools and dates from about 1890. Since the enrollment in these schools has increased very rapidly in late years, the personal contact between the teacher and the pupil was more or less lost. This is the basic reason for the development of the home room.

Originally the home room was organized as a place for checking attendance, making announcements, and handling other routine matters. The work has grown until now a carefully planned program of discussions, activities, and projects is in operation in many schools.

The home room is essential for a successful extra curricular program. It also serves as a unifying force for the school at large. It is organized with the purpose of guiding the new pupil through the first few weeks, and helping him for the rest of his stay in school to feel himself one of the group.

B. Problem of the Study.

The problem for study and discussion is a typical Home Room and its activities at Gerstmeyer Technical High School, Terre Haute, Indiana. This high school originated as a vocational high school about ten years ago, and through the years has undergone a number of changes.

At the present time, the program includes a two-year shop course, and a four year general course with a faculty of forty and a student body of about one thousand.
As organized at Gerstmeyer, the Home Room convenes five days a week for thirty-minute sessions held between the fourth and fifth hours. The schedule of Home Room activities includes the following:

1. One assembly per week.
2. One club meeting.
3. Three days of varied programs of speakers, student-participation numbers, etc.

Routine work such as the reading of bulletins, making announcements, selling tickets, and hearing student representative reports are taken care of in the Home Room also. For examples of Home Room programs see the Appendix and the Home Room Calendar, pp. 68.

All programs are made through the Home Room teacher, but with as little direct supervision as is conducive to the development of student initiative.

The same Home Room Teacher has charge of the group for three successive years, a period sufficiently long to become acquainted intimately with the problems and dreams of the pupils. The girls and boys are segregated in different Home Rooms until the senior year where both meet in the same Home Rooms.

C. Need for the Study.

With the ever increasing enrollment in secondary schools due largely to the thousands of unemployed boys and girls, educators are faced with adapting the schools to this new situation. Closer contact between the teacher and pupils by means of smaller groups seems one of the best media to learn the pupils' ideals, ambitions, financial conditions, home influences, reading habits, tastes in amusements and the like.

Since the Home Room teachers at Gerstmeyer have the same group
of students for three successive years, the latter through close association over this long period develop a friendly feeling for each other and all that concerns the school—they develop an ever widening group consciousness.

After the writer's investigation of a ten-year Home Room program at Gerstmeyer, it is hoped that this study will bring to light for the inspiration of other teachers in such activities suggestions that will be helpful. It is hoped, furthermore, that the weak points that are revealed later in this thesis will occasion further study on the part of others, and ultimately result in a splendid workable Home Room for secondary schools that will fit the needs of the constantly increasing enrollment in high schools.

D. Method of the Study.

1. The material of this study is very largely the result of the writer's experimentation with a Home Room at Gerstmeyer Technical High School over a period of three years.

2. Plans and programs that arouse interest and enthusiasm were filed and included in the study; others that resulted in lack of response have been omitted.

3. Extensive reading of books on Home Room Activities furnished many suggestions for the thesis.

4. Frequent discussions with successful Home Room teachers have proved of value also; their suggestions have been weighed against the objectives set up for Home Rooms and the best are included here.

E. Source of Data.

1. Extensive reading was done on Home Room, especially
1. Good and Crow, and Fretwell.

2. All available magazine articles.

3. Examination of previous studies on the Home Room.

4. The writers' Experimentation with a Home Room at Gerst-meyer High School for three years.

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Chapter II

Principles and Objectives of the Home Room

A. Definition and Need for Home Rooms.

In this machine age, the personal touch between teacher and pupil has been lost. The modern school has been organized through the home room, so as to do systematically and on a large scale what could be done and was done by one teacher in a small school.

"The home room plan is one substitute offered for the lost teacher-pupil equation. It takes away none of the values of the departmentalization and the social attributes of the large high school, and yet it offers a workable plan whereby one teacher resumes the responsibility cast off in the effort to make the school fit the growing attendance."

The work of sponsoring a home room group is one that is as important as any teaching that the teacher may do. The morale of the school will depend largely upon the character of the work done in the home room. The plan usually involves a staff of advisers selected from the teaching group to work with a group of from thirty to sixty pupils each. The smaller the group becomes, the better the work of the adviser is likely to be.

Records show that except in those schools in which there are competent and forceful chief advisers, with the authority and the time to direct the activities of the advisers, the home room or group has rarely been successful as an instrument of guidance.

A home room is merely an added class room. Pupils must be

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1 Joseph Roemer and Charles F. Allen--Readings in Extra Curricular Activities, Johnson Publishing Co, New York, 1929, p. 188.
made to realize that the Home Room period is for their use. It requires careful planning and **plenty** of publicity. Programs must be improved, entertainments planned, committees given assistance, reports checked, filed, and evaluated.

A ten minute period is not a Home Room period. If it is organized as an administrative device, it is not a Home Room.

It seems to be the consensus of opinion that the Home Room period should be from about thirty to forty minutes in length. The Home Room period in Gerstmeyer High School meets this requirement.

B. Different kinds of grouping of pupils have been suggested:

1. Alphabetically so that they will be representative of the school.
2. Grouping according to sex. This is the plan followed in Gerstmeyer High School.
4. Continuation of one of the class groups so that the teacher has the pupil in two atmospheres.
5. Continuation of grade school
6. Ability groupings

Activities of advisers as listed by Douglas are as follows:

1. A careful study of all available records of each individual assigned to the adviser.
2. Advice and assistance in advisory group organizations, activities and programs.
3. Discovery of reasons for absences, and assistance to pupils in bringing about more regular attendance.
4. Guidance in registration for subjects to be studied for the coming year or semester.
5. Comparison of students' scholastic marks with relation
to capacity, as judged by intelligence tests, scores, and previous scholastic record.

6. Discovery of reasons for a student's relative citizenship in school.

7. Instruction in "school guidance" appropriate to the maturity of advisers.

8. Conferences with and advice to students upon any matter brought to him by students: health, social problems, employment, and preparation for college.

9. Conference with parents of students about excessive absences, matters of health, or citizenship in such instances as suggest the need of cooperation or information of parent.

10. Supervision of home room activities; election of officers and preparation and presentation of programs.

C. The activities of the Home Room may be divided into seven groups as follows:

1. Administrative

2. School spirit and school activities

3. Guidance

4. Discipline and social conduct

5. Civic training

6. Special home room activities

7. Methods of study

List of Activities

1. Discussion of ideals and purposes of the home room

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2. Election of officers and representatives
3. Discussion of proposed programs
4. Daily routine, bulletin, notices and attendance
5. Collection of contributions, of school funds, sale of tickets
6. Selling school paper
7. Discussion of attendance record made by members of home room
8. Discussion of cases of tardiness
9. Discussion of grades made by members of home room
10. Discussion of courses
11. Discussion scholarship requirements
12. History of school
13. Relation of this school to college
14. Relation of this school to every day life
15. Talks about what is needed to make better school life and work
16. Guidance
17. School songs and yells
18. Reports from visitors from other home rooms
19. Getting acquainted
20. Debates
21. Current Events
22. Sports
23. Stories of interesting people
24. Know your city
25. Know your world
26. Know your state
27. Straw ballots on candidates
28. Elections
29. Discussion of political problems
30. Discussion of local civic problems
31. History and etiquette of the American Flag
32. Other patriotic programs
33. Books
34. Pictures
35. How to study
36. Charity work
37. Mock trials
38. Imaginary banquet scenes and toasts
39. Invitations and introductions enacted by pupils
40. Presentation talks
41. Story telling
42. Preparation of programs for other home rooms or for assemblies
43. Programs given by other home rooms
44. Inter and intra-mural room contests
45. Industries
46. Aiding pupils make up work
47. Talks on honor, ethics loyalty, etc.
48. How to use library
49. Contests, puzzles, games
50. Model business meetings
51. How vacations were spent
52. Geographical program
53. Operas
54. Music Appreciation
Educators who have studied the high school boy and girl agree that the sphere of their personal feelings are difficult to reach. Personal conferences are sometimes effective, but the way in which the school can most effectively deal with the emotional life of this age is to set up a series of motives of behavior which will gradually absorb the pupils' energy and thus correct any maladjustments which may have arisen. Most authors agree that the first objective of the home room is to prepare the pupil to live in a democracy. Training in a democracy is the best preparation for membership in it.

D. Fretwell lists as a summary of the objectives of the home room:

1. To develop individual and group initiative, right habits and ideals

2. To inspire to greater or higher effort along desirable lines

3. To develop such social principles and regard for others as loyalty, friendship, fair play, honesty, sympathy, respect, sincerity, social interdependence, unselfish service

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4. To discuss proper attitude toward and habits of good citizenship

5. To provide opportunity for the development of intelligent obedience to authority

6. To develop the cultural, the social, the loyalty side of school life, thereby fostering a high type of idealism

7. To develop a consciousness of ultimate goals underlying immediate goals

8. To develop social and civic interests in the entire school and community

9. To develop graceful and gracious ways of getting along with people

10. To develop efficient execution of duties

11. To develop clean living in mind, body, and surroundings

12. To develop an attitude and a regard for beauty, the appreciation of music, of art, and of literature, and of attractive surroundings, cultivated voices, tasteful attire; not only knowledge and attitudes, but skill in these

13. To help pupils have a healthy emotional life

14. To help pupils know and feel that the way to have the qualities they want to have is to practice these qualities.

15. To furnish a favorable opportunity for every member of the home room to practice the qualities of the good citizen with satisfaction

16. To create and maintain high class standards in classroom work

17. To capitalize by approval, the successful achievement of every member of the home room
From personal observation and practice during the late years of depression and financial difficulties in the homes, the sympathetic home room teacher is able to make a valuable contribution by encouraging and helping the underprivileged children. Much can be done to aid the boy and girl to keep up his morale—his enthusiasms that are the heritage of youth.

Extra curricular activities exist in all schools and they have to be handled by the regular staff; so a part of the teacher’s load should be a share in the administration and supervision of these activities. Increasing provisions are being made for handling the extra curricular program and each teacher should develop a reasonable attitude toward them and have a share in handling them.

The group which the writer has used for study was a group of from twenty-five to thirty-five boys. These boys entered the Home Room as freshmen and continued in the same Home Room through their junior year. At the close of the junior year they were assigned to the senior Home Room which was composed of all the pupils in the school who had earned twenty-two or more credits.

The group met for thirty minutes per day five days per week. The time was between the fourth and fifth periods of the day. One day each week was devoted to assemblies which were planned by the various Home Rooms. One day was used for the meeting of clubs, and the remaining three days were used for Home Room activities.

The adviser was not charged with the punishment of the home room students. She acted more as a guide, adviser, and friend. However, when pupils become problems, the principal or the other members of the faculty conferred with the Home Room teacher.
Chapter III

A. History and Organization

History and Organization of Gerstmeyer Technical High School

Gerstmeyer Technical High School was first organized in an abandoned laundry building at Seventh and Lafayette Sts., in the year 1915. It was called "Vocational School for Men and Boys," and had an enrollment of 80 students who had at least attained the age of fourteen. No other requirement was necessary at that time.

Mr. W. C. Garretson was the first principal with ten faculty members. During the years 1916-1918, the teaching staff was increased in number, and the curriculum was enlarged to meet the demands of the growing enrollment. In 1917 Mr. Herbert Briggs became principal and in 1918-1919 three new trades were added to the course of study. In September, 1919-1920, many improvements in the buildings were made, more faculty members added, the enrollment increased, and new equipment indicated progress.

Mr. Hubert Fisher became principal in 1920, and the school was moved to its present location at Thirteenth and Locust streets. At this time the school was named "The Gerstmeyer Boys' Vocational School." Since 1923, the school has been under the supervision of Mr. Guy Stantz. Under his guidance the school has become the largest secondary school in the city and a very progressive institution.
In 1925, the Girls' Vocational School, which was established in 1916, under the supervision of Miss Clara Locke, became a part of Gerstmeyer Technical High School. At present over two hundred girls are enrolled in the Vocational Course, a part of the 148,000 girls enrolled in such courses in the United States. Since there are more women engaged in home-making, than all other vocations combined, the curriculum enlarged. But along with other vocations, home-making is changing rapidly, so that the courses are being changed to meet these needs. One of the additions in the course is "Family Relationships," planned to help the girl to become a more understanding member of her own family and someday to be a better home-maker.

Since 1925 the school has grown until it has a student body of about one thousand and a faculty of forty.

Gerstmeyer High School has had a Home Room program for the last ten years, and in the following pages is found a discussion of the need, the plan, and the activities of the Home Room as worked out by the writer over a period of three years.

Several of the Home Room periods during the first week may be spent profitably in merely getting acquainted in the group. Introducing one's self to the class, telling the school whence he came, the things he likes to do in his leisure time, vacation activities. The old members discuss School Traditions and Standards, School Organization, School Clubs, Student Participation in Government, Sports and Sportsmanship, Ideals of the Home Room, and Activities of the Home Room. All these may well serve as an opening wedge to develop the sense of friendly cooperation in the Home Room.
The sponsor should then lead in a discussion of leadership and the qualifications for officers of the Home Room. A leader should be dependable, have executive ability, be courteous, be persistent, be democratic, be honorable, have a winning personality, have an average scholastic record, and possess a friendly, altruistic attitude that will be for the welfare of the entire school.

After the discussion on leadership and the general organization of the Home Room has been explained, the students are told to come to the next Home Room meeting prepared to make nominations for their Home Room officers and to make speeches for their candidates, the speeches to stress the desirable qualities of the nominee.

All elections are by ballot. The Home Room has at least three officers: a president, a vice president, and secretary-treasurer. Committees are appointed when the need for one arises.

The officers and the sponsor divide the Home Room into committees of about five each. The strongest leaders are selected as chairmen, and the remaining divided equally and congenially to complete each committee.

The names of the members of all the committees are read at the next meeting and then posted on the bulletin board. Each week the Home Room chairman announces the committee responsible for the Home Room program the following week. The program of the committee is approved by the sponsor on Friday preceding the week on which the program is to be given. During the school year each student serves at least once as a chairman of a program
committee so that he may receive the executive training. The
sponsor or director, directs and advises the committee. Each
week the chairman attempts to have every member of his committee
assist in some way on the program. He may use outside talent
but the committee should be used first.

A. President

1. Duties

   a. He presides at all home meetings.

   b. He reads the names of the members of the com-
      mittee for the next meeting. He calls upon
      the secretary for the roll call and the
      minutes of the last meeting.

   c. He introduces the chairman of the committee
      for that day's program.

   d. He always meets with all committees.

   e. He checks up on the committee three or four
      days before Home Room day, and again the day
      before to see that all is in readiness.

   f. He assists the officers and sponsor in the
      appointment of all committees.

   g. He takes care of all business matters pertaining
      to his own group.

B. Vice President

1. Duties

   a. He presides, and performs all the duties of the
      president in case of the latter's absence.

   b. He assists in the appointment of all committees.

   c. He acts as an attendance secretary. At the close
      of each Home Room period the secretary gives
him a list of all absentees. He investigates the cause for absence. In case of illness a note is written to the absent member.

C. Secretary-treasurer

1. Duties

a. He keeps a careful record of all proceedings of the Home Room.
b. He calls the roll and furnishes the vice president with a list of all absentees.
c. He assists the other officers and the sponsor in the appointment of all committees.
d. In case there are funds, he keeps an accurate record of all receipts and expenditures.
e. He is prepared to hand his secretarial book to the sponsor, principal, or activity chairman whenever it may be demanded.

D. In case of a Director of Thrift

1. Duties

a. He carries on the Thrift Education of the room, directs Thrift contests, and takes care of the banking.

E. Cheer Leader

1. Duties

a. He acts as a cheer leader and also as a whip to get as many members of his Home Room as possible in attendance at the contests where his Room competes. There may be other officers as Home Room representative to the student council.

F. Sponsor
1. Duties
   a. She takes charge of the first meetings until the Home Room is organized and the committees are functioning.
   b. She meets with the officers for the appointment of all committees.
   c. She checks to see that the president's duties are performed.

The Home Room teacher is the "mother of the flock". She keeps check on their scholarship, and tries to ascertain the quality of their habits.

It is advisable to elect new Home Room officers each semester. Each Home Room should have a constitution. It may have a flower, motto, and creed. These should be worked out and discussed by the Home Room.

A Home Room Calendar has been worked out by the writer. This is used as a suggestion for programs. A pupil may substitute something he has prepared if the sponsor approves. A calendar for one month is listed:

NOVEMBER

1. All Saints Day
2. Daniel Boone  North and South Dakota entered Union 1889
3. William Cullen Bryant
4. Navy Day
5. Election Day  Citizenship week

1The constitution used by the group is found in Appendix A.  
2A calendar for one school year is given in Appendix B.
6. Songs of the World War
7. Marie Shildowska Curie
8. Montana entered Union 1889
9-15. Book Week Education
10. Annual Armistice Day Game
11. Armistice Day—Meaning and Celebration
12. Indian Summer
13-19. Father and Sons' Week
13. Robert Louis Stevenson
15. Articles of Confederation Adopted by Continental congress 1777
16. Oklahoma entered Union 1907
17. American Education Week (Date varies)
18. History of American High School
19. George Rogers Clark Lincolns' Gettysburg Address
20. Vocational Education
21. Mayflower Compact Signed 1620
22. Saint Cecelia, Partron Saint of Music
23. Pikes Peak discovered 1806
24. Current Events
25. Andrew Carnegie
26. Outstanding People of the Month
27. Thanksgiving Day (Last Thursday of November)
28. First U. S. Post office opened at New York City

The social committee arranges the one party for each semester.
Parties should be held at the building, either during the Home Room period or immediately following school in the afternoon. The faculty agrees that it is more or less inconsistent with good educational procedure to permit Home Rooms the privilege of having night parties which would mean expense and possibly a great amount of trouble. Plans for the party should be completed several days in advance. Committees must have met and made definite plans. The cost should be kept very low.

There are some common elements in all home rooms. These common elements take up a part of the home room period. The plan which the writer has used is:

1. Check attendance
2. Minutes of last meeting
3. Old business
4. New business
5. Announcements

Examples

Reading of school bulletin by sponsor
Report on ticket sales

6. Reports from Sportsmanship meeting by home room representative. These meetings are held once a week after school, and school affairs are discussed. The representative brings the report to the home room once each week.

7. Reports from the representative of the Junior class

8. Program

If the Home Room has a special program prepared, such as an outside speaker, it does away with the regular procedure and con-
tinues with the regular affairs of the home room at the next meeting.

The sponsor makes use of a Home Room card to secure information about the child. This material is used by the teacher for the purpose of improving the pupil who is being studied.

Records of the pupils are taken care of through the Home Room. A guidance program is carried out by the sponsor. All programs are taken care of through the sponsor.

B. Clubs

Extra curricular activities have a value in themselves through their effect upon life, upon the health and character of the individual student and through their effect upon the morale of the school. The club life of a school broadens the interests of the student and leads to a more social attitude on the part of those who are inclined to be retiring and unsocial.

The social or "gang" instinct is dominant during the high school age and it makes the student a natural "joiner." If no worthy object is present, the unworthy object is likely to become the center of activity. The school club goes a long way toward helping solve the problem of the wise use of leisure time.

School clubs because of their variety and number of fine opportunities for exploring, developing, and widening the interests of the students—the greater the variety of clubs, the more educative possibilities there are.

1. Some objectives:
   a. To provide for worthy use of leisure time
   b. To motivate the work of the curriculum
   c. To make an activity educative
d. To provide opportunity for the student to choose freely and wisely among the many activities offered

e. To make all the teachers aware of the opportunities offered by activity sponsorship

f. To make the clubs and organizations democratic and integrating factors in the life of the school

g. To provide opportunities to students to manage their own activities under the direction of a sponsor

"The club is the most natural substitute for the gang that the school can offer. Other organizations are too large to satisfy the desire for familiar companionship in a group where everyone can know everyone else. Many pupils who fail to develop an interest in the government and major organizations are devoted to their clubs and in cases of this kind the club is the most effective means of teaching minimum essentials of social experience. It is the forerunner of such adult organizations as the civic, patriotic and cultural societies, fraternal orders, and women's clubs."

The pupils of high school age have a strong gregarious instinct. Fretwell points out that, "It is the business of the parents and teachers to guide this tendency so that the pupils will want to belong to clubs that are more and more worth while. It follows that it is the business of the school through its organization, through faculty advisers, and through the creating of favorable public opinion, to make both desirable and possible

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these clubs that are satisfying to boys and girls and increasingly worth while from an educational point of view. This instinctive tendency for club activity may be developed so that pupils in their freer associations learn how to work together and how to use their time intelligently. Interests started in the clubs or outside of them may be used to worthy educational ends. Through these activities there may be training in the formation of right habits, in standards of taste training in the right direction of the emotions, in gaining worth while knowledge, and learning how to work with people. There may be hard work and wholesome fun so combined that the pupils, perhaps without knowing it, get a keener insight into the joy of real living. High schools must train for joy in achievement; joy in the solution of problems, social or mathematical.

"Pupils like hard work if there is joy and adventure in it, and if the adult leader works with them; they hate easy soft work if it is dull and stupid. There must be zest, power, zeal in this mixture of work and play called life. A club for every pupil with a faculty-advisor for every club can be one way toward working toward this end."

B. Some suggestions for Home Room Clubs:

1. Agriculture
2. Airplane
3. Art
4. Athletic
5. Believe it or Not
6. Bible

7. Big Sister or Brother
8. Biology
9. Bird
10. Botany
11. Camera
12. Campfire Girl
13. Choral
14. Commercial
15. Cooking
16. Coin
17. Craft
18. Current Events
19. Debating
20. Drafting
21. Dramatic
22. Dressmaking
23. English
24. First Aid
25. Girl Reserve
26. Glee Club
27. Golf
28. Health
29. Hiking
30. History
31. Hi-Y
32. Home Economics
33. Jr. Red Cross
34. Landscape
35. Language
36. Letter Men's
37. Manual Training
38. Mathematics
39. Music
40. Pen and Ink
41. Physics
42. Poetry
43. Poster
44. Press
45. Public Speaking
46. Radio
47. School Improvement
48. Science
49. Study
50. Tennis
51. Thrift
52. Traffic
53. Travel
54. Vocational
55. Welfare
56. Woodworkers

Clubs sometimes fail because there is no real demand for the club, because there is no well organized plan, a poorly qualified sponsor, or because of loss of interest.

The club belongs to the student and the sponsor should advise, not dominate it. She should try to develop initiative and
self-reliance on the part of the student.

The sponsor is the supervisor of the club. She should be interested and sympathetic and at least reasonably popular with the students. She should be under control of school authorities at all times.

Clubs in Gerstmeyer High School meet on Thursday of each week. Too long intervals between meetings lead to loss of interest, but too frequent meetings lead to lack of preparation. The club should have definite and worthy objectives. Membership is limited to frequent participation of its members, and all members are required to participate or drop out. A few dead members will kill any club. The membership is voluntary.

Each pupil in Gerstmeyer is required to belong to at least one club. The pupil enrolls with the sponsor who sends a registration slip to the member's Home Room teacher. Dismissal from the club may be made by the sponsor notifying the Home Room teacher that the pupil is no longer a member of the club.

The Dramatic, Bird Study, Hi-Y, G. A. A., and Sportsmanship clubs meet after school. Pupils who enroll in these clubs are permitted to enroll in a second club. The writer illustrates workings of a typical club organization and program by using the Travel club of Gerstmeyer High School. The aims, activities, groups, constitution, and a program which has been worked out for one school year are given in Appendix B.

The work of this club is typical of the school. Each club sponsor furnishes the principal with a copy of the aims, organization, and constitution of his club. This is kept on
file by the chairman of the Extra Curricular Activities Committee.

The Extra Curricular Activities committee is a permanent committee composed of seven members, appointed by the principal. It regulates club registration, organization of clubs, arranges rooms for meeting and has general control of the club program. A committee, of three members, selected from this group of seven, has control of the Point System.

Conclusion:

After three years' experience as sponsor of the Travel Club in Gerstmeyer High School, the writer is convinced that high school clubs offer the finest possible medium of cultivating genuine school spirit, friendly sharing of kindred likes and hobbies, and the developing of ability to work together profitably and pleasantly, all of which results are conducive to right habits of thinking and zestful living.

C. Assemblies

The college chapel, predecessor of the high school assembly, is giving way largely to the regular assembly or auditorium program.

The assembly is the common meeting ground where pupils learn to share their experiences, to express themselves easily and naturally, and to develop leadership and cooperation.

Objectives and values

1. It provides opportunity for each pupil to share with the whole student body his best and choicest experiences.
2. It provides opportunity for growth.

3. It provides for higher standards of citizenship, scholarship, and comradeship.

4. It can aid in developing appreciations—art, music, travel, etc.

5. It can be used as a means of exploring various phases of school life—clubs, entertainments, drives, etc.

6. It can be used to inspire students to worthy use of leisure time.

Types

1. Visual instruction—this type is valuable for it arouses interest, gives clear vivid impressions, and aids the memory.

2. Debates, contests, oral expression

3. Music

4. Readings

5. Dramatization, plays, pageants, and festivals

6. Physical training

7. Special speakers

8. Holiday celebrations

9. Student activities

10. Departments

11. Honoring outstanding students

The assembly is both educational and inspirational. The programs must be interesting and varied. The entire work of the school is represented, and participation by a great number of students is encouraged.
There is an assembly committee. The functions of the assembly are:

1. To work out a plan of procedure whereby individuals, and clubs, home rooms, special groups, may obtain the privilege of presenting a part or the whole of an assembly program.

2. To work out a schedule and a seating arrangement.

3. To receive suggestions for the improvement of the school assembly program, striving to keep a balance as well as a variety in the type of program.

4. To issue appointments to different groups so that there will be a definite system for obtaining permission to appear on an assembly program.

The assembly program is carefully supervised by teachers and committees. The committee has rules and regulations concerning the assembly programs.

All programs are required to attain a minimum standard. The students are urged to their best effort in every program.

The faculty at Gerstmeyer High School attempts to make the assembly programs varied. Typical programs worked out for a period of one year are given in Appendix D.

Types of programs

1. Welcome program
2. Pep and Sports
3. Class
4. Recognition
5. Department
6. Special Weeks
7. Special Days
Other programs used were special speakers, pictures and plays, presented by the Dramatic Club.

It is advisable to have both types of assembly programs: outside talent and student participation. Through the latter, the student body is led to appreciate the talent of their school fellows as well to develop a desire to appear before the school themselves.

By bringing in outside talent, a higher standard of attainment is set before the students—an ideal towards which they should hope to grow.

D. Guidance

Guidance means to assist. It means personal help to go somewhere or to do something.

"Guidance is based upon the fact that human beings need help. To a greater or less degree we all need the assistance of others. The possibility of education, as well as, the necessity for it is founded upon the essential dependencies of people upon one another. Young people, especially, are not capable of solving life's problems without aid. Many critical situations occur in our lives, situations in which important and far reaching decisions must be made, and it is very necessary that some adequate help be provided in order that these decisions may be made wisely."

"The general objective of all guidance is to assist the individual to make his choices intelligently. To accomplish this many things are necessary. We must reorganize and revitalize our schools; certain social, economic, and industrial changes must

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be made and many new kinds of experts developed. These changes are extremely important for many reasons, but their greatest value, so far as guidance is concerned, is assistance in assisting the individual to make wise decisions at the time of crisis in his life."

There are different types of guidance which may be used in the home room. They may be classified under five groups:

1. Vocational
2. Curriculum and school
3. Leisure time, avocational or cultural
4. Social and moral
5. Leadership

When a pupil enters Home Room D2 at Gerstmeyer, he is asked to fill in a blank as follows:

Suggested Information Card

1. Name Age Grade
2. Address
3. Parents' names No. brothers No. sisters
4. Parents' occupation
5. Father's education
6. Mother's education
7. Do you work after school? On Saturday?
8. Have you a savings' plan?
9. Favorite amusements
10. Have you a hobby?
11. How do you spend your spare time?

\(^2\)Ibid, p. 53.
12. Subjects you like best
   a. __________
   b. __________
   c. __________

13. Do you expect to attend college?
14. Other training school
15. What do you expect to do when you get through school?
16. Attendance record
17. Health

The adviser tries to use the information secured as a basis for assisting the pupil.

The home room teacher aids the pupils in making out their programs. The courses offered are explained and the sponsor answers questions.

The sponsor attempts to:

1. Assist the pupil to choose a vocation and help plan toward preparation of the vocation
2. Help the pupil choose, prepare, enroll, and make adjustments to and progress on a course.
3. Assist in finding ways in which leisure time can be spent profitably
4. Assist in connection with one's relations to other people
5. Assist in the development of the right kind of leaders.
6. Civic guidance--this is attempted through the Home Room organization.

Every teacher attempts moral guidance through stories, poems, home room discussions, bulletin boards, speech, or by individual
Sometimes a questionnaire may reveal some very desirable information which may not be obtained in any other way. When a new student comes to the home room he is asked to fill out the questionnaire. These records are kept on file.

E. The Point System

Extra-curricular activities are encouraged by awarding credit for participation. The granting of formal credit in them toward graduation is likely to expose the extra curricular work to the danger of being killed by teacher domination. The teacher should know what is going on at all times. She should provide help and guidance wherever needed but she should never dominate the procedure to such an extent that pupils feel that they have no authority, responsibility, or room for initiative.

A point system has been adopted by Gerstmeyer High School. The Activities Committee worked long and hard over a period of two years on one that would suit their needs.

The purpose of the regulation of student participation is two fold:

1. To prevent overzealous pupils from carrying too much work
2. To make it possible for more pupils to assume positions of responsibility and to enjoy the benefits that accrue therefrom

There are three classifications of offices as to points:

1. Major offices which receive from zero to fifteen points
2. Minor offices which receive from zero to ten points
3. Participation which receive from zero to five points
Rules:

No student can be granted more than forty-five points each semester.

A student who holds a major office can not hold any other office.

Each home room teacher is responsible for his group. If, however, there is any question arising it shall be brought before the activities committee.

No student is eligible to hold office unless he is passing in at least three subjects.

No student can belong to more than two clubs and hold office in a class organization at the same time.

The points earned by each student shall be listed on his or her credit card at the end of each semester and totalled at the end of each year.

To furnish an incentive for student participation in extracurricular activities, public recognition shall be given to those who receive the highest number of points. The number honored each year will be determined by the activities committee.

No points will be given where credit is earned.

Fifteen is the maximum number of points that may be made in one club or home room.

The "Point System Committee," which was composed of three members of the Activities Committee, has accorded the major offices 0-15 points and minor 0-10 points. However, this committee suggests to the faculty the points that each position is worth if managed efficiently.
Major offices 0-15

a. President of classes
b. President of home room
c. President of club
d. Editor of school paper or annual
e. Business manager of school paper or annual
f. Advertising manager of school paper or annual

Minor offices 0-10

a. Secretary and treasurer of classes
b. Secretary and treasurer of home rooms
c. Secretary and treasurer of clubs
d. Yell leader
e. Permanent chairman of program committees, home room, classes and club
f. Captain of athletic teams
g. Any contestant in any state or local contest except athletics
h. Member of theatre club

One to five points

Any member of an athletic team who participates in any regularly scheduled contest

a. Home room cashier
b. Home room ticket seller
c. Junior representative
d. Sportsmanship representative
e. Participation in club
f. Participation in home room
The stage manager shall be termed a club president. Any of these rules are subject to modification upon petition to the activities committee. The teacher sponsoring the activity, is to be the judge of the number of points which any student is to receive.

Once each year an assembly is held to recognize those pupils who have won high points in the school. The names are also posted in the trophy case.

Program for the Assembly

March--Orchestra
America--Audience
Flag salute--student
Presentation of speaker
Talk
Meaning of Point System and the Presentation of Certificates--Principal
School song--Audience

This has been in effect for two years, and it is the opinion of the committee that it has been fairly successful.
Chapter IV

Summary

A. Conclusions

1. An outstanding result of the experiment in Home Room activities at Gerstmeyer High School was the development of student initiative. After a few weeks' work with the group, some of the most reticent began to discover new and better ways of accomplishing the task, and even in the apparently most unpromising, such discovery became the nucleus of leadership.

2. Working in the small Home Room group showed conclusively that there is no better way to develop friendliness and loyalty in the group which later develops the same qualities in the larger group, and the school as a whole. The group interest in intramural activities, the programs shared with other Home Room groups, the celebration of such honors as the service medal and the sportsmanship medal won by the boy in the Home room—all of these are conducive to pride in the work of the Home Room and again in all activities related to the student body.

3. Those pupils who have trouble in adjusting themselves in the larger groups seemed to have no difficulty in following the advice and suggestions of the Home Room teacher in the smaller group. Gracious and reasonable obedience thus fostered in the Home Room makes it easier for the student to fall in line with the procedure and instructions in the larger school group.

4. The ability to execute a plan or project once it is understood was demonstrated throughout the year in the Home Room.
"Our group"—the slogan that seems to fire the imagination and pride in things well done—seemed to be the motivating force for innumerable execution projects, programs, and Travel Club activities.

5. Clean living and clean thinking, both highly desirable objectives, frequently offer an almost impossible problem when considered in the larger school group like the thousand students at Gerstmeyer; but that same problem undertaken in many smaller groups of Home Rooms, where the closer association of teacher and pupil makes for real friendship, becomes much easier for solution. This fact was demonstrated again and again in our Home Groups at Gerstmeyer where there are many poor people to whom proper clothing and bathing are something with which to wrestle.

B. Suggestions

1. If the Home Room work in the secondary school is to function at its best, more time must be allowed for it in the daily program—that is, the teacher load should be less in order to plan and execute the Home Room activities where the pupils' aptitudes are perhaps studied closer than in most classroom instruction. The development of initiative, leadership, and cooperative work can flourish in the Home Room much better if the time element were considered by those who make the days program.

2. A general director or supervisor for the Home Room work of a school would add greatly to the smoother functioning of such activities. The year's program would be more unified, and the actual accomplishments of the Home Room teachers more equally distributed. As it is in many schools some Home Rooms have much to show at the end of the year while others have been Home Rooms in name only.
3. The students in the Home Room are much like the teachers in that they have insufficient time to do all the work of which a good Home Room activities program is capable. This is a problem that needs further consideration.

4. While a point system has been worked out at Gerstmeyer in which credit points are given for participation in Home Room activities, so far nothing has been done in allowing these points to count towards graduation. If this were done, it would act as a real incentive to lukewarm students to participate in all the activities.

5. It is advisable that all Home Room teachers adopt the philosophy of Bode who says in Modern Educational Theories, page 338, "There is so much more to life than scholarship." With faith in that principle, the Home Rooms of the future may realize that it can help boys and girls to live clean lives, to be friendly with one another, to work together peaceably, to become leaders, to learn that education is the richest of gifts--in fact, to live the abundant life.

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APPENDIX A

A. Bibliography


APPENDIX B

Typical Home Room Constitution:

This Home Room shall be known as Home Room Number 2 of Gerstmeyer High School.

Membership

Membership in this Home Room shall be determined by the administration of the school.

Purpose

The purpose is to foster good citizenship, to develop a spirit of friendliness, to train efficient leaders and to promote democracy among the members.

Officers

The officers shall consist of a President, Vice President, a Secretary Treasurer, and a Sponsor.

Meetings

Determined by organization of school

Programs

The programs shall be of three types—literary, discursive, recreational.

Every member of the Home Room shall serve on a program committee and appear on the program as his turn may come.

Amendment

This constitution may be amended at any meeting of the organization by a two-thirds vote.
APPENDIX C

A. Example of The Travel Club in Gerstmeyer High School, Terre Haute, Indiana

1. Aims

a. To broaden experience
b. To encourage a larger outlook in life
c. To acquaint the student with geographical and historical interests
d. To enlarge social contacts
e. To learn more about our own and other countries
f. To bring people of the world closer together
g. To promote friendly relations and peace
h. To gain knowledge and customs, folkways and mores of people
i. To understand the world better

2. Activities

a. Mental travel to all lands
b. Imaginary trips
c. Explorations, discoveries, etc.
d. Exploring near-by places
e. Experiences of those who have travelled through talks and lectures
f. Collection of post cards, pictures, current events and charts of all countries
g. Keep written records
h. Make special tours by using the materials
i. Make relief maps
j. Relate experiences, customs, dress, etc. of people
k. Study traditions
l. Plan trips
m. Study maps, road maps, and time tables
n. Possible trips to places of historical interest
o. Make scrap books
p. Correspond with pupils in other places, states and nations
q. Collect souvenirs, coins, stamps, flags, etc.
r. Understand travel laws, passports, vises
s. Read books of travel

3. Reading Group

List of Travel Books

a. Unknown Lands. . . . . . . . . . . . . . . . . . . . . . . . . Blascoe, Ibanez
b. A Tenderfoot with Peary. . . . . . . . . . . . . . . . Borup
c. Edge of the Jungle. . . . . . . . . . . . . . . . . . . . . . . . Beebe
d. Camping and Tramping with Roosevelt. Roosevelt
e. Life on the Mississippi. . . . . . . . . . . . . . . . . Clemens
f. Two Years Before the Mast. . . . . . . . . . . . . . . . Dana, Chas.
g. A Day in Rome. . . . . . . . . . . . . . . . . . . . . . . . . Davis
h. Making My Way Round the World. . . . . . . . . . . . . Franck, H. A.
i. Brazilian Adventure. . . . . . . . . . . . . . . . . . . . . . . Fleming
j. Desert Island Adventure. . . . . . . . . . . . . . . . . . Grove
k. Martin Johnson Lion Tamer. . . . . . . . . . . . . . . . . . Greene
l. Trader Horn. . . . . . . . . . . . . . . . . . . . . . . . . . . . . Horn, A.
m. The Glorious Adventure. . . . . . . . . . . . . . . . . . . Halliburton, R.
n. The Royal Road to Romance. . . . . . . . . . . . . . . . . . Halliburton, R.
o. The Iliad. . . . . . . . . . . . . . . . . . . . . . . . . . . . . Homer
p. The Odyssey. . . . . . . . . . . . . . . . . . . . . . . . . . . Homer
q. The Dark Frigate. . . . . . . . . . . . . . . . . . . . . . . . . Howes, C.
r. The Cradle of the Deep. .............. Lowell, J.
s. The Cruise of the Snark .............. London, J.
t. Moby Dick. ............................. Melville, H.
u. Typee. .................................. Melville, H.
v. Jungle Paths and Inca Ruins .......... McGovern
w. Rocky Mountain Wonderlands .......... Mills, E. A.
x. Our National Parks .................... Muir, J.
y. Alaska Days with John Muir ........... Muir, J.
z. The Oregon Trail ........................ Parkman, F.
a. David goes to Greenland .............. Parkman, F.
b. David goes Voyaging .................... Parkman, F.
c. Man-eaters of Tsoro .................... Patterson
d. Captain Blood .......................... Sabatini, R.
e. Magic Island ............................ Seabrook
f. Hunters of the Great North ............ Stephanson
g. Black Arrow ............................. Stevenson, R. L.
h. Kidnapped ............................... Stevenson, R. L.
i. Treasure Island ........................ Stevenson, R. L.
j. Ten Thousand Miles on a Dog Sled ... Stuck
k. Gulliver's Travels ........................ Swift, Jonathan

4. Collector's group

This group reaches students that are not reached by the other activities.

a. Collect stamp books, pictures, curios, post cards, souvenirs, coins, objects of nature, adventures, advertisements, etc.
b. Study the history of the objects collected
c. Build and sponsor exhibits
d. Form an exchange bureau
e. Exhaust available material

f. Learn how to best arrange material, preserve it, and exhibit it

g. Enter contests

5. Officers

a. President

b. Vice President

c. Secretary-Treasurer

d. Chairman Program

6. Constitution

This club shall be known as the Travel Club of Gerstmeyer High School, Terre Haute, Indiana.

Membership shall include those interested in the object of the club.

The members of this organization have established this constitution in order that all members will have the opportunity to become acquainted with travel points of interest in the world and to develop an interest in the ways and means of travel. All members of the club have the duty and privilege of preparing and giving a part of a program during their membership.

All members have the right to expect courtesy from other members of the organization.

Each member must at sometime contribute something to the club.

The government of the club will be in the hands of the officers. They shall be assisted by the sponsor.

The president shall preside at all meetings and shall, with the approval of the sponsor, appoint all committees.
The secretary-treasurer shall record the proceedings of the meeting, and shall deposit all records with the faculty advisor at the end of the term of office.

The Vice President shall assume the duties of the President in case of his absence and act as chairman of the program committee.

Program committee--The duties shall be:

a. Find material for programs
b. To notify members who are placed on program
c. To be responsible for the preparation and the delivery of each number on the program

The officers shall be elected at the second regular meeting of the semester.

Amendment--This constitution may be amended by a vote of 2/3 of its members. A new constitution may be made by a vote of 1/4 of its members.

Schedule--This organization shall meet each Thursday at home room time unless a notice is received from the school authority.

7. Program for one school year

First Semester Club Meeting

I

Sponsor should take charge. She explains the objectives, purposes of the club, and the organization, and program. She should appoint a nominating committee for the officers for the term. Each member is responsible for at least a part of a program.

II

Election of officers

The elected officers accept, and the program groups are
organized. Each group decides on the date on which he or she will give the program. The constitution is read and approved.

III

Indians of North America

This program was presented by members of the collectors' group. They used post cards and relics which they had collected. They were assisted by some other students.

a. Origin of the American Indian
b. Indians in Indiana
c. Some Indians in History
d. Sitting Bull
e. Tecumseh
f. Sign Language and the Totem Pole (Used Collections in this talk)
g. The Indian Art (Collections used)
h. The Indian Dance

IV

Program of Personal Experiences

a. My Father's Airplane Flight
b. My Adventures at the Century of Progress
c. Hitch-hiking to California

(This boy placed a map on the board and used the remainder of the hour for discussion)

V

Historical Indiana

Map used and a talk given by Mr. Bright of Indiana State Teacher's College
VI

Means of Travel

Pictures and the lantern were used with all these talks. These boys had collected a great number of interesting pictures.

- The Covered Wagon
- The Carriage
- The Railroad
- Automobiles
- Ships of All Times
- Airplanes
- The stratosphere

VII

Know Your World

Each member told something interesting and peculiar to some part of the World. A committee planned this program, provided the map, and started the program.

VIII

An Imaginary trip from Terre Haute to Alaska. Clippings, maps, and pictures used

- Terre Haute to Seattle
- Seattle
- Seattle to Sitka
- The Eskimo
- Games and Houses
- Life in Alaska
- The Reindeer Roundup

IX

Mr. Maehling, Principal of Woodrow Wilson Junior High School, Terre Haute, Indiana, was secured by the committee. They made
arrangements for the auditorium, secured the lantern, and introduced the speaker.

He showed pictures of England, Scotland, and France.

The committee invited the Theatre Club and the French Club as their guests.

X

Terre Haute to Mexico

Pictures were used and two pupils talked

a. Terre Haute to New Orleans
b. New Orleans
c. Mexico--This talk of about ten minutes was given by Gilbert Wilson.

XI

The Old West

a. Cowboy songs by some of the club members (Vocal and guitar)
b. The Rodeo--by a boy who had worked two summers in a Rodeo

XII

Christmas Program

a. Introduction--Meaning of Christmas
b. Christmas Carols--Glee Club
   (1) Deck the Hall
   (2) O Come, All Ye Faithful
   (3) It Came Upon the Midnight Clear
   (4) Silent Night
c. Talk--Palestine--This talk was given by Mr. Forney, Principal of Wiley High School, Terre Haute, Indiana, who had visited in Palestine. Music, French, and
Athletic Clubs were guests.

XIII

Picture provided by the Committee *Three Ways Westward*

Meeting after vacation

XIV

Travel Books

A list of Travel Books available in our school library had been selected and placed on the board earlier in the term.

Review of these books were given by the various members.

Second Semester Club Meetings

I

Organization meeting

II

One member of club had invited the principal to show some pictures which he had taken on his trip to Yellowstone Park.

III

Personal Experiences

Pictures Used

a. My Trip to Philadelphia

b. Detroit, as I Saw It

c. My Life in Italy (Given by a boy who had lived four years in Italy)

IV

Travel Club were the guests of the Scout Training Club. The speaker was Hon. Duff Caldwell, who spoke on *Panama*.

V

Program Prepared by Committee

Groups of questions were put on board and the club answered them.
Program conducted by a boy who had made a hobby of collecting post cards from all over the world. He told something about each place. He did this very well and kept the attention of the pupils.

VII

A. Meaning of Easter

B. Solo Prayer Perfect

C. Passion Play at Oberammergau by Rev. Andrew Esperson, Pastor of First Baptist Church, Terre Haute, Indiana, who had witnessed the Passion Play

VIII

Picture--sponsored by eight members--meeting after spring vacation

a. Winter Sports at Lake Placid

b. Ride Em' Cowboy (Rodeo)

IX

St. Patrick's Program

a. Meaning of St. Patrick's Day

b. Songs--Vocal solos

(1) When Irish Eyes Are Smiling

(2) A Little Bit of Heaven

c. Ireland--A member of faculty

d. Reading--Widow Malone

X

News Flashes
Arranged by a committee of five They led the discussion on Current Events of the World.

a. Sports
b. People
c. Inventions
d. Government
e. General

XI

Guests of French Club

(Program of French plays, songs, and dances)

XII

Byrd's Antarctic Expedition

1. Expedition to the South Pole
2. Discussion pictures shown

a. Map
b. Byrd
c. Dogs
d. Ship
e. Whale
f. Ice and ice bergs
g. Village
h. Seals
i. Expedition members

XIII

Picnic

An entertainment committee was appointed that planned the picnic at Deming Park.
APPENDIX D

Typical Assembly Programs for One School Year

I

Welcome Program

a. Selection--Orchestra
b. America
c. Flag salute
d. Greetings of Welcome to New Pupils
e. What Are Our Ideals and Where Do You Come In?
f. Response to Welcome--A Freshman
g. Your Friend and Guide--A Teacher
h. School Song

II

Pep Assembly

a. Selection--Orchestra
b. Pep Singing by School
c. School Locomotive--Yell Leader
d. Sportsmanship Talks
   (1) How to Be a Good Loser and a Gracious Winner
   (2) What Our School Means to Us and the Significance
        of Our School Letter
e. Talks by members of the Team (1 min.)
   (1) How I should Act on the Sideline
   (2) Courtesy to Our Opponent
   (3) Our Conduct When We Are Visitors
   (4) How to be a Good Rooter
f. School Yells

3. School Song

III

Football Program

a. Selection--Orchestra
b. School Song
c. What Our Team Stands For--Members of the Team
d. Our Team--The Coach
e. Football Song
f. You Can Depend on the Girls--A Girl
g. Lessons from the Gridiron--Principal
h. Introduction of the Team--Yell Leader
i. Yells

IV

Senior Play

a. Selection--Orchestra
b. Class Song
c. Traditions of the School That the Seniors Would Like to Perpetuate
d. Some Things High School Has Done for Me
e. Class Will
f. Class Prophecy
g. Giving Key to President of Junior Class
h. School Song

V

Recognition Day

a. Presentation of letters, certificates, sweaters, etc. to pupils who have excelled in athletics and service throughout the year
VI

National Honor Society
A committee should arrange this program

VII

Style Show
a. Violin solo
b. The Purpose of Our Style Show—A girl dressed in page's costume
c. What Types of Clothing Shall Girls Wear to School?
   Talk (Seven girls dressed appropriately to illustrate the ideas presented)
d. What Type Clothing Shall Boys Wear to School?
e. What Type Clothing Shall We Wear on the Street?
f. What Type Clothing Shall We Wear to Parties and Dances?
g. Pageant—Style Through the Ages
h. Song—Girls' Glee Club

VIII

Program by Colored Students of School
a. Selection—Orchestra
b. Place of Negro Music in America—White Student
c. The Negro Spiritual—Talk
d. Group of Negro Spirituals:
   (1) Swing Low Sweet Charriot
   (2) I Got a Robe
   (3) Jacob's Ladder
   (4) Steal Away
e. Paul Lawrence Dunbar
f. Song—and Banjo—Pickin' Cotton
g. Dance
h. Booker T. Washington--Talk
i. Popular songs--group of boys

IX

Program sponsored by Mathematics Department
a. Orchestra
b. Introduction--Talk showing relation of mathematics to other subjects
c. Music--Flute solo
d. Talk--Magic of Numbers
e. Dance
f. Play--If--Short play showing the importance of mathematics
g. Talk--Geometry in Nature
h. Music--Orchestra

X

Vocational Education
a. Orchestra
b. Introduction--The Place of Vocation in Modern Life
c. What It Pays
   (1) In Dollars and Cents
   (2) In Personal Satisfaction
d. What It Takes
   (1) In Personal Requirements
   (2) In Preparation
e. Music--Brass quartette
f. Important Factors to be Considered in Choosing a Vocation
g. The Importance of a Good Start
h. Music--Boys' Glee Club

XI

Stephen A. Foster (Music Department Club)
a. Orchestra
b. Introduction--Folk songs’ meaning) and the American Folk Songs

c. Song--assembly (My Old Kentucky Home)

d. Life of Stephen Foster

e. Description of the Rowan Mansion, the Original "Old Kentucky Home"

f. Music--Brass Quartette

g. Stories of some of His Songs

h. Songs--Glee Club

(1) Massa's in de Cold, Cold Ground

(2) Old Black Joe

(3) Old Dog Tray

(4) Nellie Bly

XII

Music Program

a. Selection

b. America

c. Flag Salute

d. Boys' Glee Club

(1) _________

(2) _________

e. Solo

f. Assembly Singing

(1) _________

(2) _________

g. Violin Solo

h. Orchestra

i. Mixed Chorus

(1) _________

(2)
Girls' Glee Club
k. Solo

XIII

Orchestra Program
a. Selection--Orchestra
b. America
c. Flag Salute
d. March--Orchestra
e. Evolution of the Orchestra
f. Overture--Orchestra
g. The Violin--Its Age and Place in the Orchestra
h. Violin Solo
i. Short Life History of a Famous Composer with a Selection Illustrating Music he wrote
j. Come Where My Love Lies Dreaming
k. Nellie Was a Lady
l. Uncle Ned
m. Gwine to Run All Night
n. My Old Kentucky Home
o. O Susanna
p. Hard Times Come Again No More
q. Way Down Upon the Swanee River
r. Oh Boys Carry Me 'Long
s. Camptown Races
t. Gentle Annie

XIV

Health Week

a. Selection--Orchestra
b. Purpose

c. Pictures (showing good and bad health)

d. Music

e. Talk—by a good doctor or nurse

f. Health Rules

g. Dance—Physical Education Department

Safety Week

a. Selection—Orchestra

b. Purpose

c. Show results of carelessness by some figures and pictures of accidents

Indiana Week  December 11

Nearly every state has set aside the date of its admission to the Union as State Day and the schools celebrate this day. The program has to do with the state and its history.

Birthday Party—students seated about a table

a. The State Song—History Sung by the Assembly

b. Origin of State Day

c. Our State's Flower, Seal, Motto and Flag

d. Our State's Firsts

e. Our State's Scenic Splendor

f. Our State's Composers and Their Music

g. Facts About Indiana

h. Song—Prayer Perfect

Education Week

a. Selection—Orchestra

b. Introduction—Excerpts from the Constitution on Education
A Pageant is a good thing to use here

Father's Day

a. Music--School Orchestra
b. Greeting to Fathers--H. S. Student
c. Response--Some Influential Father
d. Song--Boy's Quartet--"That Silver Haired Daddy of Mine"
e. Humorous Reading
f. Miscellaneous Talks on School Days--Fathers
g. Music--Mixed Chorus--Medley of Old Fashioned Chorus

Riley Day

a. Selection--Orchestra
b. Song
   (1) There Little Girl Don't Cry
   (2) The Prayer Perfect
c. Biography of Riley
d. Readings
   (1) Big Brown Bear
   (2) Little Orphan Annie
   (3) Out to Old Aunt Mary's
e. Musical Reading--An Old Sweetheart of Mine
f. Reading from Love Lyrics
g. Play--Out to Old Aunt Mary's
Mother's Day

a. Selection--Orchestra
b. Song--Mother's Old Red Shawl
c. Miss Jarvis and the Origin of Mother's Day
d. A Thought for Mother's Day--Edgar Guest
e. Song--Mother Machree
f. Why we Celebrate Mother's Day
g. Mother's Place in the Nation
h. Ave Maria (Oldest Mother Song)
i. Mother O'Mine
j. Home Sweet Home

Other Poems

a. My Mother--Samuel Wilson
b. The White Carnation--Margaret Sangster
c. Her Little Boy--Pearson's Weekly
d. The Mother--Sara Louise Arnold
e. Ma's Tools--Anonymous
f. Which Loved Her Best--Joy Allisoh
g. The Bravest Battle--Joaquin Miller

Reference--Mother's Day--Dodd, Mead & Co.

Arbor Day

a. Selection
b. America
c. Flag Salute
d. Trees--(Rausback)--Glee Club
e. The Origin of Arbor Day
F. The Friendly Trees--Henry Van Dyke
g. Trees of Our Community

h. Vocal Solo--The Great Cathedral--Hahn

i. Trees--Joyce Kilmer

j. Woodman Spare that Tree--George F. Morris

k. 3 minute talk on Tree Surgery

l. 3 minute talk on Reforestation by C. C. C.

XXII

St. Patrick's Day

a. Selection--Orchestra

b. Song

(1) Mother Machree

(2) When Irish Eyes Are Smiling

c. St. Patrick and Origin of St. Patrick's Day

d. Song--Rosie O'Grady

e. St. Patrick Was a Gentleman--Henry Bennett

f. Songs

(1) Come Back to Erin

(2) The 'Jearin' of the Green

g. Irish Jig--Girls

h. Poems and Songs--One Poem

(1) Mother Machree

(2) Where the River Shannon Flows

(3) The Last Rose of Summer

(4) Oft in the Stilly Night

(5) The Minstrel Boy

(6) That Tumble Down Shack in Athlone
(7) When Irish Eyes are Smiling
(8) Macushla
(9) Widow Machree--Samuel Lover (Poem)
(10) Exile of Erin--Campbell
(11) Hills of My Heart--Carberry
(12) My Land--T. O. Davis
(13) Cushla-ma-chree--John P. Curran

i. Songs
j. Orchestra--Melody of Jigs and Irish Music
k. Short Play--The Widow's Mite (Found in 'Drama' 1924)
l. Irish Folk Songs
m. Vocal--Believe Me, If All Those Endearing Young Charms When Love is Kind

XXIII

Hallowe’en Program

a. Introduction
b. Meaning of Hallowe’en
c. Some Hallowe’en customs and superstitions
d. Dialogue--Skeletons and Dynamite
e. Dance--Skeleton
f. A Ghost’s Return--Monologue
g. Play--Troubled by Ghosts
h. The Goblins Will Git You If You Don’t Watch Out--
   (James Whitcomb Riley) Glee Club

Washington’s Birthday

a. Selection--Orchestra
b. America
c. Flag salute
d. Washington’s Birthday--Holmes
e. Song--The Red White and Blue

f. Tableaux
   (1) Washington at Valley Forge
   (2) Washington Crossing the Delaware
   (3) Washington Encouraging the Continental Troops
   (4) Washington's First Inauguration
   (5) Washington With His Cabinet

g. Patriotic Song
   (1) Yankee Doodle

XXV

Constitution Day
a. Selection--Orchestra
b. America
c. Flag salute and Oath of Allegiance
d. Our Constitution--Outside speaker
  e. The Americans Creed--Assembly
  f. Star Spangled Banner--Assembly
    XXVI

Columbus Day
a. March--Orchestra
b. America
c. Flag salute
d. Italian Folk Songs
e. Introduction--Meaning of Columbus Day
f. Poem--Columbus
g. Talks
   (1) Real and Imaginary Dangers of Sea Travel
   (2) Why Not Call America Columbia
XXVII

(3) How Columbus Day is Celebrated in Central America; South America; Spain; Panama

(4) The Columbian Exposition of 1893

(5) Song--America the Beautiful

XXVIII

Armistice Day

a. Selection--Orchestra
b. America
c. Flag salute
d. Introduction--Meaning of Armistice Day
e. Song--America the Beautiful
f. Readings and Pictures
g. "In Flanders Field" by John McCrae
h. "America's Answer" by R. W. Lillard
i. Songs
   (1) Over There
   (2) Smiles
   (3) Rose of No Man's Land
   (4) Prayer for Peace

XXIX

Memorial Day

a. Selection--Orchestra
b. America
c. Flag salute
d. Meaning of Memorial Day
e. Were Tenting To-night--Song and Tableau
f. Reading--The Blue and the Gray
g. Songs
(1) Just Before the Battle Mother

(2) Battle Cry of Freedom

h. Poem--Decoration Day--Longfellow

i. Songs

(1) Dixie

(2) Marching Through Georgia

XXX

Christmas

a. Selection--Orchestra

b. Song by Assembly--Joy to the World

c. The Story of Christmas--Outside Speaker

d. Or A Christmas Play

XXXI

Easter

a. Selection--Orchestra

b. Song--Prayer Perfect

c. Talk--Meaning of Easter--Minister

XXXII

Thanksgiving

a. Selection--Orchestra

b. Meaning of Thanksgiving Day

c. Group of Songs--Glee Club

d. Play--Dramatic Club

e. Music--Instrumental
APPENDIX E

THE HOME ROOM CALENDAR

SEPTEMBER

2. Eugene Field
3. Sports--Football
4. Labor Day (Date varies)
5. School Spirit and Traditions
6. Lafayette

   Battle of the Maine
7. Conduct in the Halls and Auditorium
8. Manners and Modern Conventions
9. California entered the Union 1850
10. Battle of Lake Erie
11. Harvest Festival
12. Henry Hudson
13. First Yale College Commencement 1702

   Pershing
14. Harvard College founded 1636
    Star Spangled Banner (Francis Scott Key)
15. James Fenimore Cooper
    William Howard Taft born 1857
16. Pilgrims sailed in Mayflower
17. Birthday of the Constitution 1787; Constitution Week

   Washington Farewell Address
18. Corner Stone of National Capitol laid in 1793
19. Emancipation Proclamation
20. Planting Autumn flowers and trees
21. Jewish New Year
22. Value of High School Education
23. Autumn begins
24. Plans For Winter in the Home
25. Balboa Discovered the Pacific Ocean 1513
26. Current Events
27. Outstanding People of the Last Month

   (Literary Digest: They Stand Out From the Crowd)
28. Frances E. Willard
2. Ferdinand Foch
3. Miles Standish (Died 1656)
4. Jean Francois Millet
5. First Cotton Exposition
6. Jenny Lind
7. James Whitcomb Riley
9-16. Fire Prevention Week
     Safety First Week
11-21. National Picture Week
12. Christopher Columbus
13. Patriotic Music
14. William Penn
15. The World of Sport
16. Noah Webster
17-23. Red Cross Week
19. Surrender of Cornwallis, Yorktown
20. John Dewey
21. U. S. Frigate Constitution launched 1797
22. Current Events
23. The World's Holidays
24. Real and Imaginary Dangers of Sea Travel
25. Geoffrey Chaucer (Died 1400)
26. Anecdotes of Famous People (The Reader's Digest)
27. Theodore Roosevelt
28. Statue of Liberty Unveiled 1886
29. Outstanding People of the last month
30. John Adams born 1735
31. Hallowe'en
     Nevada entered Union 1864
NOVEMBER

1. All Saints Day
2. Daniel Boone
   North and South Dakota entered Union 1889
3. William Cullen Bryant
4. Navy Day
5. Election Day
   Citizenship Week
6. Songs of the World War
7. Marie Sklodowska Curie
8. Montana entered Union 1889
9-15. Book Week
   Education Week
10. Annual Armistice Day Game
11. Armistice Day—Meaning and Celebration
12. Indian Summer
13-19. Father and Sons' Week
13. Robert Louis Stevenson
14. Robert Fulton
   Booker T. Washington (Died 1915)
15. Articles of Confederation Adopted by Continental Congress 1777
16. Oklahoma entered Union 1907
17. American Education Week (Date varies)
18. History of American High School
19. George Rogers Clark
   Lincoln's Gettysburg Address
20. Vocational Education
21. Mayflower Compact Signed 1620
22. Saint Cecilia, Patron Saint of Music
23. Pike's Peak discovered 1806
24. Current Events
25. Andrew Carnegie
26. Outstanding People of the Month
27. Thanksgiving Day (Last Thursday of November)
28. First U. S. Post office opened at New York City
29. Louisa May Alcott
30. Thanksgiving Day
DECEMBER

1. Courtesy Week
2. Monroe Doctrine in Annual Message 1823
3. Health Week
4. Old Christmas Customs
5. Christmas Carols
6. Saint Nicholas—Patron Saint of Children
7. Delaware entered Union 1787
8. Joel Chandler Harris
9. John Milton
10. William Lloyd Garrison
11. Indiana Day—Indiana entered Union 1816
   Pennsylvania entered Union
13. Outstanding People of the Month
14. Alabama entered Union in 1819
15. Current Events
16. Ludwig Von Beethoven
   Boston Tea Party
17. John S. Whittier
   First aviation flight
18. Christmas Charity Activities
19. Community Chests
20. Famous Christmas Recipes
21. Forefathers' Day
   Landing of Pilgrims
   First Day of Winter
22. Winter Sports in other Lands
23. Christmas Party
24. Christopher (Kit) Carson
25. Christmas Day
26. George Dewey
27. Louis Pasteur
28. Woodrow Wilson
JANUARY

1. New Year's Day
   Paul Revere
2. Georgia entered Union 1788
3. New Year's Resolutions
4. Utah entered Union 1896
5. Outstanding People of the Past Year
   Jean of Arc
   New Mexico entered Union 1912
6. Current Events
   First Wireless Across the Atlantic
   Battle of New Orleans
7. Connecticut entered the Union 1788
8. Basketball
9. Alexander Hamilton
10. Edmund Burke
11. Completion of First American Locomotive
12. The United States Flag and Its Display
13. My School Creed
14. The 18th Amendment of Prohibition in effect 1920
15. Benjamin Franklin
   Thrift Week
16. Daniel Webster
17. Robert E. Lee
   Edgar Allan Poe
18. Relief Work of the Federal Government
19. Stonewall Jackson
20. Better Speech Week
21. Know Your City
22. Gold Discovered in California
23. Robert Burns
   First Telephone conversation between New York and San Francisco
24. Michigan entered Union in 1837
25. Wolfgang A Mozart
26. Sir Francis Drake
27. William McKinley
28. Opportunities for Boys To-day
29. Child Labor Day
   Franz Schubert
FEBRUARY

1. Planning a Budget
2. Ground Hog Day
3. Felix Mendelssohn
   Sidney Lanier
4. Charles A. Lindbergh
5. Outstanding People of the Last Month
6. Massachusetts entered Union 1788
7. Charles Dickens
8. John Ruskin
9. A Working Schedule for a High School Student
10. Current Events
11. Thomas A. Edison
12. Abraham Lincoln
13. Safety First Rules
14. St. Valentine's Day
15-21. Good English Week
16. Newspaper Articles
17. New Books
18. Common Mistakes in Spoken English
19. Copernicus--founder of modern astronomy
20. Opportunities For Girls Today
21. Advantages of the Telephone in the Home
22. George Washington
    James Russell Lowell
    National Song Week
23. Popular Songs
24. Famous Pictures
25. Seven Wonders of the World
26. Victor Hugo
    William F. Cody (Buffalo Bill)
27. Henry W. Longfellow
MARCH

1. Frederic Francois Chopin
2. Sam Houston
   Texas Independence
3. Alexander Graham Bell
4. U. S. Constitution declared in effect
5. Boston Massacre
6. Michael Angelo
   Phillip H. Sheridan
7. Luther Burbank
8. Outstanding People of the Last Month
9. Battle of "Monitor and Merrimac"
10. Some Important Late Inventions (Popular Mechanics)
11. The Old McGuffey Readers
12. Post Office established by Congress 1789
13. Spring Sports--Track
14. The Importance of Clothes
15. Andrew Jackson born 1767--Maine
16. James Madison
17. Saint Patrick's Day
18. Americus Vespucius
19. David Livingstone
20. First Day of Spring
21. Vernal Equinox
   Johann Sebastian Bach
22. Rosalie Marie Bonheur
23. Patrick Henry's Speech
24. Outstanding People of Terre Haute
25. Our Water System
26. Current Events
27. Terre Haute Busses
28. Industries of Terre Haute
29. Leaders in United States Government
30. Alaska purchased from Russia
APRIL

1. All Fool's Day (fun day)
2. Hans Christian Anderson
3. John Burroughs
   Washington Irving
4. The Passion Play
5. Significance of Easter Day
6. U. S. entered the World War
7. Discovery of North Pole
8. Ponce de Leon landed in Florida--1513
9. Palm Sunday
   General R. E. Lee surrendered--1865
10. William Booth
11. Civil Heroes
12. Henry Clay
13. Thomas Jefferson
14. First edition of Websters Dictionary--1828
15-21. Clean Up Week
16. Wilbur Wright
17. Historic Sites in Terre Haute
18. Paul Revere's Ride
19. Lexington and Concord Patriots' Day
20. Birds Native to Indiana
21. John Muir
22. Arbor Day
23-29. American Forest Week
   William Shakespeare
24. National Wild Flower Day
25. Outstanding People of the Month
26. Daniel Defoe (Died 1731)
27. Ferdinand Magellan (Died 1521)
28. S. F. B. Morse
29. U. S. Grant
30. Maryland entered the Union 1788
31. Current Events
32. Washington inaugurated first President, New York, 1789
MAY

1. May Day
   National Health Week
2. Leonardo da Vinci (Died 1510)
3. Artists in Terre Haute
4. Bird Day in the United States
   John James Audobon
5. Bird Sanctuaries in the United States
6-12. National Music Week
   Robert E. Perry
   Robert Browning
   S. S. Lusitania was torpedoed and sunk, 1915
8. Stephen A. Foster and Folk Songs
9. Mothers' Day (second Sunday in May)
   R. E. Byrd
10. Terre Haute Musicians
11. Some Famous Operas
12. Florence Nightingale
   Dante Gabriel Rossetti
13. Outstanding People of the last month
14. Mother's Day
15. First Air Mail Service 1918
16. Madame Schumann Heinck
17. Famous Mothers of the World
18. World Good Will Day
   Peace Day
19. My Plan for Summer Vacation
20. Col. Lindbergh hopped for Paris--first non-stop flight 1927
21. Lindbergh's flight to Paris
22. Wilhelm Richard Wagner
23. South Carolina entered Union--1788
24. The Future of Gerstmeyer High School
25. Ralph Waldo Emerson
26. Early American Poets
27. Julia Ward Howe
28. Civil War Music
29. Ascension Day
30. Memorial Day
31. Walt Whilman