A STUDY OF THE HOME ROOM IN THE MANHATTAN JUNIOR HIGH SCHOOL WITH A COMPARATIVE STUDY OF THE HOME ROOMS IN THE PRINCIPAL JUNIOR HIGH SCHOOLS OF KANSAS

by

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HISTORY AND JUSTIFICATION OF THE HOME ROOM

The Junior High School is a new development in school organization. It grew out of a movement led by President Elliot of Harvard, who, before 1900 felt a need for shortening and enriching the school program. The Department of Superintendence of the National Education Association was interested, and began several years of study and research which culminated in the six-six plan or the six-three-three plan of today. About 1910 the first Junior High Schools began to appear and met with such interest and success that thousands have been established.

The justification of the whole plan lies in recognizing the needs of the adolescent child. With the rapid growth and popularizing of the Junior High School every city and town developed one and with them have grown many problems. Buildings in cities, especially, are large and necessarily large groups of pupils congregate there.

If we consider the ages of the pupils who enter the Junior High School we find that the average child enters at about twelve years, leaving at fifteen. These are the critical years in the life of the adolescent and much of character and life's habits are formed here, we are told by authorities.

We follow, then, a child of twelve who enters a Junior High School of average size. He has come from a ward school near his home from a sixth grade, with one teacher who has both mothered and taught him. All his classes have been in the one room and under the one teacher, and with but few exceptions, everything has been ordered and regulated for him as a child, just as it should be.

Now we picture him entering the Junior High School, several blocks or miles even from his home, where a whole new world greets him. Probably several times as many students to begin with, and where shall he go? He finds from a formidable looking card that he has Arithmetic in Room 35 with Miss Jones, and Hygiene in Room 28 with Mr. Smith. The whole thing is bewildering, perhaps he has never had a man teacher before, the thought of so many rooms, so many places to go, and so many people in a hurry frightens him. He may cry and want to go home, as some do on entering, each year.

Miss Jones in Arithmetic teaches nothing but Arithmetic four or five times daily; she takes very little notice of the newcomer's personal life and so with all the other teachers. Surely something is lacking. If we look about we see that students merely go to their classes, a different teacher in each one who is duty bound to teach her subject to several groups daily.

Where in this plan is the personal contact and the especial attitude to the adolescent and hes needs? Some other new plan is needed.

At first as an administrative device for checking the roll, there were organized reporting or checking rooms. Pupils met at a definite place to leave their wraps and to have their attendance checked. Some teachers made of this more than a mere reporting room and to their pupils it was a Home Room.

The possibilities of such a period with an interested teacher sponsor have expanded and have been developed until the reporting period is a minor part and a special period or possibly several have been set aside for personal guidance, citizenship training, and in short, a home established in the school.

If we follow the new seventh grade pupil to this type of school, we may find that he has already been there before, and has met his Home Room teacher and knows where to go. He steps to his room and is greeted pleasantly by the teacher in charge and is told where to leave his wraps and to make himself at home. When school is called, the teacher explains carefully the character of the new school, how to get about, and what to expect. When classes begin this child goes forth with some assurance. He returns later in

the day to this kindly teacher who again directs him in a friendly way. He grows to know his Home Room mates and he looks forward to the meetings and good times. He feels he has found a home in this wilderness of Junior High School, and it is here he will turn in case of need.

This same need is filled again the next years. He knows his way about but he is glad for a home. His Home Room teacher is interested in him and the group are his friends. His whole school life centers about this group in his good times, his athletics, and in his more serious activities.

Too often the Home Room has never grown beyond this reporting or check room idea, and yet it is called a Home Room. To be a Home Room, there must be the intimate sponsor relationship, together with time for guidance as it grows out of the child's needs. Time, then, must be set aside in the school program and something must be planned to make this a worthwhile period.

This, in general, is the background of the Home Room. The field is new, although growing by leaps and bounds. Perhaps one of the first schools to see its possibilities was the Winfields six year High School at Winfield, Kansas. They have continued developing and have a printed manual, probably not excelled anywhere.

The whole problem is worth considering, and the good

developed in one school should be shared with those elsewhere.

STATEMENT OF THE PROBLEM

The title of this thesis is, "The Home Room in the Manhattan Junior High School, with a Comparative Study of the Home Rooms in the Principal Junior High Schools of Kansas".

The author has been closely associated with the development of the Home Room in Manhattan, being a teacher, Home Room Sponsor, and grade chairman for the past three years.

While the Manhattan plan is not perfect, it is proving a decided success and we feel that for those new to the idea of the Home Room, that we have a plan worthy of consideration.

The comparative study includes twenty four of the leading Junior High Schools in the state, which have developed the Home Room. This gives an idea of the practices in general use.

From our study of the literature in the field, together with the above studies, we offer conclusions and recommendations for a Home Room in a Junior High School.

HOME ROOM IN THE MANHATTAN JUNIOR HIGH SCHOOL

Manhattan is a city of the second class, having a population of approximately ten thousand. With the Kansas State College located here we find the school population to be quite highly selective, the whole life of the city being in the main dependent on the College.

The city takes pride in her schools, having a total school population of well over two thousand. The city has four ward schools and a Colored school which handle the first six grades. The seventh, eighth, and ninth grades are organized as a Junior High School, with an enrollment averaging five hundred fifty pupils. The Junior High School is organized with its own principal and corps of teachers. The senior High School has approximately the same enrollment under a separate organization.

Home Room in the Manhattan Junior High School was begun in its present form in 1929. Previously, under varying plans it had been attempted, but in 1929 under the now existing plan it came to be a strong part of the school system.

As is usually the case in the average school, the principal must be the guiding force and furnish the initiative for new ideas. He must take active leadership

until he can bring in or develop someone to take over the direction.

The plan worked out for Manhattan, the principal and teachers participating, was one which has proven sound, for it has lasted through three successful years.

It was recognized, as in any school organized as a Junior High School, that the break was too great between the sixth grade of a school where each room was a home room and where one teacher was with her pupils throughout the day and knew them, to the seventh grade and Junior High School, where there were several times more pupils and a different teacher for each class. There must be some place to anchor the child and give him a home and someone who was especially interested in his welfare. Likewise the eighth and ninth grades needed this in a lesser degree. This fact alone was enough to justify the organization, but there were others, perhaps less obvious, but of equal or even greater importance. Where was the child to get a taste of those finer things which can't be given in Arithmetic, History, English, or the many other courses offered? Where was he going to practice and learn to be a good citizen? These two ideas alone will justify

organization and a time set aside for their use. As the plan developed and came into being we found that the values grew until the system was the center around which the whole school revolved.

Organization. As our building is arranged, most of the pupils have steel lockers in the halls, but some few were forced to use cloak rooms and the desks in certain rooms for their books. Here, then, was a need and an opportunity for checking attendance; so a period was set aside in the morning at the beginning of school for a reporting period. Each child was to report directly to his Home Room teacher for five minutes before going to his classes. As will be brought out later this period offers many opportunities. This period is again repeated after the noon recess when pupils meet again with their sponsor before going to the classes. After a year's trial the noon reporting period was shortened from five to two minutes, because at noon there was little need for it except to check the roll.

These two periods, of course, occurred daily, but they were not enough. Our daily schedule calls for an activity period of thirty minutes just after school has called at noon. Two of these a week were set aside as Home Room,

thus blending the noon reporting period into the thirty minute period. Here, now, with more time was an opportunity to do some of those services mentioned before.

Daily Schedule

8:20--8:25	Home Room--Reporting Period
8:25--9:30	Classes
9:33--10:34	"
10:37--11:45	"
Noon	
1:00--1:03	Home Room--Reporting Period
1:05--1:30	Activity Period--Mon. Hi-Y and G.R. Wed. Assembly
1:33--2:38	Classes
2:40--3:38	"

Home Room Schedule

7th grade--Thursday--Friday
Tuesday--Assembly
8th grade--Tuesday--Friday
Thursday--Assembly
9th grade--Tuesday--Thursday
Friday--Assembly

The Home Room. Whom to put in the Home Room, how to choose him, how long shall he remain there, who shall be the sponsor? These are problems which justly deserve different treatment in each school according to the size and other local problems.

The pupils coming from the sixth grade to the Junior High School for the first time offer a problem because we

do not know them. The person, of course, who does know the child is his own grade teacher, so in the spring, each teacher from the five sixth grades are asked to rate their pupils. From experience we have found if the future Home Rooms are to be balanced we must know, for reasons to be brought out later, three things: How does the pupil rank scholastically? How does he rank in leadership? And especially for the boys in their intramural program, how would you rate him athletically?

Pupil's Name	Scholarship			Leadership			Athletics		
	1	2	3	1	2	3	1	2	3

From such a rating sheet a fairly well-balanced group may be picked from pupils unknown to those choosing.

The teachers in the seventh and eighth grade rooms are likewise asked to rate their pupils and these lists are passed on to those teachers who will have the groups the next year. The apportioning, of course, could be arbitrarily done by the principal, but there is a certain value in allowing the various teachers to pick from the combined list of rated pupils the ones who are to be their special charges for the coming year. So at a committee meeting, say of the eighth grade teachers, the choices are made.

Of course, this is by no means a perfect system and a few changes will need to be made in the fall, but it seems to give the best balance in grouping, and if the rooms are to compete in any way this is necessary.

In any school system the Home Room sponsors, of course must be the the class room teachers. This means that an Algebra or a Latin teacher must be a personal counselor and director of activities, in a measure. As we will see in a later study, the choosing of the right sponsor is perhaps one of the biggest problems in having a successful room group.

The Home Room Federation. The grouping into Home Rooms offers a fine opportunity for training in self-government and so the Home Room Federation, as it is called, was a natural outgrowth.

The Federation is composed of one member elected from each Home Room, and a teacher sponsor. This group meets biweekly during the ninth grade assembly period. Each Home Room instructs its representative who then brings back a report to the next meeting of the Home Room. In this way the students feel that they are a vital part of the school government.

The membership of the Federship is elected each semester so as to pass the office around. The group is

directly responsible to the principal, and every decision must be accepted by him before it goes into effect. During the three years of its functioning, many worthwhile activities have been sponsored.

One, the Corridor, or Hall Squad which has charge of the halls before and after school and during the passing of classes. The Squad members are appointed by the Federation from a list recommended by the Home Rooms.

The Corridor Squad has done much to lessen traffic congestion and to keep the conduct of the halls the best possible. The members are supplied with large buttons designating them as squad members and they are allowed to take their positions at the warning bell for class dismissal.

A Traffic Squad was a worthwhile project sponsored by the organization. Our school is located on the main highway through the city, and during the noon hour, especially, the congestion of motor traffic plus the thousand students just let out of school makes a danger not to be overlooked.

The matter was taken up with the city police and with their cooperation a plan to have four boys with traffic flags, was worked out, to be used during the few minutes rush just before and after school. The plan worked quite

successfully but was dropped because of the lack of funds and cooperation necessary to equip boys in all kinds of weather.

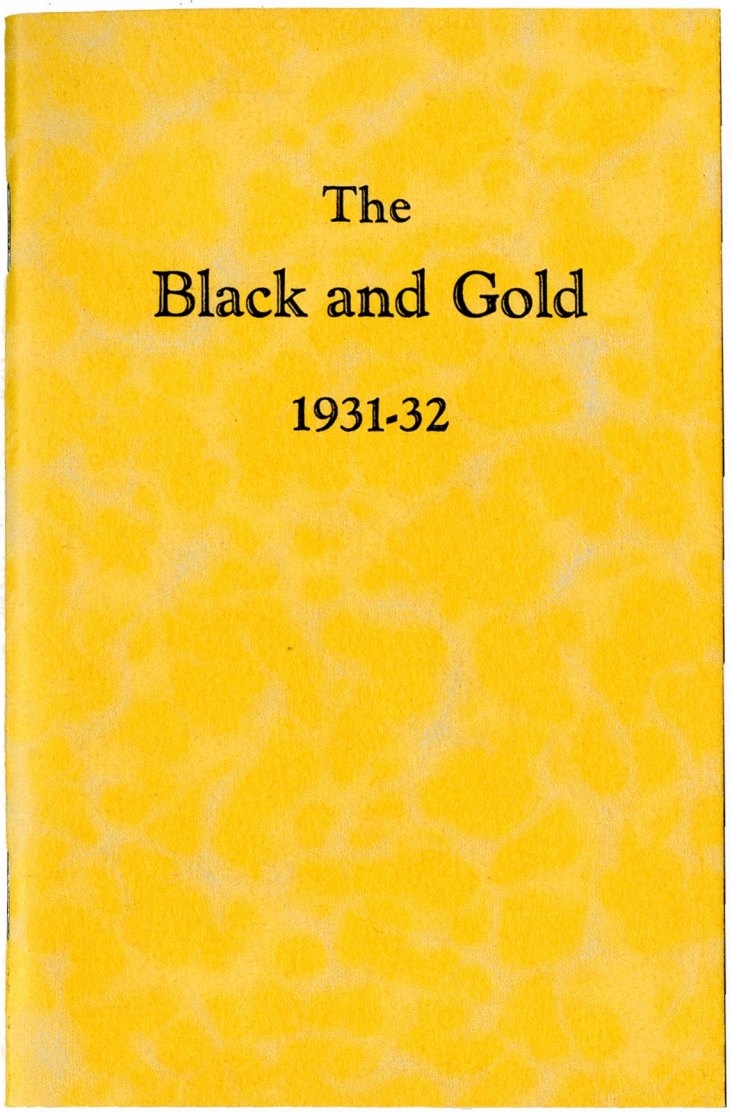
A Book Exchange is another big feature of the Federation. Books are taken in at the close of school, properly labeled, and kept until school begins in the fall, when they are sold. The Exchange charges a ten percent fee for handling, and several hundred dollars worth of books are sold yearly. The plan is a decided success.

A Lost and Found Department was started by the Federation and proved so worthwhile that the office took the work over, as it was too great a burden for students.

The Federation is ever on the lookout for things which will make the school better and as it is a whole school project, little effort is necessary to promote its work. Students feel that they are a part of the program and are interested in carrying it out.

The developing and printing of a student handbook, "The Black and Gold", has been another worthwhile project. This book contains general school information and is placed in the hands of every student at the beginning of school each year.

Following is a copy of the handbook of 1931-32.



The Organization within the Home Room. The plan suggested by the Federation for Home Room organization is that there be a president, vice president, secretary, treasurer, and a representative to the Home Room Federation. These officers are to be elected each semester. Suggested ap-

ALMA MATER

We'll raise a song, both loud and long
For our Manhattan Junior High
It's banner bold of black and gold
May wave forever in the sky.
Above the rest it is the best
School in our sunny Kansas State.
You'll ever hear, our rousing cheer
M. J. H. S.! M. J. H. S.! All Hail!

Name

Street Address

City

Telephone

Home Room Teacher

Printed through of the courtesy
of the Home Room Federation
Sponsor— F. E. Mordy
Printer— F. H. Ernst

THE
BLACK AND GOLD

THE HANDBOOK
OF
MANHATTAN
JUNIOR HIGH SCHOOL
MANHATTAN, KANSAS

SEPTEMBER 1931
REVISED EDITION

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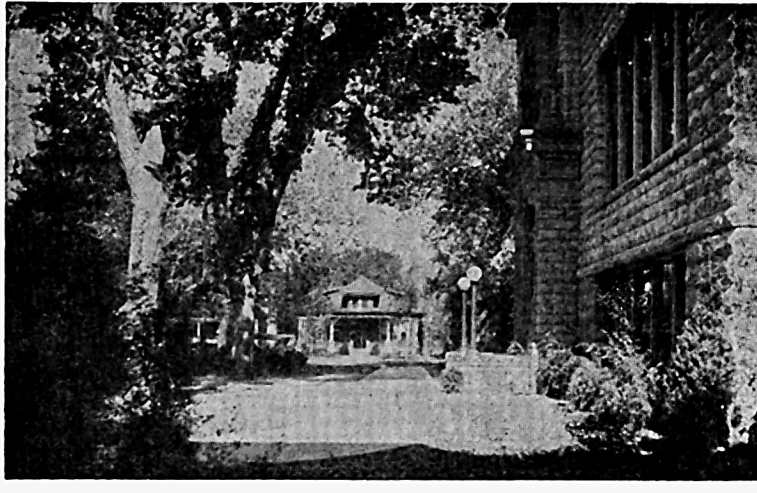


PART I — OUR SCHOOL AND ITS IDEALS

History of the School

The lot on which the Junior High School is located was orginally occupied by the Avenue Grade School. In 1914 the seventh and eighth grades were removed from the grade school building and placed in the senior high school building. The ninth grade was then a part of the Senior High School. At that time Mr. F. E. Alder was principal of the combined senior and junior high schools. In 1916, Miss June Carrothers began teaching in the high school. In the meantime the Junior High School building was being erected. In 1917 when it was completed the seventh and eighth grades, together with the first six grades moved into it.

Miss Carrothers was then assistant principal. In 1924 the Roosevelt Grade School building was erected and the first six grades were placed in it. The ninth grade was added to the seventh and eighth grades in the Junior High School building and thus a true junior high school was constructed. Miss Carrothers became principal of the junior high school and held the position until 1926 when Mr. F. V. Bergman became principal upon the resignation of Miss Carothers.

Mr. Bergman left the junior high school in 1929 to become principal of the senior high school and his place was filled by Mr. W. C. Fowler who resigned in 1930. In 1930-31 Mr. Victor M. Houston became our principal.

Superintendent's Greetings

To the Pupils of the Manhattan Junior High School:

A great school is the product of all who are vitally interested in its welfare; parents, teachers and pupils. The Manhattan Junior High School has an enviable record because of the loyalty and devotion of all these groups. Through conscientious effort, by loyalty to high ideals, honesty of purpose, and enthusiastic support of the school's activities they have made it an institution of which all future pupils may well be proud.

At the opening of the school year I am happy to welcome those of you who are enrolled for the first time to the pleasures, privileges and benefits which the school holds in store for you. I am likewise happy to greet those of you who have been former members upon your return to continue the fine work and splendid record which you have made in the past. To both groups may I suggest that a challenge awaits you to maintain the splendid traditions of the past and to aid in developing an even greater Manhattan Junior High School.

I wish for you a wealth of happy, profitable and successful school experience during the year 1931-32. I hope that you will find the assistance you require in living richly during this school year and in preparing for your future life, that each of you will make a definite contribution to the life of the school and that you will acquire many ennobling and lasting friendships.

W. E. SHEFFER

SUPT. W. E. SHEFFER

Principal's Greetings

Tothe Pupils of Manhattan Junior High School:

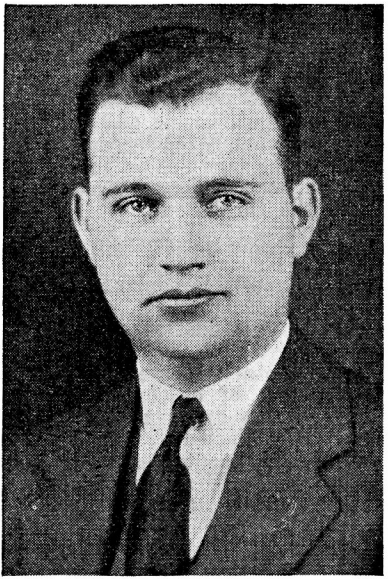
To all of you, both old pupils and new pupils, I am pleased to say, "Welcome!"

The success of any undertaking is dependent upon the loyalty, enthusiasm and cooperation of the entire group responsible for starting and carrying it forward. This school will be made better and more useful to the extent that you share in all of its honors, all of its privileges, and all of its responsibilities.

It is my sincere wish, and belief, that you will find here in Manhattan Junior High School those activities, both within and without the classroom, that will enable you to live happy and worthwhile lives.

Sincerely yours,

VICTOR M. HOUSTON



PRIN. V. M. HOUSTON

How to Find Your Rooms

The principal's office is at the northeast corner of the main floor. The superintendent's is also on the main floor. It is the first door to the right when you enter the southeast door. Our pleasure and recreation center is the large auditorium which is just across the hall from the superintendent's office. The regular class rooms are located on the first, second and third floors. The rooms are numbered by tens, twenties and thirties. The tens are on the first floor, the twenties on the second floor and the thirties on the third floor.

The Home Room and What it Means

Among the most important student organizations in M. J. H. S. are the home rooms. These organizations are somewhat similar to the clubs. They meet twice a week during the activity period. Each room has its own set of officers who perform their duties as in any other organization. The officers are elected by members of the home rooms according to regular procedure. It is from the home rooms that the delegates to the Home Room Federation are chosen.

The purpose of the home rooms are to help the new students to know each other better, to form an organization in which the students may make acquaintances with other students without embarrassment and the uncomfortable "new" feeling of the first few weeks, to care for such needs as are not considered in regular classes and to

	Subject	*Class Room*	*Home Room*
Miss Campbell	English (9)	35	35
Miss Cost	Hygiene	377	
Mr. Dailey	Algebra	11	
Miss Dobson	Art	25	
Miss Dougherty	Arith. (7)	31	
Mr. Ernst	Printing	8	
Mrs. French	Art	25	
Miss Fulcher	Geography	36	36
Miss Gaddie	Phy. Educ.	Girl's Gym.	
Mr. Gaeddert	Hygiene	37	37
	Penmanship	37	
	Phy. Educ.	Boy's Gym.	
Miss Jerard	Music	13	13
Mr. Jordan	Gen. Science	23	23
	Pub. Spkg.	23	
Mrs. Kimball	Foods	38	
	Hygiene	33	33
Miss Kjellin	Arith. (8)	32	32
Miss Leighton	Home Economics	21	14
Mr. Little	Phy. Educ.	Boy's Gym.	
Miss Marley	English (8-9)	22	22
Mr. Marshall	Mech. Drwg.	15	15
	Woodwork	1	
	Gen. Shop	1	
Mr. Mordy	Civics	9	9
	Com. Arith	9	
	Occupations	9	
Miss Morgenson	Latin	24	24
	Pub. Spkg.	24	
	Vocations	24	
Miss Robertson	Clothing	21	
Mr. Schmitz	Voc. Agr.	5	
Mr. Soper	English (8-9)	12	12
Miss Snyder	Typing	(Sr. H. S.)	
Miss Zahm	History	34	34
Miss Zirkle	English (7)	39	39

PART II—ADMINISTRATION

General Rules

1. Entering the Building. Upon entering the building the pupil should go to his locker and as quickly as possible to his Home Room. The pupil should not stand and talk in the hall unless necessary. To do so inconveniences others who wish to pass in the halls.

2. Bell System. The first bell rings at 8:10 and the pupils may then go to their lockers. At 8:17 there is a warning bell and the pupils should go to their Home Rooms. The last bell rings at 8:20 when those not in their Home Rooms are tardy. At noon the bell rings at 12:50, 12:57 and 1:00. There are two bells for dismissal of classes and one for classes to begin. The last class is dismissed at 3:38.

3. Passing Between Classes. Four minutes are given for passing from one class to another. The pupils should pass up the east and down the west stairs.

4. Conduct in the Building. Pupils should avoid running, whistling, and loud talking in the building. They should not be at their lockers after the warning bell or in the building after 3:38 unless under the supervision of some instructor. Pupils are not allowed to go to their lockers unless they are putting musical instruments away. If it is necessary to go to the lockers, permission from the office must be obtained.

5. Absences and Tardies. Those who are absent should present a written excuse from their parents unless the office has called their home by telephone. Those who are tardy must present their excuse to the principal to obtain permission to attend their classes.

6. Telephone Calls. No pupil or teacher will be called from classes to the telephone except in cases of emergency. All persons calling will please leave their numbers and pupils will be notified to call later.

Program of Studies

FIRST YEAR—GRADE VII

Required:	Semesters	Periods per week
English	2	5
Mathematics	2	5
Geography	2	5
Clothing, Girls	1	5
Woodwork, Boys	1	5
Hygiene	2	3
Physical Education	2	2
Music	1	3
Penmanship	1	2
Elective:		
Orchestra	2	2

SECOND YEAR—GRADE VIII

Required:		
English	2	5
Mathematics	2	5

	Semesters	Periods per week
History	2	5
General Science	1	5
Foods, Girls	1	5
General Shop		
Printing, Boys	1	5
Art	I	3
Physical Education	2	2
Elective:		
Band	2	2
Chorus	2	3
Orchestra	2	3
Mechanical Drawing	1	3
Pubic Speaking	1	3

THIRD YEAR—GRADE IX

Required:		
English	2	5
Mathematics	2	5
Civics	1	5
Home Economics, Girls	1	5
Physical Education	2	2
Elective:		
French	2	5
Latin	2	5
Printing	2	5
Art	1	5
Commercial Arithmetic	1	5
Foods	1	5
Occupations	1	5
Woodwork	1	5

	Semesters	Periods per week
Art	2	3
Band	2	2
Chorus	2	3
Orchestra	2	3
Mechanical Drawing	2	3
Penmanship	2	3
Public Speaking	2	3
Vocational Agriculture	2	10
Typing	1	5
Vocations for Girls	1	5
Public Speaking	1	5

Book List

SEVENTH GRADE

TEXT — AUTHOR

The New Mathematics—Book One.....Stone
Our English—Seventh Year
..... Denny & Skinner
Hygiene
Human Geography—Book Two.....Smith
Speller ..... Horn-Ashbaugh
My Record Spelling Tablet
Pen
Pencil—No. 2
Tablet

EIGHTH GRADE

The New Mathematics—Book Two.....Stone
Our English—Eighth Year
..... Denny & Skinner
Everyday Problems in Science
.....Pieper & Beauchamp
Everyday Foods.....Harris & Lacey

The American People and Nation
.....Tryon & Lingley
Speller ..... Horn-Ashbaugh
Public Speaking
My Record Spelling Tablet
Pen
Pencil No. 2
Tablet

NINTH GRADE

First Course in Algebra
.....Engelhardt & Hoertter
Our English—Ninth Year
.....Denny & Skinner
Community and Vocational Civics.....Hill
Speller ..... Horn-Ashbaugh
Latin—First Year.....Magoffin & Henry
Applied Arithmetic ..... Smith
French 1—Course Practique.....DeSouze
Our World of Work
.....Holbrook & McGregor
Vocations ..... Proctor
Public Speaking
My Record Spelling Tablet
Pen
Pencil No. 2
Tablet

Enrollment and Fees

Just before school closes each spring an advance enrollment is taken so that there will be necessary information available for making the schedule for the following year. The pupils all enroll in the subjects they wish to take the following year.

All new pupils should present their transscipt a few days before enrolling. If this

is not done the principal cannot make the best assignment.

At the fall enrollment the student is required to pay certain fees for materials and tools used during the year. The gym fee is 65 cents for the use of and laundrying of towels. The woodworking fee is $1.00 for materials. When material has been used costing this amount, another fee is required. Ninth grade pupils pay this fee of $1.00 for materials for use in their work.

Everyone who has a locker is required to have a combination lock. These locks cost eighty cents at the office.

Time Schedule and Hours

8:20- 8:25—Home Room
8:29- 9:32—First Hour
9:36-10:39—Second Hour
10:43-11:45—Third Hour

1:00- 1:03—Home Room
1:03- 1:30—Activity Period
1:34- 2:34—Fourth Hour
2:38- 3:38—Fifth Hour

Fire Drill

In order to make our school safer we have fire drills. The signal is a siren which can be heard anywhere in the building. You are not supposed to jump up and run for the doorway but to go out in an orderly manner when your teacher instructs you to move. The following is where you are supposed to go:

THIRD FLOOR

Rooms 37-38-39 go out the east door in the south part of the building.

Rooms 31-32-36 go out the east door in the north part of the building.

Rooms 33-34-35 go out the west door.

SECOND FLOOR

All the people on the second floor go out the middle or the north door.

FIRST FLOOR

Rooms 11-12-13 go out the east door in the north part of the building.

Rooms 14-15 go out the west door in the north part of the building.

Rooms 6-8-9 go out the east door in the south part ot the building

Pupils in shops and the gymnasium go out the back door.

The floors and the hallways of this building are fire-proof but as a matter of "Safety First" we have fire drills and fire extinguishers along the halls.

AUDITORIUM

Those in the north section leave by the front door to the right. Those in the middle section leave by the middle rear door. Those in the south section leave by the rear door to the south.

School Library

The library is in the Senior High School Build-

ing on the first floor. It is open from eight until twelve o'clock in the morning and from one until five o'clock in the afternoon.

LIBRARY RULES AND REGULATIONS

All books and magazines taken from the library must be charged at the librarian's desk.

Use orange card for over night or longer, white card for one period, cream colored card for a day.

Reference books may be taken for over night or from Friday night until Monday morning.

Books other than reference books may be taken for two weeks. A fine of five cents a day shall be paid for books kept overtime.

Encyclopedias and dictionaries must not be taken from the building.

Pupils are responsible for books lost or damaged.

Not more than two books may be checked out at one time.

Reading List

The following books have been compiled and approved by the English department of the Junior High School as books for supplementary reading and book reports.

NON-FICTION BOOKS

Abbott, Willis John—The Story of Our Navy for Young Americans.

Ambrosi, Marietta—When I Was a Girl in Italy.

Brooks, Eldridge S.—The True Story of George Washington.

Brower, Harriette—Story Lives of Master Musicians.
Bullen, F. T.—The Cruise of the Cachalot.
Coffin, C. C.—The Boys of '76.
Craik, Mulock—The Little Lame Prince.
Hill, Frederick Trevor—On the Trail of Grant and Lee.
Hillyer, V. M.—A Child's Geography of the World.
Hillyer, V. M.—A Child's History of the World.
Johnston, Charles H. L.—Famous Indian Chiefs.
Kiefer, Harry M.—The Recollections of a Drummer Boy.
Lindbergh, Charles A.—We.
Meadowcraft, W. H.—The Boys' Life of Edison.
Mokrievitch, Vladimir—When I Was a Boy in Russia.
Nicolay, Helen—The Boys' Life of Abraham Lincoln.
Sugimoto, Etsu—A Daughter of the Samurai.
Tappan, Eva March—The Story of the Greek People.
West, James E.—The Lone Scout of the Sky.
Wheeler, Francis Rolt—The Boys with the U. S. Inventors.
A Collection—The Children of the World.

FICTION BOOKS

Alcott, Louisa M.—Little Men.
Alcott, Louisa M.—Little Women.
Ardavan, Abd El—The Lance of Kanana.
Baylor, Frances—Juan and Juanita.
Bennett, John—Barnaby Lee.

Bennett, John—Master Skylark.
Cooper, James F.—The Last of the Mohicans.
Defoe, Daniel—Robinson Crusoe.
Dix, Buelah Marie—Soldier Rigdale.
Dodge, Mary Mapes—Hans Brinker or the Silver Skates.
Duncan, Norman—The Adventures of Billy Topsail.
Eggleston, Edward—The Hoosier School Boy.
Fisher, Dorothy Canfield — Understood Betsy.
Haskell, Helen E.—Katrinka.
Hough, Emerson—The Young Alaskan.
Kipling, Rudyard—Captain Courageous.
Pyle, Howard—Men of Iron.
Schultz, J. W.—Lone Bull's Mistake.
Scott, Sir Walter—Kenilworth.
Seton, Ernest T.—Two Little Savages.
Sewell, Anna—Black Beauty.
Spyri, Johanna—Heidi.
Stevenson, Robert Louis—Treasure Island.
Twain, Mark—Huckleberry Finn.
Twain, Mark—The Prince and the Pauper.
Verne, Jules—Twenty Thousand Leagues Under the Sea.
Wiggin, Kate D.—Rebecca of Sunnybrook Farm.

PART III—SCHOOL ACTIVITIES

Activity Period

The activity period occurs from 2:04 to 2:34 each day. The purpose of the activity period is to give the pupils opportunity to take part in many different types of desirable activities. Two days a week this period is devoted to the activities of the Home Rooms. One day a week is given over to the activities of the Hi-Y and the Girl Reserves. Another day is devoted to grade chorouses, The other day is held open for general assembly. This period is of great value to the school and each pupil should take the fullest advantage of all the opportunities offered during the activity period.

Junior Hi-Y

The Hi–Y is the main boy's organization of our school. It is divided into two groups the seventh grade Hi-Y sponsored by Mr. Gaeddert, and the eight and ninth grade Hi-Y sponsored by Mr. Jordan. Both organizations meet once a week during the activity period. The purposes of Hi-Y is to maintain, create, and extend thoroughout the school and community high standards of Christian character. Any boy may join by going to the meeting he first of the year and expressing his desire to do so. The officers then act upon his application. The dues are fifty cents a year. It is a club from which every boy will profit who is a member. The seventh grade officers are not elected untill in the fall. The eighth and ninth grade officers are:

HI-Y OFFICERS

President ..... Charles McQueen
Vice-President ..... Harold Engle
Secretary ..... Jack Groody
Treasurer ..... Kenyon Payne
Program Chairman ..... Milton Chilcott
Bible Study ..... Joseph Newman
Service ..... Jerry Hardy
World Brotherhood ..... Robert Bryant
Publicity ..... Gene Guerrant

Girl Reserve

The purpose of the Girl Reserve organization is to develop Christian character in the girls of the school. All girls may join. The dues are fifty cents a year. This organization meets Thursday, during the activity period, in the auditorium. Mrs. Kimball is the Girl Reserve sponsor. Every year the Hi-y boys and the Girl Reserves have a joint pay chapel.

Several other activities are on our calander for the year. Among these are Christmas Party and a Parent-and-Daughter banquet. Officers are elected by the girls and the president is elected from the cabinet of the preceding year.

OFFICERS

President ..... Maurine Pollum
Vice-President ..... Betty Low Fisher
Treasurer ..... Barbara Murphy
Secretary ..... Maxine Smith
Social Service Chairman..Maxine Danielson
Social Chairman.....Elizabeth Nabours
Program Chairman.....Marjorie Combs

Chaplain..... Marguerite Tracy
Pianist..... Shirley Ann Sanders
Music Director..... Grace Breeden

Assembly

One day of each week a meeting of the entire group of students is held in the general assembly, In this assembly a program is provided by an assembly committee.The programs consist of stunts. plays, talks, and the general use of school talent.

It is a place where we all meet and have a good time, but in having a good time we must live up to the school traditions and be orderly.

Home Room Federation

The Home Room Federation was organized in 1930 as a form of the student council. Each home room elects one delegate for one semester.

The Federation holds one meeting a week during the activity period. At this meeting problems of the school, in which the students are concerned and can help, are discussed. The Home Room Federation is the central and controlling body of many smaller and auxiliary groups.

A committee is appointed by the president to have charge of the lost and found department. Another committee has charge of the Book Exchange.

The other groups which are controlled by the Home Room Federation are the Corridor Squad and the Traffic Squad.

THE CORRIDOR SQUAD

The purpose of this squad is to see that

all lockers are locked, lost articles taken to the lost and found department and to direct the traffic between classes within the building. This group is to be a friendly, helpful group and they need the cooperation of all students.

THE TRAFFIC SQUAD

The traffic squad consists of eight boys chosen to direct the traffic of students and cars at the corners of Ninth and Tenth streets on Poyntz Avenue. They have the recognition of the city police department and they are assisted by them. Their term of office is for about six weeks.

Junior High Intramurals

The Intramural athletic teams will be organized this year as home room teams. The purpose of the intramural games is to create better sportsmanship among the boys and to promote better health.

All boys in each Home Room will be asked to sign up and elect a captain if they wish to participate in the games.

Mr. Gaeddert is director of the intramural program. All the other men teachers however, assist him very generously.

There are three leagues, divided according to grades, and each league will have as many teams as there are Home Rooms in that grade.

The games which will be played are soccer-ball, basket ball, tennis, track, baseball, horseshoes, and the free throw contest. Each boy who takes part will be given points which will count toward a letter at the end of the year.

Junior High News

The Manhattan Junior High School paper "The Junior High News," is published by one of the English classes of the Junior High school every two weeks. The News is printed in the printing department. The work is done by Junior High boys who are taking printing. The members of the English class who publish the paper elect an editor and editorial staff. The subscription is ten cents for each semester.

P. T. A.

The Parent-Teachers Association is an organization of parents and teachers.

The meetings are chiefly for the purpose of parents and teachers to meet and discuss the problems of the school and home.

All parents who are interested in the welfare of their children should become members.

The meetings are held usually on Monday evening once a month. Officers are elected each year.

Book Exchange

The students' Book Exchange was organized in the spring of 1930 by the Home Room Federation. To this organization the pupils turn in their old books and buy good second hand ones.

It is open during the last week of school and all books should be turned in by Friday, the last day of school. In return for each book turned in, the pupil will receive

a small card on which is printed the name of the pupil, the name of the book, the author, etc. The pupil is allowed to name his own price on all books which he wishes sold. In return for this service, the Book Exchange keeps ten per cent of the price.

The books are turned in, in the spring, kept through the summer by the school, and the Book Exchange is opened again in the fall at the beginning of school. In this way you need not buy books until school opens.

The Book Exchange does not buy books. It is only the department which sells your books for you.

PART IV—OUR HONOR SYSTEM

Total of all pupils' scores in Home Room is combined with home room bonuses and deductions and a total score is made. Then an average is made.

AWARDS TO HOME ROOMS

The winning home room is presented with a loving cup and a shield. A cup and a shield is awarded to each class, honorable mention is awarded to second place and third place winners in each class.

HONOR POINTS

I Scholarship

(A) "A" Honor Roll (one II and the rest I's) 10
"B" Honor Roll (nothing below II) .. 7
"C" Honor Roll (nothing below III) .. 5

(B) Bonus for home rooms
No IV's or F's 40
No F's 25

(C) Deductions for home rooms
For every F 5
For every Tardy 5

II Citizenship

(A) Members of each home room to be chosen by three-fourths vote of Home Room,
All these selected must be approved by every teacher.
The following factors are considered in making the selections.
1. Attendance and Punctuality.
2. Cooperation.
3. Dependability.
4. Conduct.
5. Caring for school property.

6. Attitude toward teachers and pupils.
7. Honesty.

A student may receive honor every six weeks providing he meets requirements 5

III Attendance

A. Individual
No absence during six weeks period 5
No tardiness during six weeks period 5

B. Home Room Bonus
No absence during six weeks period 20
No tardiness during six weeks period 20

C. Deduction for home room
For each case of tardiness 5
For each case of truancy 25

IV School Activities

A. Subscription to Junior High News each semester 5

B. Officers—President of home room, club or Home Room Federation..... 5
Other elective offices of same 5

C. School Programs
Participation in assembly, HiY, G. R., or P. T. A. programs 2

D. Parent membership in P. T. A. 3
Bonus for having 100 per cent in any of above 25

E. Member of winning league team 3

PART V—OUR TRADITIONS

The following customs and practices have been suggested by the pupils of the Manhattan Junior High School as the most desirable. Many of these customs have already been observed since the opening of school last September.

New pupils should learn these traditions early. Present pupils should likewise be well acquainted with the code of their school. All pupils new and old alike should become active advocates of our Junior High Traditions and endeavor to make them vital through faithful adherence to them.

A TRUE JUNIOR HIGH SCHOOL PUPIL IS

1. Courteous, He is courteous at home, on the street, and in school. He is courteous not only towards his teachers and principal but also toward his fellow-pupils.
2. Dependable. When he is asked to do a thing he does it. He can be trusted to do a given piece of work.
3. Kind. He shows consideration for those with whom he associates.
4. Loyal. Every junior high student is a booster for all activities.
5. Orderly. Every worthy junior high student is orderly in the halls and classroom.
6. Studious. Every worthy junior high student realizes that class room time is valuable.
7. Clean. He has a clean mind and cultivates habits of cleanliness. He believes in a clean mind in a sound body.
8. Honest. He is honest toward himself and others.

9. Careful. He will do his best to help keep the building, inside and out, looking in the best of condition. He will be careful of the property of his schoolmates.

School Creed

SOME IDEALS AND PRINCIPLES

1. I will try and be a good citizen and obey the rules and live up to the ideals of the Manhattan Junior High School at all times, but if I make a mistake through carelessness, thoughtlessness, accident or willfulness, I will promptly acknowledge my fault and do my best to make things right.

2. I believe that honesty is the best policy and will strive to be honest in every way and under all circumstances.

3. I believe that dependability is one of the most valuable characteristics I can acquire. I will, therefore, try and cultivate this trait at all times and will make a special effort to be dependable when I am placed on my honor and trusted with my own conduct.

4. I recognize the immense value of time in getting an education and will, therefore, try and do my best not to waste time in school.

5. I believe it is a duty to be careful of my life and body. I will, therefore, try at all times to exercise courtesy and caution on the streets and highways and take all reasonable precautions to avoid accidents.

6. Believing that courtesy is one of the

greatest helps I can have in making a success of my life, I will strive earnestly to cultivate courteous habits.

7. I am proud of the reputation of our school and will do my best to add to its good name by doing my work to the best of my ability and by maintaining a high grade of citizenship both in school and out.

8. I believe loafing is a very bad habit. Therefore, I will visit places of business in the vicinity of the school only when I have business to transact; will transact it as soon as possible and then leave.

Inside the Building

THE HALLS

1. I will try always to remember that the school building is a place of business and act accordingly.

2. In the halls, on the stairs, in the basement I will walk slowly, quietly and orderly. When I talk, I will lower my voice so as to make the least possible confusion.

3. I am proud of our school building and will do my best to keep it neat and clean, trying not to drop anything on the floors and picking up whatever I find there, even if I did not drop it.

4. In passing through the halls I will keep to the right as much as possible, will move promptly, and will try never to whistle or run while in the school building unless an emergency exists.

5. If I pass through the halls or wait in

them while classes are in session, I will try and be perfectly quite so as not to disturb classes.

6. I believe that chewing gum and eating candy in school are rude and unpleasant habits and will do my best not to be guilty of such rudeness.

7. I will be careful to in no way scratch, mark, injure or destroy my own property, or that of the school, the teachers, or my fellow students. I will also be careful not to bother the books, wraps, bicycles or other property of other pupils.

8. I will be quiet, orderly, attentive and industrious in all classrooms and cooperate with my teachers in making all class work successful.

THE ASSEMBLY

I believe that meeting with my schoolmates in assemblies is my big opportunity to learn and practice crowd etiquette. I will, therefore, do my best to make good conduct a habit when attending assemblies of any kind.

pointive officers may be a program chairman, social service chairman, and any other which may grow from a felt need of the group.

A boy's intramural captain will of course be a necessary officer and he may have minor captains under him. A cheer leader, too, may at times be needed.

This organization may mean much or little according to the group and the sponsor. The good sponsor may find that officers carefully trained and entrusted with duties will relieve him of many minor responsibilities and make for better spirit in the group.

The Actual Working of the Home Room. We have been dealing in generalities up to this time, but if we are to show its true worth we must see it in operation.

If we take any typical day we will see the children arrive at school, and as the doors open at 8:05, there will be a mad rush for lockers and then to the Home Room. It is our aim that the halls be kept as clear as possible so that most students remain in their Home Rooms until school calls at 8:20.

Here is a fine opportunity for the teacher to meet her pupils on a common ground and to supervise training in character and citizenship.

As school is called at 8:20, order is obtained and the roll is checked. A good secretary will enjoy checking the roll. Now is the time for any announcements from the office or any things of general interest. These five minutes may be easily wasted, but they are full of opportunities to the wide awake sponsor. Current topics from the newspapers, timely subjects of local interest, even humorous stories will make this a jolly time and start the whole day right.

After 8:25 we go on to our regular classes and return to much the same procedure at the noon reporting period, 1:00-1:03. If it is a Home Room day in that particular room, of course there will be no break and the period will continue until 1:30.

In the Manhattan school we have tried several plans to help teachers make this thirty minutes a worthwhile time.

During our first year we had no set guide and merely suggested material at meetings of the teachers of each grade. The teachers complained that the suggestions were good but there was too little time and material available for good programs.

The second year an outlined course was worked out for each Home Room period of the year for the three grades. This was only a suggested plan and not compulsory. Toward the close of the year, the teachers individually took turns

working out a guide sheet for some interesting subject and trading these with other teachers.

This plan, too, was a step forward, but teachers with little initiative were still finding that they needed more definite help. So that the third year a teacher with marked interest and ability along this line was given time on his teaching schedule to prepare guide sheets weekly, worked out in full for use by sponsors and program chairmen. The content material, of course, varied according to the grade. As in any good course, all the special days were included, besides timely subjects and material for character and citizenship training.

Included are two typical guide sheets on widly different topics. One, "Mother", suitable for the week before Mother's Day, and the other, "Hobbies", might be used at any time. These are only two, but you can see from their type and makeup that included is not only an idea but the means of carrying it out. The teacher does not have to search for material but may use any or all of what is given. At no time is it compulsory to use these guide sheets. The idea is merely given or the teacher may have one of her own which she thinks better or which is by far the best. The students themselves may suggest a plan which by all means, if at all timely, should be carried out.

[Below is a transcription of the original mimeographed text]

MANHATTAN JUNIOR HIGH SCHOOL
Home Room Guide Sheet

33rd week of school -8th Grade -33rd week of school
(2nd Period) (2nd Period)

"Mother"

1. Purpose:- To honor Mother—the greatest woman on earth.

2. Procedure:-

A—Mother's Day (chairman give)

B—Mother of men (student recite)

C-The clock's story (students dramatize-one taking the part of the clock and reads the Story while others act their parts).

D—Story—
E—Story—
F—Home—

3. Content:--

A. Mother's Day

Miss Anna Jarvis, of Philadelphia, has the honor of originating Mother's Day. On Sunday, May 8, 1907, she told a friend whom she had invited to remember with her the anniversary of the death of her mother the desire to dedicate a day to all mothers. Before the next anniversary came she had interested many individuals and organizations in the observance of the second Sunday of May as Mother's Day.

As a result of her efforts Philadelphia observed the day, May 10, 1908. Miss Jarvis then became the missionary of the idea. She wrote thousands of letters to influential men in all walks of life. She interviewed many public men and pleaded for the observance of the day. Since 1912 the governor of Texas has observed the day by pardoning a number of prisoners on the day. State after state has adopted its observance. In May, 1913, Pennsylvania made it a State holiday. On May 10, 1916, a resolution was passed by the ~~day~~ senate and the House of Representatives to make the second Sunday in May a national holiday, "dedicated to the memory of the best mo~~n~~ther in the world—your mother." Miss Jarvis has been the means of organizing a national organization to further the promotion of the observance of the day. It began to be observed in England as early as 1913. The Second Sunday in May is observed in all churches irrespective of cred and the previous Friday is observed in all the public schools. It is observed through some distinct act of kindness, visit, letter, gift or tribute to show remembrance of the mother to whom general affection is due. It is also observed as Father's day, and "is designated to perpetuate all family ties." Its slogan is in honor of "the best mother who ever lived." The badge of the day is a shite carnation. Custom dedicates a white flower for a dead mother and colored for living.

B. Mother of Men

The bravest battle that ever was fought'.
Shall I tell you where and when?
On the map of the world you will find it not—
'Twas fought by the mothers of men.

Nay, not with cannon or battle shot,
With sword or nobler pen:
Nay, not with eloquent words or thought,
From mouths of wonderful men'.

But deep in the walled-up woman's heart—
Of woman that would not yield,
But bravely, silently, bore her part
Lo, there is that battle field:

No marshaling troup, no bivouac song,
No banner to glean or wave;
But oh! These battles, they last so long—
From babyhood to the grave.

Yet faithful as a bridge of stars,
She fights in her walled-up town—
Fights on and on in the endless wars
Then silent unseen goes down.

Oh, spotless in a world of shame;
With splendid and silent scorn,
Go back to God as white as you came—
The kingliest warrior born.

--Joaquin Miller

C. The Clock's Story

"There, Simmons, you blockhead: Why didn't you trot that old woman aboard her train. She'll have to wait here now until the 1:05 A. M."

"You didn't tell me."

"Yes, I did tell you, "T'was your confounded stupid carelessness."

"She,--

"She! You fool! What else could you expect of her! Probably she hasn't any wit; besides, she isn't bound on a very jolly journey—got a pass up the road to the poor house. I'll go and tell her, [adn] if you forget her tonight, see if I don't make mince-meat of you!" and our worthy ticket agent shock his fist menacingly at his subordinate.

"You've missed your train, marm," he remarked, coming forward to a queer-looking bundle in the corner.

a Trembling hand raised the faded black veil, and revealed the sweetest old face I ever saw.

"Never mind," said a quivering voice.

"'tis only thjree o'clock now; you'll have to wait until the night train, which doesn't go up until 1:05."

"Very well, sir; I can wait."

"Wouldn't you like to go to some hotel? Simmons will show you the way."

"No, thank you sir. One place is as good as another to me. Besides, I have no money."

"very well," said the agent, turning away indifferently. "Simmons will tell you when it's time."

All the afternoon she sat there so quiet that I though she must be asleep, but when I looked more closely I could see every once in a while a great tear rolling down her cheek, which she would wipe away hastily with her colored handerchief.

The station was crowded, and all was bustle and hurry until the 9:50 train going east came due; then every passenger left but the old lady. It is very rare indeed that any one takes the night express, and almost always after ten (o'clock the station becomes silent and empty.

The ticket agent put on his great coat, and, bidding Simmons keep his wits about him for once in his life, departed for home.

Be he had no sooner gone than that functionary stretched himself out upon the table, as usual, and began to snore vociferously.

Then it was that I witnessed such a sight as I never had before and never expect to witness again.

The fire had gone down—it was a cold night and the wind howled dismally outside. The lamps grew dim and flared, casting weird shadows on the wall.

By and by I heard a smothered sob from the corner, then another. I looked in that direction. She had risen from her seat, and oh, the look of agony on the poor pinched face!

"I can't believe It! My babies! My babies! How often have I held them in my arms and kissed them; and how often they used to say back to me, "I love you, mamma," and now, O God! They've turned against me! Where am I going? To the poorhouse! No! no! no! I will not! I will not! Oh, the disgrace!"

And sinking on her knees, she sobbed out in prayer: "O God, Spare me of this and take me home! O God, spare me this disgrace; spare me!

The wind sore higher and swept through the crevices, icy cold. How it moaned and seemed to sob like something human that is hurt! I began to shake, but the kneeling figure never stirred. The thin shawl had dropped from her shoulders unheeded. Simmons turned over drew his blanket more closely about him.

Oh, How cold! Only one lamp remained, burning dimly; the other two had gone out for [watn] of oil. I could hardly see, it was so dark.

At last she became quieter and ceased to moan. Then I grew drowsy, and kinder lost run of things after had struck twelve, when some one entered the station with a bright light. I started up. It was the brightest light I ever saw, and seemed to fill the room full of glory. I could see "twas a man. He walked to the kneeling figure and touched her upon the shoulder. She started up and turned her face wildly around. I heard him say:

"Tis train-time, ma'am. Come!"

"I am ready," she whispered.

"Then give me your pass, ma'am."

She reached him a worn old book, which he took, and from it read aloud:

"Come unto me, all ye that labor and are heavy laden, nd I will give you rest."

"That's that pass over our road, Ma'am. Are you ready?"

The light died away, and darkness fell in its place. My [hadn] touched the stroke of one. Simmons awoke with a start and snatched his lantern. The whistle sounded "down brakes"; the train was [dou].

He ran to the corner and shook the old woman.

"Wake up, marm; 'tis train-time."

But she never heeded. He gave one look at the white, set face, and, [fropping] his lantern, fled.

The up train halted, the conductor shouted "All aboard," but no one made a move that way.

The next morning, when the ticket agent came, he found her frozen to death. They whispered among themselves, and the coroner made a move that way. The coroner made out the verdict "apoplexy" and it was in some way hushed up.

They laid her out in the station, and advertised for her friends, but no one came and after the second day, they buried her.

The last look on the sweet old face, lit up with a smile so heavenly, I keep with me yet; and when I think of the occurrence of that night, I know she went out on the other train, which never stopped at the poorhouse.

D. (Already Copied)—Story

E. (Already Copied)—Story

At the Door

He wiped his shoes before his door,
But ere he entered he did more;
"Twas not enough to cleanse his feet
Of dirt they'd gathered in the street;
He stood [tand] dusted off his mind
And left all trace of care behind,
"In here I will not take," said he,
"The stains the day has brought to me.

"Beyond this door shall never go
The burdens that are mine to know;
The day is done, and here I leave
The petty things that vex and grieve;
What clings to me of hate and sin
To them I will not carry in;
Only the good shall go with me
For [thier] devoted eyes to see.

"I will not burden them with cares,
Nor track the home with grim affairs;
I will not at my table sit
With soul unclean, and mind unfit;
Beyond this door I will not take
The outward signs of inward ache;

I will not take a dreary mind
Into this house for them to find."
He wiped his shoes before his door,
But paused to do a little more.
He dusted off the stains of strife,
The mud that's incident to life
The blemishes of careless thought
The traces of the fight he'd fought
The shellfish humors and the mean,
And when he netered he was clean.

Edgar A Guest

The Truly Mother

Lizabeth, standing before her mirror, in the Orphan's home brushed her hair frantically. Wasn't this Visitor's Day, and didn't folks adopt little girls sometimes, and wasn't hers the shortest, reddest, kinkiest hair that ever was?

It just wouldn't look smooth, and the freckles shoed worse than ever. But wioth all the vanity of a girl of tem, she tied on the cherished blue ribbon which had graced meny similar occaseionsk, and had helped wonderfully in prolonging the hopes of Lizabeth.

She, herself, could not quite understand why it was that her little heart always beat so rapidly whenever visitors were announced. It was true she was waiting for a mother. But—she never came, why of course, the pretty girls were always chosen, little girls with long golden curls and blue eyes, little girls with long dark curls and big black eyes, but—little girls, with short red hair and green eyes—never.

Then after the last visitor had departed and Lizabeth was left each time to fold away the blue ribbon, she would bravely swallow the lump in her throat and console herself with the thought that, "Well, it was a good thing she hadn't been chosen 'cause what would the truly mother do if she came and found her gone." Perhaps this was not the clearest kind of logic, perhaps Lizabeth was a vague believer in a vague sort of predestination, but at any rate, it served its purpose, for Lizabeth was still contented.

Lizabeth gave a little sigh of satisfaction, went across the hall to her usual duty, helping some of the younger children get ready. She really didn't mind it at all for she loved the children and there was no questioning as to their lover for her.

"Oh, Lizabeth, fix me! Fix me! Fix me! Oh please, Lizabeth."

"Well, I can't fix you all, but Emily is coming in a minute."

"But I want you!"

"Now, I'm going to dress Marie first, 'cause she's the littlest, and then those I don't get to this time, I'll start with next time."

Marie, beaming with pleasure, ran quickly to Lizabeth and threw her arms about her.

"Come, we'll have to hrry," and Lizabeth lifted the little four-year-old into a chair and began brushing the long golden curls.

"Now, if you'll sit real still I'll tell you a story."

"We will, we will, we will."

"Once upon a time there was a be-oo-ti-ful lady who lived in a great big palace. Anjd she had automobiles and ponies and dogs and cats and chickens and oh, just everything."

"Did she have a [drind]-organ too?

"Yes, and she had a norgan-grander comed every day and play it for her out in her back yard and a monkey to dance---"

"Oh! I wish I knew that lady, Lizabeth."

"Yes, but this lady didn't have any children and—"

"Not a single one?"

"No, not a speck of a one, and she wanted a little girl so bad, and one day when she was sitting in her garden just a-wishing she had a little girl with long golden curls and big blue eyes-"

"Like Marie's?"

"Yes, and the lady was wishing she had a little girl when a little weentsy fairy jumped up on her lap and walked right up her arm so she could whisper in her ear, an' it said, "Lady, if you'll go to the Orphan's Home you will find that little girl you want so bad." And she said, 'Thank you, kind little fairly.' And went into the house to get her big hat on—a great big one with roses all over it."

"And did she find her, did she find her, Lizabeth?"

"Yes, she got into her biggest automobile and went after her, and when she was here she picked her up in her arms andkissed her and just loved \her so, and took her home in her big automobile to the big palace where they lived happy every after."

"And what did she do there?"

"Oh, she ate ice cream and cake and wore silk dresses, and just played all day."

"Oh, that's a lovely story, please tell us some more."

"Not today, for its time to go down now. Oh, Emily."

"Lizabeth Allen, what on earth did you give Marie your blue ribbon for? After all the trouble to fix you up, too."

"She's so little, and she needs a mother more than I do or any one of us. It might help her to find a mother—you can't tell."

"But you—"

"Oh, it doesn't make any difference about me, and just think, of all the different visitors days we have had. I'm going to wipe this flour off, I mean powder, why it's sort of like cheating. Just suppose somebody did choose me and then when they took me home found all these freckles, well I guess they'd want to bring me back pretty quick."

"Humph—You're the runniest girl I ever saw."

"Maybe I am, but I think I'll just go down looking like I always do and then you know if my truly mother comes, she won't mind freckles. Leastwise, I don't think she would, do you, Emily?"

"No, I 'spose not." And then the bell rang and they went on down to the hall.

Here they found the usual excitement caused by the preparation for the occasion, Mess Biggs, the Matron stood in the center of the turmoil, shrieking orders. "Miss Simpson, have those younger children down there in front. Come move along; children, stop that noise, do you hear, stop it. Stop I say!"

After they were all seated, when all was quiet, the rear doors were thrown open and the visitors filed in to wit5ness the exercises. Every child took part in something, if only a drill. And now that the program was over, the visitors were moving aobut speaking to the children. Lizabeth caught sight of Marie who was very much excited. Somehow, she had always felt a little responsible for Marie. She made her way over to her, coming up in time t5o see Marie rush out in front of a handsomely dressed lady and cry, "Here she, here she is, It's a booful lady wif all the roses on her hat."

"You darling child, who do you suppose she thinks I am?"

"I told her a story about a beautiful lady with roses all over her hat, and she thinks you are the lady. I guess I shouldn't have told it." And with an arm aabout each of them she led the way over to some corner seats. Marie clung to her, gazing up in perfect adoration while Lizabeth on the other side went on to tell how the Be-oo-ti-ful lady found a little girl.

[.....indeciperable text....] Lizabeth gived me her blue ribbon so's you could find me.

"You blessed baby, I did find you, didn't I? Or rather you found me, which is just as well. Yes, I have always known I wanted something—and never stopped long enough to think what it was. But go now and find Mrs. Biggs. Come on, Lizabeth, you dear child, I do wish I could take you both, but dear me, I don't know what Mr. Clarkson will say as it is. Here I came just to represent him as trustee and then I bring home a little girl without consulting him—but I guess he won't mind when he sees what a dear little thing you are."

So once more Lizabeth was left behind. Curled up on a seat near the window, her little nose flattened against the pane, she sat gazing out into the fast gathering dusk. She had watched Marie being lifted into the automobile by the cauffer, and the beautiful Mrs. Clarkson climb in beside her, and now that she had seen them whirl around the corner and out of sight she still gazed on.

Electric lights began to twinkle cherrily in the distance, but they had little cheer for Lizabeth. Instead, two big tears rolled down her cheeks, while two little lips were pressed tightly together trying so hard to suppress a sob, which would come in spite of everything. She was glad, oh, so glad for Marie. There could be no doubt about that. But oh, why did God give her freckles and red hair, and would she have to go on washing dishes and hanging up clothes at the Home for year5s and years? "Oh dear God, perhaps there aren't enough mothers to go round, but if you could find one for me I'd be so glad. I won't care if she isn't rich and beautiful like Marie's new mother and I don't mind washing dishes, but I just like to belong to somebody—a truly mother to love me and," but Lizabeth had fallen asleep.

Miss Biggs entered the room in which Lizabeth lay sleeping. "Queer, I can't find that child, she was here this after-noon."

"Yes, I'm sure she was, she looked so much like my own little girl did, I felt just like crying right out but I managed to stick it out till it was over, and then I couldn't seem to find her, so I waited."

"Sh-sh-there she is." Miss Biggs pointed to the little figure. The tears only half dry showed plainly in the light, and there came a belated little sob as she stirred in her sleep.

"Poor little child, she is so much like my little Daisy was, and you say her name is Lizabeth?" But with this the little sleeper was awake. Above her was bending a plump little woman with kind eyes, looking down at her.

"Are you—are you—oh you are my truly mother aren't you? I knew it, I knew it, I knew you'd come!"

"Dear little lamb, yes, girlie, I came as soon as ever I could, and now I'm going to take you home with me where you belong.

"And you don't mind freckles or red hair?"

"Why that's how I found you—that's how I knew that you belonged to me.

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THE LITTLE GOLD KEY
By Edith Barnard Delano

Margaret Henderson stood before a window of her bedroom and looked across the dividing stretch of lawn at the men who were taking down the awning from the house next door. But it was not of the awning nor of the men that she was thinking; they were merely symbols of so much that was significant in her own household and her own heart. The morning papers had proclaimed the glory of Mrs. Whitney's ball, and the decription had been read at the Henderson breadfast table; but the Henderson name had not figured in the list of those present. That had been two hours ago, but Margaret was still quivering at the memory of Anitra's tears and Mildred's scorching words, and the angry outburst of her husband.

Margaret Henderson was little woman, and the house from whose windows she gased was very large. She always felt oddly out of place in it; and indeed, its devising had been none of hers. For her the zenith of ambition had been reached when they had been able to move from the West Side flat into the suburbs and have a car, which Amos, her husband,d drove, and when they could send Nita to the private primary school with the children of well-to-do parents.

That degree of luxury had been achieved quite suddenly. Only the autumn before they had found it none too easy to send Mildred east to college; then, almost overnight it seemed, Amos's business became spectacularly successful. Previously Margaret had always kept step with him ever since the day when they had walked out into the world together from the little Vermont village of their birth. Sometimes, indeed, in the earlier years, when her courage had urged him over the difficult places, she had walked a pace or two ahead of him; but as their income mounted she had felt herself falling behind, and long before now she knew that Amos had passed her. If he had not quite left her far behind, she was miserably conscious that at least he felt her dragging on him, holding him back.

It was the same with the girls. She looked back now with tender longing upon the days when they had needed her, relied upon her, called on her for all their little necessities and had come to her with all their little joys. For them, and for their father, too, she had done everything; in those days her aching back and her tired hands had known the pull of the broom and the sting of hot suds.

She and Amos had waited long for the coming of the two girls. A boy had been born during the first year of their married life; he had looked like Margaret's people, slight and dark; but he had lived less than a year, and they had waited seven more years before Mildred came, and another six for Anitra; so that, by the time Anitra was home from the finishing school, her mother was beginning to feel middle-aged.

Yet that the years between Mildred's birth and Anitra's had held something of progress for their parents, their very names testified. Circumstances had become a little easier; Margaret occasionally heard music, had joined a woman's club; and Amos possessed a dress suit and wore it several times each winter. Those had been happy years, even with their worries; she had scarcely been happier when the coming of more money opened wider vistas; and now—

Margaret turned from the window. Now—ah ! now they were all—husband and daughters—living in a world of which she seemed no least part. Not to be useful, not to be needed—that was bad enough; but for her there was an even greater sorrow. She failed them, she was in their way; she made mistakes which they held to be ineradicable. As she turned from the window she no longer felt only middle-aged, but as if life were done.

And that scene at the breadfast table! Mildred had been born during the years of her parents' realest poverty, and seemingly the acid of that anxious time had burned into the girl's character; now, at twenty-five, she was hard and bitter, as ambitious as she was handsome. She had precipitated the trouble that morning by a caustic taunt at Anitra; their neighbor had given a great ball the e4vening before, and her sister—Nita, they called her—who had caused herself to be announced as a debutante of the winter, had not been invited.

"Now, Milly," her mother had said, "you know very well we aren't even on calling terms witrh the folks next door. Why do you torment your sister so?

At that Amos flung aside his paper. "And why weren't you invited?" he demanded. "You know I want you to be invited with the best. I provide you with everything, don't I? Then why ain't you invited, why don't you do your part, all of you? That's what I'd like to know."

Nita's eyes had filled with tears. "I do my best, dad," she had said. "A girl can't do everything—by herself."

"By herself ! Don't I contribute something? What?

"Yes. But—but other girls' mothers—"

Nita, with flaming cheeks and catching breath, had pushed back her chair and rushed out of the dining-room. "You contribute money enough, father," Mildred's cool, keen-edged voice had said, "but there really are things that money won't buy, you know!"

"What?" her father had asked truculently.

Mildred raised her eyebrows. "All the gold in the world wouldn't unlock Mrs. Whitney's door," she said. "And in this town our unknown neighbor is the reigning power in society."

For a moment her father frowned in silence. Then he asked: "Why not?"

"Oh, father." Mildred protested, smiling. "Mrs. Whitney has everything in the world that any one could want—wealth, position, husband, the finest house in the city—oh, everything. There isn't anything we could offer Mrs. Whitney, really, that would make it worth [unintelligible text] for her to open her doors to us."

Amos Henderson considered. "If I thought it would do any good I'd smash that husband of hers in the market. Then I guess she'd come down off her high horse. But I made Godwin send his wife to call last month, and what good did that do? Why didn't you get her to have you invited? Ain't she friends with this high-and-mighty next door?"

Again Mildred smiled. "Yes, Mrs. Godwin called," she said. "And mother came down, and talked for gingerbread, and the best way of making pie-crust, and what she used to do for us when we had croup. I fancy that's the end of our acquaintance with Mrs. Godwin."

So it had been borne home to Margaret Henderson that she was not only no longer needed by her family, but that she was actually a hindrance to them in their desires. And oh, but the knowledge of it was hard! The old days were so far in the past!

She walked to her bureau and took from the back of the top drawer a little box. In it were some of her treasures, thos foolish little things that every woman keeps—a crumbling spray of flowers that Amos had brought her on some early anniversary; some of Mildred's school reports; one of Nita's long yellow curls—they were cut off when she had scarlet fever; and a little cheap, worn, baby's shoe—still bulging and creased in the form of a tiny foot.

She held it to her cheek. Tears were far away from her that day, but suddenly the thought came to her that not for months, not for years had she been to that baby grave. Amos had caused the little body to be brought West, when they were able to afford the expense, and for a while they had gone to the cemetery to gather occasionally, with flowers. Then she had gone alone; but is had been a long time, now, since she had gone at all. Back in Vermont it was the custom of the bereaved to go to their graves for comfort; she herself had found comfort in the custom in the earlier years.

She put away her little keepsakes, and dressed quickly for the street. The way to the cemetery was long, but she did not want to use one of the automobiles. Somehow, it seemed more natural to go in a street car, to stop at the florist's by the gate and buy flowers, and then to walk along the winding drives and paths to the lot where the little mound was, stopping now and then to read a name and date on a stone, or to admire a carving, or perhaps to speculate on some faded wreath or some newly made gave.

All this she did; then, having at last covered the little grave with the blossoms she had bought, she stood for a while dreaming. Would the little boy, she wondered, have been more like her than the girls were? Would he have understood her better; would he—would he have needed her more? But the brooding heart of a mother at such a moment may not be read…

Margaret Henderson's eyes were open, but they saw nothing of the grass or the trees and sky, of the flowers and monuments all about her, until at length she was brought back to consciousness of the present by a low sound not far away. She half turned, and listened. Some one had sobbed, or had stifled a moaning cry. Margaret's heart went out to whomever it was—suffering, perhaps, from a newer grief than hers, or an older one. She looked; and not twenty yards away there was another little grave, with a low and simple stone to mark its head; and on the ground a woman crouched huddled, pressing the earth as though she would touch what lay beneath it.

Only for an instant did Margaret hesitate, then swiftly crossed the intervening space and knelt beside the huddled figure. At her head and the sound of her voice the woman looked up, and Margaret saw a young face, beautiful in spite of the marks of weeping and the look of dull and hopeless pain in the eyes.

"Child, child," Margaret breathed; and the other woman turned to her, and wept in her arms. Before the hour was out they had opened their hearts to each other, and told how in one grave was a young hope lost long years ago, and in the other a young hope never quite realized; and the younger woman \had wept out, strangely, tensely, and with a fullness which would not have been possible except to a stranger, the soreness and bitterness of a heart denied its due of love, hurt to its quick by disloyalty and misunderstanding.

For a while Margaret felt as though the whole world had brought its sorrows and its disappointments, crucified, to her, and as though she, like one other mother of sorrows, held them tenderly, healing, in her arms…

Presently the younger woman—to Margaret she seemed scarcely older than her own Mildred, scarcely more than a child—looked up. "I think God must have sent you to me," she said simply. Talking to you has been like what I suppose the confessional must be to those who believe in it—telling all one's sorrows to a great and silent sympathy—one that will never tell, but will always understand. I don't see how I am every to let you go!"

"You need not, unless you want to," said Margaret quietly. Now they were standing, and the other woman threw her a swift glance, and then looked away. For the first time Margaret was aware of her slim elegance, of the richness of her furs, the modishness of all her apparel. At another time all this might have seemed a barrier, but not Margaret Henderson saw beneath it, felt the pulsing life which it covered, and the lonely, aching heart.

"I don't know what came over me, to talk so to a –a stranger," the other woman murmured. Then she smiled into Margaret's eyes. "I am very glad I did. I came here to the cemetery for comfort, and—I found it."

"We are not the first women who have done that, my dear," said Margaret, as they walked side by side back along the road to the gate.

"Where I came from, I can well remember my poor tired mother going up the hill to the quiet place, after my father left us, and coming down able to take up the burdens again. And there are many others—here as well as in Vermont."

"Vermont! You came from Vermont!" the younger woman said musingly. "Perhaps that partly accounts for the way I felt toward you. There is Vermont blood in me too. My mother came from there—from Meadow's Falls. Her name was Ellen—I am named for her—Ellen Williams."

Margaret stood still. "Ellen Williams—and she died when you were born—and I have her letters, my dear, just brim full of the joy of waiting for you! We grew up together, and were brides together! And you were just the age of—of my little boy back there!"

For a moment they looked deep into each other's eyes, then the younger woman's eyes brimmed with tears and her lips quivered. "I knew God sent you to me!" she said.

The shadows of twilight were lurking in the corners of the great square hall when Margaret Henderson walked past the butler through her own front door. She turned to speak to some one who had come in with her, and the butler had scarcely disappeared before a girl came running from the library at the back of the house.

"Mother!" Anitra cried. "Mother! We've been so anxious! You're so late, and no one knew where you were, and I was so horrid to you this morning—"

She stopped, for she had become aware that there was some one with her mother—some one standing a little back in the shadow. Anitra had the most curious feeling—it seemed as though they were not here in the city at all, but once more in the informal country neighborhood; for—with an effect of infinite oddness—the woman behind her mother was hatless, and wrapped in a great fur coat, quite as though she had just "run in," neighborly fashion. But her mother drew the hesitation figure forward.

"Nita, child, this is the daughter of an old riend of mine. I've been spending the day with her—most of it. And it's so nice that we live side by side."

Anitra's eyes opened very wide. She recognized the other woman now—but with recognition knew that there must be some mistake. And yet—

"I am Mrs. Walter Whitney," the other was saying, supplying the information that Mrs. Henderson had forgotten. She smiled—and not at all the sort of smile Anitra would have expected. "And we <u>are</u> neighbors, aren't we? I hope we are going to be very good friends!"

Before anitra, speechless, could recover from her amazement and bewilderment, a voice spoke from half-way down the stairs.

"Mother! Is that Mother? Mother do come up to father! He came home early with a cold, and He's been asking for you, and worrying so because—"

At the foot of the stairs Mildred also stopped, as Anitra had, in the surprise of the hatless figure at her mother's side. But Mrs. Henderson only smiled.

"Very well, Milly, I'll go right up to your father." Then she turned to Mrs. Whitney. "Ellen, my dear, you'll excuse me, won't you? I seem to be needed."

She and Mrs. Whitney smiled into each other's eyes, and kissed.

They watched her little figure mount the great winding staircase—a little figure which retained its homliness amid all the sumptuous luxury of the house. Then Mrs. Whitney touched Anitr4a lightly on the arm and said with a smile at Mildred:

"Your mother has the little golden key of sympathy. She knows how to open hearts, doesn't she?"

Anitra flushed. It was Mildred who answered. "Yes" she said. "Yes, I think she is—wonderful!"

"oh, that, and more, much more! My friend, Mrs. Godwin, told me that she was wonderful, one of the 'real people'; but now I have found out for myself that she is much more than wonderful."

Anitra managed [unintelligible text]

you think you could run over to-morrow afternoon and help me for tea? There are some people coming, not too many-just a few I know rather well. Will you come?"

Again it was Mildred who replied, and Mildred who went to the door with their guest, ignoring the house-man who appeared, as though miraculously, to open the door, and retreated when he Miss Henderson at his duty. When she had closed the door after their departing visitor, Mildred leaned against it and looked at Nita. For a long moment neither spoke. Then Anitra said in a low tone: "I wonder what she meant by—'real people!" Yet deep in the hearts of both—they knew.

[Below is a transcription of the original mimeographed text]

Home Room Guide Sheet

35th week of school - - - - - - - - - - - - - - - - - 7 – 8 – 9 - - - - - - - - - - - - - - - - - - -35th week of school
(1st Period) (1st Period)

"Hobbies"

I Purpose: To realize the value of a good hobby and to induce every Junior High School student to attain one.

II Procedure: Suggestions.

The subject of hobbies may be handled in one of several ways or in more than one way. Students may be urged to tell of hobbies of people with whom they are acquainted; how they happened to take up that hobby and how it is carried on.

Students who already have a hobby should tell the rest of the group about that hobby and if it is a collection of some kind they might bring that and show it if it is the kind of thing that can be brought to school.

After the subject has been discussed then those who have no hobby should be encouraged to decide on some hobby they would be interested in and helped to get a start with it.

III Content

A. Why have a hobby?

Every person, whether boys and girls or grown up children, needs to play. There is an old saying that all work and no play makes Jack a dull boy. Likewise all work and no play makes mothers and fathers old before they are old in years. For this reason it is necessary every one should develop one or more hobbies while young. These hobbies provide recreation which is one of the most important things to preserve health. A hobby is any occupation that is engaged in for pleasure. The occupation or hobby of one person may be the job of another because of the many things which people do as a means of earning. A hobby must be something that a person likes to do and must do, and be engaged in because of the pleasure derived there from rather than to make money. When a hobby becomes a money making occupation it ceases to be a hobby and becomes a job and when that happens a person should immediately seek a new hobby.

B. Kinds of Hobbies.

A. Hobbies are of several kinds; the first kind to study is one of the creative type. Such hobbies are:
   1. Building model boats
   2. Model aero-plane construction
   3. Model railway construction and operation
   4. Leather craft
   5. Metal craft
   6. Construction in wood
   7. Making quilt blocks and quilts
   8. Character dolls
   9. Preparing special dishes
   10. Restoring old furniture
   11. Making artificial flies for fishing
   12. Making fishing tackle

B. A second type of hobby is that belonging to the arts. Such hobbies are as follows:
   1. Music
   2. Drawing and painting
   3. Writing poetry
   4. Writing stories
   5. Writing magazines articles
   6. Photography
   7. Landscape design
   8. Sculpture and modeling

C. Still another type of hobby is that of collecting. Such hobbies are these:

1. Stamp collection
2. Mineral collections
3. Bird nests and eggs
4. Wood collections
5. Collections of furniture, books, glass, etc.

D. A hobby that might seem to many to be too much like works comes up under the list of studies hobbies. Such are:

1. Bird studies
2. Animal Studies
3. Plant studies

E. Still another of the same nature would be the experimental group. Such hobbies are:

1. Chemical experiments
2. Electrical experiments

F. A hobby that should be part of every one's life is that of sports. Such hobbies are:

1. Tennis
2. Golf
3. Hiking

A person may have several hobbies at one time and many of them may overlap and some of them may be closely related to his work but they must be engaged in for pleasure as the prime motive if they are to be called real hobbies.

C. Some examples of hobbies

People become famous because of their work rather than their pay so we do not hear of successful hobbies nearly as often as we do not her of successful hobbies nearly as often as we do successful work.

Example I. One night a policeman walking along on his beat early in the evening noticed two small boys, their eyes glued to a crack in a boarded up window on a large building. His curiosity was aroused and he also sought a crack where he might observe what had attracted their attention. After a brief look he hurried to the door where after some delay he was admitted. The whole basement floor was one large room and circling and crossing this room were rows of tables and on these tables was a complete electric railway system. Every type of equipment was represented from track, signals and remote controls to the finest passenger train. The owner of the building, having no particular need for this part of the building and had installed this as his hobby. He had several boys as assistants to help in the operation of the system. These boys were boys whose parents were poor and who would never have the opportunity to enjoy so expensive a play-thing. His hobby gave him pleasure in two ways; the pleasure he gained from helping those boys to enjoy themselves and at the same time to learn much such useful information; the second was that he enjoyed the operation of such type of toys as much as the boys. It was with great reluctance that the policeman returned to his beat and he always managed to drop in tor a few minutes each night to watch something that he too would have enjoyed taking part in.

2. On the sand dunes at South Dartmouth, Mass., where Cape Cod begins, 250 acres overlooking Buzzard's Bay have been transformed into a veritable paradise for these who crave scientific transformed into a veritable research. Here Col. E.H. R. Green rides his hobbies, and abided by scores of eager helpers and associates, pursues interesting and novel experiments in aerodynamics, radio, televisions and radio various movies, electricity, and photography, and carrying out his youthful desires.

As a boy Green wanted to know what made the wheels go 'round but he placed the material necessity of achieving a success in life ahead. The son of Hetty Green, one of the shrewdest and most capable business women America has ever seen, Ned Green early proved himself capable of conquering his share of the world of business and finances. Meanwhile, his interest in mechanical development and technical research kept pace. He drove one of the first automobiles to be used in the state of Texas. He owned a railroad, and when he found that one of his employees, the movie pioneer, Lubin, was working with motion pictures, fell in wholeheartedly with the experiments which made early thrillers possible.

To aid him in scientific work, Col. Green has constructed buildings and laboratories and filled them with the most up-to-date equipment. One of the Green buildings is a powerful private radio station. WMAF. Here pioneer experiments in “land wire” transmission and rebroadcasting of programs are made. Community centers amplifiers have been developed. A complete motorized radio receiving and amplifying apparatus is available for field experiments. A tract of marsh land of ample size has been filled and leveled to form an airport. Here last summer, a dirigible made meteorological experiments in connection with the Massachusetts Institute of Technology. In the bay near, a breakwater has been built to afford safe landing of sea planes. Experiments are conducted with various radio devices to aid navigation. A laboratory for fog research has been built as well as a short wave research station WIXV.

There is also a photographic laboratory. Work with tele-photo lenses has been developed to the point of obtained clear pictures five and even ten miles distant.

One of the most interesting devices on the estate is Col. Green’s own electric automobile. This car is practically a mobile office; in addition to a compartment for note books, a folding table for writing it carries a radio receiver using loop antennae on the rear of the car.

Col. Green’s hobbies are varied. He is a philatelist as well as a scientist and owns one of the most valuable stamp collections in the world. The flowers and gardens which surround the Green mansion are as widely admired as the results of his achievements in other fields. His estate exhibits only a part of what he has accomplished.

If we could not attend the movies or go auto riding of do the dozens of other things people have found to be diverting if not entertaining, most of us would latterly “blow up.” We would consider life an utter failure and the mere mention of the idea of becoming a collection would cause us to throw up our hands and quit. It is the stuff that pioneers were made of that compels us to go on and find (…) It is unlikely that this utility (...) us. It is this utility that has enabled a little white haired woman down in southern Kansas to turn collector in a unique way and assemble an imposing collection of curios not only from her own state but from thirty-five other states and nine foreign countries when she has not been able to leave the state since she came to it sixty years ago from Ohio. Lack of finances when she was able to travel and poor health when her financial was such that she could, has prevented her from going more than a few miles at any time, yet she has succeeded in bringing into her life some of the things that others have traveled many miles to see. The collectors hobby is one of the most satisfying pastimes that can be found when it is not on expensive one and the rewards and increasingly great because of the added opportunities to increase a collection, Being a lover of nature and of birds and flowers, it was only natural that her collection would turn to the things of nature; rock, leaves, flowers, shells and sand. When such a collection numbers will up toward a thousand specimens brought in from the far corners of the earth and yet without their processor having left her own home or spending money acquiring hem, she has set a mark that will make a good many collectors except a few exert themselves to equal. When friends are so interested in our happiness that they in their travels, take time to send some memento of that trip back to those who are not permitted to go, then there is revealed some of the qualities that make friendships worthwhile. He also has another hobby of flower growing and his in her yard sixty-five varieties of roses that furnish blooms every month of the growing period. While roses are her special choice she has many other plants and flowers and each year gives away a great many blossoms which perhaps helps to account for the may favors that have been returned to her from friends.

4 A doctor who is a specialist in a certain field of medicine and a field that requires intense concentrating while he is at work has fitted up a complete work ship in her basement at home where he spends his leisure time relaxing from the strain of his work. This shop is fitted with all kinds of wood working machines and bench tools. In additional to this he has a complete set of tools and machines for working in metal. This equipment makes it possible to construct almost anything his desires might turn to. This illustrates the importance of selecting a hobby that is different from one’s occupation and nothing could be much farther apart than the occupations.

We feel that the Home Room, in no sense, should be another formalized class. The program should be always of interest to the child and if possible grow out of a felt need of the child. The guide sheets are merely suggested guides when nothing better is available.

If too rigorous a program is insisted upon, the whole thing will become boresome, so that there must be some times when the whole period is fun, constructive fun. There may be a miscellaneous program of music, readings, stories, dramatizations, and whatever your talent affords. Possibly some other Home Room may be invited as guests.

The period may give over to the boys for the organization of their track team, or possibly used for the discussion of a school or public topic and possibly, if occasion demands it, a study period. This, however, is to be discouraged because it may become a habit to relieve the teacher or some work or to let the pupils avoid a poorly managed program.

Guidance Through the Home Room. There is ample opportunity for guidance in the Home Room set-up and a rather definite plan for information is being worked out.

It is always a good thing if parents and teachers know each other, but the average teacher has little time to

visit the homes and too few parents visit the schools. To encourage visiting by teachers, a half day at two different times is given the teachers for this purpose. The call is to be of a friendly nature merely to get a better understanding between the school and the home. After the call, the teacher is to make any comments on a record card which will later be transferred to the child's permanent record file.

TO BE LEFT IN CASE PARENTS ARE NOT AT HOME

I am your child's Home Room Teacher and have called to get acquainted with you in the interest of your child.

I hope that some time I may meet you and talk with you concerning the work and activities of the school.

If you will please telephone 3437 for an appointment I shall be glad to welcome you at school.

CARD TO BE FILLED OUT AFTER VISIT TO THE HOME

REPORT OF TEACHER'S VISITS TO HOME

MANHATTAN PUBLIC SCHOOLS

Name of pupil _____ Teacher _____

School _____ Grade _____ Parent _____

Address of parent _____ Occupation of father _____

Date of Visits and Hour _____

No. of children in family _____ Grades in school [Indicate thus: (1) (2)] _____

What part of last year did the father have work _____

Is he working now _____ Will he have work this winter _____

Does mother work _____ Occupation _____

Nature of furnishings _____

Is home clean and tidy _____ Automobile _____

Musical instruments: Victrola _____ Radio _____ Piano _____

Evidences of books and magazines _____

Pictures on walls _____

Arrangements for home study _____

HOME ROOM RECORD

(Please use ink)

Name .....

Year.....H. R. Teacher.....Year.....H. R. Teacher..... Year.....H. R. Teacher.....

Year.....H. R. Teacher.....Year.....H. R. Teacher..... Year.....H. R. Teacher.....

PERSONAL RECORD:

Date of birth .....

	7th Grade 193..... 3.....	8th Grade 193..... 3.....	9th Grade 193..... 3.....	10th Grade 193..... 3.....	11th Grade 193..... 3.....	12th Grade 193..... 3.....
Address						
Telephone number						
Live at home						
If away from home, with whom?						

Number of sisters, younger..... older..... younger..... older..... younger..... older.....

Number of brothers, younger..... older..... younger..... older..... younger..... older.....

Father's name .....Occupation..... Education.....

Mather's name .....Occupation..... Education.....

Home Conditions .....

I. Q.....General ability..... General health.....

Sunday School attended .....Church attended..... Member?.....

HEALTH:

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Hours of sleep						
Teeth						
Tonsils						
Ears						
Posture						
Eyes						
Serious Illness						
Physical Defects						
Variation from Normal Weight						

CHARACTER TRAITS:

Dependability						
Persistance						
Initiative						
Punctuality						
Resourcefulness						
Honesty						
General Attitude						

THRIFT:

Earn own spending money						
Work after school						
Work on Saturday						
Nature of work						
Have saving plan						
Save how much per week						

SCHOOL ACTIVITIES:

Member what organizations						
Offices held						
Intramurals						
Honors						

OUT OF SCHOOL ACTIVITIES:

Member what organizations						
Picture shows attended per week						
Kind of pictures liked best						
Kind of books liked best						
How spend spare time						
Hours study at home						
Occupational interest						

TEACHER'S HOME CONTACTS:

Date						
Nature of contact						
Nature of contact (*visit-conference-telephone call*)						
OBSERVATIONS:						
Cleanliness of home						
Orderliness of home						
Is there a place for study?						
Ambitions for child						
Sickness in home						
Attitude toward sickness						
Is father working						
General atmosphere (*sad-cheerful-antagonistic*)						

Record of Conferences with Pupils

FIRST CONFERENCE: Date..... Length ..... Why called .....

Subjects discussed .....

General attitude .....

Pupils' significant remarks .....

SECOND CONFERENCE: Date..... Length ..... Why called .....

Apparent change in attitude .....

Subjects discussed .....

General attitude .....

Pupils' significant remarks .....

THIRD CONFERENCE: Date..... Length ..... Why called .....

Apparent change in attitude .....

Subjects discussed .....

General attitude .....

Pupils' significant remarks .....

FOURTH CONFERENCE: Date..... Length ..... Why called .....

Apparent change in attitude .....

Subjects discussed .....

General attitude .....

Pupils' significant remarks .....

I. Q.....

Grade..... Year.....

	Code	Date	Scores	Grade or Age Equiv.	(Grade) 4 . 5 . 6 . 7 . 8 . 9 . 10 . 11 . 12 .
					(Age) 9 10 11 12 13 14 15 16 17 18
Chron'l Age					
Height					
Mental Test					
Reading					
Arith. Fund.					
Arith. R'sg.					
Correct Prin. . .					
Correct Ans. . .					
Spelling					
Penmanship					

I. Q.....

Grade..... Year.....

	Code	Date	Scores	Grade or Age Equiv	(Grade) 4 . 5 . 6 . 7 . 8 . 9 . 10 . 11 . 12 .
					(Age) 9 10 11 12 13 14 15 16 17 18
Chron'l Age					
Height					
Mental Test					
Reading					
Arith. Fund.					
Arith. R'sg.					
Correct Prin. . .					
Correct Ans. . .					
Spelling					
Penmanship					

I. Q.....

Grade..... Year.....

	Code	Date	Scores	Grade or Age Equiv.	(Grade) 4 . 5 . 6 . 7 . 8 . 9 . 10 . 11 . 12 .
					(Age) 9 10 11 12 13 14 15 16 17 18
Chron'l Age					
Height					
Mental Test					
Reading					
Arith. Fund.					
Arith. R'sg.					
Correct Prin. . .					
Correct Ans. . .					
Spelling					
Penmanship					

CODE:

MMM—McCall Multi-Mental Scale
MC—Thorndike-McCall Reading Scale
CS—Compass Survey
MR—Monroe Reasoning Test

HA—Horn-Ashbaugh Spelling Test
Ay—Ayres Spelling Test
AyH—Ayres Handwriting Scale
MMc—Morrison-McCall Spelling Test

I. Q.....

Grade..... Year.....

	Code	Date	Scores	Grade or Age Equiv.	(Grade) 4 . 5 . 6 . 7 . 8 . 9 . 10 . 11 . 12 .
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HOME ROOM RECORD

The material gained in this way is added by the teacher each year to the permanent file so that if it is carefully kept during the Junior and Senior High School it will be rather a definite aid in both educational and vocational guidance.

Inserted is a file sheet to include all the material for guidance and record. It appears at a glance to be too voluminous for practical use but it should be remembered that except in problem cases the information and notes may be kept to a minimum.

With such available information at hand the Home Room teacher has ample material to give guidance through the regular class work or through the personal conference.

It is through the personal contact method, perhaps, that the sponsor has the best opportunity to help her pupils. With a maximum of thirty-five or six into whose homes she has been and with a background of information about the child, she may give guidance and sympathy well worth while.

As was said before, there are times when the regular thirty minutes period may be used as a study and conference period. This is especially used just after the failing and low grade lists are out. The teacher also has time available for conferences when the grade group meets for

its assembly. Such personal contacts do much to help the child in trying times.

The Administrative Side of the Home Room. In a school the size of ours, the administration is a problem and the Home Room is a big factor in the solving of it.

Each spring shortly before the close of school, the matter of enrollment for the new year arises. The list of required and elective subjects is placed on mimeographed sheets and distributed through the Home Rooms where it is carefully discussed. At a little later date the child is given a card to sign for his next year. This is taken home and signed by his parents and brought back to the teach er to be accepted before being sent to the office for recording. Here is a fine opportunity for teacher guidance and a great aid in another administrative problem.

The grade cards always offer a difficulty in any school. Here we believe we have ours as simply and as efficiently handled as any where. The class room teachers give them at a definite time to the Home Room teacher. When the time comes for distribution they, together with two permanent record report cards are handed to each pupil. A yellow card for the Home Room and a manila card, identical for the principal's office. Under the teacher's super-

ision, the child transfers his grades from his own report card to the filing cards, giving a set for guidance in the Home Room, and one for the office. The cards then go to the homes and are returned to the Home Room sponsor who after they are all in returns them to the class room teacher. This has a two-fold value, one of simplifying a big problem in administration and of giving the teacher an opportunity for guidance at an opportune time.

RECORD CARD FOR HOME ROOM AND OFFICE

MANHATTAN JUNIOR HIGH SCHOOL

Report of ..... Class .....

For ..... Entered ..... Phone .....

SUBJECT	FIRST TERM Six Weeks Period					SECOND TERM Second Six Weeks					
	1	2	3	Ex	Term	1	2	3	Ex	Term	Yr.
Activity Points Permitted											

Home Room Teacher .....

Citizenship and High Standzrds. In order to stimulate scholarship and citizenship, an honor point system has been worked out with competition between the Home Rooms within a grade. The winning room in a grade gets a silver loving cup for a six weeks period together with a shield denoting she fact, to be hung on the room door. The winner of sec-and place also receives a shield. Inserted is a copy of the blank form for this compilation.

"The Black and Gold", student hand book, gives values and definite instructions for figuring up these points. Honor point awards are made each six weeks after the grades are in. Presentation is made before the assembly and much honor is attached to winning either shield.

To be classed a good citizen a vote is taken in the Home Room each six weeks. A two thirds vote is necessary to remain on the citizenship list. These lists are now sent to the office, and a whole school list is sent to the teachers who have the right to remove anyone. To be a good citizen is an honor as well as a count of five points toward the honor point award.

These two above mentioned winnings afford splendid opportunity for the development of character and citizen-ship.

Tabulation Sheet for Honor Points

NAMES	A	B	C	Honor Roll	Citizenship	No Absences	No Tardiness	Officers	School Programs	Intramural Winning	Subscription Jr.Hi.News	Total Honor Points	For Every F	For Every Tardiness	For Every Truancy	Total Deductions	NET POINTS
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
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8.																	
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35.																	

BONUS FOR HOME ROOM

No IV's or F's _____
No F's _____
No Absences _____
No Tardiness _____
100% Subscribers to Jr.Hi.News _____
100% Participation in Programs _____

Date _____

Total Points _____
Total Bonuses _____
Grand Total _____
No. in Home Room _____
Average Points per Member _____

Teacher _____

The Home Room and Health. Recognizing that good health is necessary to good work, the Home Room is interested. After the physical examinations are given in the fall through the offices of the school nurse and the Physical Education director, the record cards are sent to the Home Room teacher. She looks them over carefully and through her knowledge of the home and the child, deals with them. Minor things may be remedied with a conference with the child or a visit to the home sometimes helps. In some instances where the parents are unable to provide medical attention, aid through the County or Red Cross may be recommended.

Good health is stressed through the programs of the Home Room by discussions, plays, and in any incidental way which may come up.

The Home Room and Intramurals. In the Junior High School set-up there is no provision for a play period except for the gymnasium classes which meet twice weekly. For health, for character building, and for citizenship, the child of today should learn how to play and to enjoy organized games.

To foster this, the Manhattan schools have developed a system of intramural athletics with the Home Room as their basis. You will see now why a ranking of the child athlet-

ically was important in order to balance the teams by grades.

Sometimes it seems that the whole Home Room centers about its athletic program. No provision is made in the regular schedule for these games, those by teams are played immediately after school, at 3:38, under the sponsorship of the various teachers. One of the men teachers is specifically in charge of that phase of the work, assisted by several of the others.

Intramurals for boys have been in existence for several years, and have met with a high degree of success.

In the fall, tennis and horseshoe singles and doubles are played from a fixed schedule. The group game for fall is soccer ball, which lasts till cold weather. Some time after the soccer season the awards of ribbons are given at a special awards assembly which helps to keep up the interest and the standards.

The winter sport is basketball, followed at its close by a free throw contest.

In the spring, the tennis and horseshoe season opens again for a new round. The group game here is baseball. In each sport the grade Home Room winner is chosen and then the school championship room.

At the close of the spring season, another award assembly is given. A special feature at this time is the awarding of the letters. Twelve boys who have the highest number of points to their credit, the points being counted for games participated in, points made, etc. are awarded a letter of wool felt in black and gold, the school colors.

Of course it is an honor for a Home Room to have a winning team and much interest is gained through the games. Good is felt in citizenship and character. Captains are chosen, signals worked out, and plans laid, all in the wholesome atmosphere of the Home Room. Cheer leaders and pep rallies when contests are close also add interest and enthusiasm. We have noted that the moral tone of the school has been greatly raised in the last three years of well developed and supervised intramurals.

Girls' Intramurals are a new thing for Manhattan, being begun this spring, 1932. From the interest shown, it bids fair to rival the boys' program.

To climax the season an all-school track meet is sponsored again with the Home Room teams of both boys and girls participating.

To show the interest taken in the intramural program for boys we cite these figures from the report of the sponsor.

There were 265 boys enrolled in the Junior High School.

239 took active part in soccer ball.

220 took part in basketball.

142 took part in fall horeshoe and tennis.

115 in the free throw contest.

210 in baseball.

96 in spring horseshoe.

84 in spring tennis.

In the program for girls, 170 of the 285 girls in school took part. This is good considering that this is the first year of such a program.

In the spring track meet 165 boys and 110 girls were entered.

The Home Room Mother. The Parent-Teacher Association of our school is particularly active and through them an interested mother of each Home Room is designated as a Home Room Mother. Her duty is to become well acquainted with the teacher, and through the other mothers, assist in getting a closer relationship.

Much good has come from this development. Mothers are more closely organized and through their Home Room Mother, are kept informed of both the Parent-Teacher activities as well as those of the school.

A number of the Home Rooms have held teas or parties for their mothers, to encourage their visiting the schools and knowing the teacher and each other better.

The Home Room Mother may also be of valuable assistance in chaperoning excursions, hikes, and parties. The whole school has felt their influence for good because through their assistance other mothers and even those outside are encouraged to be of assistance when necessary.

The Grade Assembly. Each week, as seen by the schedule an activity period is set aside for a group meeting of an entire grade. This gives an opportunity for a group spirit to develop in a period less formal than the school assembly program.

This is a time when interesting projects worked out in the Home Rooms may be repeated for the enjoyment of the entire group. When properly worked out, this meeting is an excellent opportunity, for with the formality gone the students are free to do much as they please and enthusiasm runs high and if rightly directed the results for good are many.

If no program seems ready, the students enjoy a half hour of singing which is always of value.

This period offers time for large group rehearsals, and has been used in case of All-School programs such as sings, pageants, and the like.

Social Training and the Home Room. Social life in a school of any size can best be fostered through small groups. and one group admirably situated is the Home Room. Of course it is best not to have too much of this sort of thing so the Home Room Federation have worked out a plan whereby each group may have not more than two hikes a semester and these to be signed for on a blank form and again re-signed when the affair is over. Certain other rules as to place and time or returning must be adhered to also. These few regulations avoid any awkward situations and afford a check-up in case any unpleasantness occurs.

Parties are encouraged in the school building and sometimes during the holiday season or other special times the Home Room period is used for social purposes. These times offer fine opportunities for social training as well as to provide enjoyment.

Some of the rooms have cooperated with their Home Room Mother in giving a short program and tea for all the mothers. This is a good social experience and one which if planned carefully will have far reaching results.

An approaching social function offers a chance for the sponsor to work in some instruction in manners and social customs in the way of demonstrations, dramatizations and the like. If pupils feel a need for such things they are anxious to learn the correct forms.

MEASURING UP TO THE SEVEN CARDINAL PRINCIPLES

Health--careful physical examination. Follow up by the Home Room discussions, dramatizations, athletic conferences.

Worthy Home Membership. Through programs, discussions, business meetings, hikes, parties, conferences.

Citizenship. Programs, discussions, intramural programs, parties, hikes, honor point system.

Command of Fundamental Processes. Discussions, scholarship requirements, honor point systems, programs.

Ethical Character. Discussions, programs, dramatization, intramurals, parties, hikes, honor point system, conferences.

Worthy Use of Leisure. Intramural program, discussion, programs, parties, hikes.

Vocations. Programs, demonstrations, talks, films, conferences.

From the foregoing discussion, together with the above summary, we feel that we have a very workable Home Room plan. We do not feel that it is perfect by any means, but that it is a big step forward in the field.

We are ever on the lookout for new ideas. Some of these are: How can we group the children to the very best advantage? How far should the administration go in program planning? How muct time is advisable to spend per week in such a period? We are trying to find solutions to these problems and experiment and observation both at home and in other schools are our guides.

We have some plans for improvement during the coming year in the way of program suggestions. The guide sheets of the past year are to be revised and new suggestions added. These will be bound and placed in the teachers' hands. Their use will not be obligatory, but available to any extent, and at any time that the sponsor sees fit to use them.

The use of one of the two long period each week will be encouraged for conferences, committee meetings, and the like so that the second meeting may be better prepared and worthwhile. If the Home Room program is to be successful it must be carefully prepared, and if students are to aid it seems that school time must be used. With a busy after-school program most pupils have little time for after school meetings. If programs are in themselves good, their planning is also of a value, so that one period each week may well be used in this way.

We have come to the conclusion that each Home Room is a different problem, and that after all the sponsor's personality, ability, and leadership go a long way to make it a success.

Following is a list of the topics that were studied and discussed in the Home Rooms of the Manhattan Junior High School during the school year 1931-32:

Week	Home Room Period	Theme
1st	First Period	Get Acquainted
	Second Period	Fill out personal record cards
2nd	First	Appeal to develop "Four Square Life"
	Second	Theme for first period continued
3rd	First	Qualities for good officers-election
	Second	The Junior High News--Activity Ticket
4th	First	The honor point system
	Second	Using Home Room as an opportunity
5th	First	Story and history of Columbus
	Second	Character traits of Columbus
6th	First	School citizenship
	Second	School citizenship (continued)
7th	First & Second	Art appreciation
8 th	First & Second	(Vacation for K.S.T.A.)
9 th	First	Armistice--History
	Second	Armistice--Character traits of great leaders of the war
10th	First & Second	Books
11th	First	Thanksgiving
12th	First	Parliamentary Procedure
	Second	Citizenship
13th	First	Chorus Rehearsal
	Second	Record grades
14th	First & Second	Christmas
15th	First	New Year's Story
	Second	New Year's Resolutions
16th	First	How to dress in winter
	Second	How and what to eat in winter
17th	First	First, Kansas Day--emblems
	Second	Kansas Day, History and problems
18th	First	Citizenship--Why pupils fail
	Second	Examinations
19th	First	Lindbergh and his traits of character
	Second	Record grades--"Getting off to a good start
20th	First	Thomas A. Edison
	Second	Lincoln

Week	Home Room Period	Theme
21st	First	The Hall of Fame
	Second	Washington
22nd	First & Second	Unsung heroes
23rd	First	Safety--Streets, fires, etc.
	Second	Health--Clothing, foods, habits
24th	First	How to read the newspapers
	Second	Citizenship
25th	First	Thrift
	Second	Record grades
26th	First & Second	Easter
27th	First	Arbor Day
	Second	Migration of birds
28th	First & Second	Pre-enrollment
29th	First	Wonders of the world
	Second	Inventions--Smithsonian Institute
30th	First	"A Good Finish"
	Second	Citizenship
31st	First	Manners and conduct in school and out
	Second	Record grades
32nd	First	Beautifying the city
	Second	"All Aboard for a Trip to the West"
33rd	First	Lives of great women
	Second	Mother's Day
34th	First & Second	Some Superlatives
35th	First & Second	Hobbies for summer vacation
36th	First	Get acquainted and administrative
	Second	Administrative

RESULTS OF QUESTIONNAIRE

Junior High Schools of Kansas	Have Home Room	Time	Periods	Director	Course of Study	Mimeographed	Followed Rigidly	Grouped Heterogeneously	Groups Change Yearly	Sponsor Continue	Develoment Favors				Success Rating				Personal Record File	Greatest Problem
											Char. Tr.	Self-expr.	Adm. Duties	Group Spirit	Decidedly	Moderately	Fairly	Failure		
Atchison	x	40						x											x	(Club in each Home Room)
El Dorado	x	90	3	Comm.		x		x	x		x		x				x		x	Teachers' interest
Fort Scott	x	80	6	x	x	x		x				x		x		x			x	Sponsor enthusiasm
Great Bend	x	40	1	x				x			x			x	x				x	Citizenship
Independence																				
Iola	x	110	8			x		x		x	x	x				x			x	Teachers sold on idea
Junction City	x	35	1		x	x		x	x			x	x			x				Teachers' interest
Kansas Argentine	x	150	3						x		x	x	x	x		x				Teachers' interest
City, Ks. N.W.Jr.Hi.	x	30	5	Comm.		x		x			x	x		x		x			x	Sell idea to teachers
Lawrence	x	100	4		x	x	x	x		x				x		x			x	Hold interest of ninth grade
Leavenworth	x	40	1	x	x	x				x				x			x			Teachers' lack of interest and ability
Manhattan	x	60	2		x	x		x	x		x			x	x				x	Program within pupil interest
Parsons	x	135	5					x	x		x	x		x	x				x	
Topeka Crane	x	150	10		x	x				x	x	x		x	x				x	Organization
Topeka Boswell	x	75	5					x		x	x						x			Teachers
Topeka Curtis	x	70	5					x		x	x	x			x				x	Teachers sold
Topeka Lincoln	x	90	5	Comm.		x		x		x	x			x	x					Teachers sold
Topeka Roosevelt	x	45	1					x		x			x	x	x					
Salina	x	90	3						x	x			x	x			x			Avoid routine and mechanics
Wellington	x	160	4	x	x	x	x	x	x			x					x		x	Teachers' interest
Wichita Allison	x	60	2	x	x	x		x			x			x		x			x	School Citizenship
Wichita Horace Mann	x	120	2	x	x	x	x	x		x	x						x		x	Teacher cooperation
Winfield	X	75	3		x	x			x		x	x	x	x	x				x	
TOTALS	23	80	4	4 Comm. 5	12	11	1	18	10	8	14	10	6	14	7	7	7	0	15	

A COMPARATIVE STUDY OF THE HOME ROOM IN THE JUNIOR HIGH SCHOOLS OF KANSAS

It was felt that to make a study of Home Room worthwhile, a larger field must be explored than the one school. Consequently, a questionaire was developed and sent to all the Junior High Schools of the state and to leading mid-Western cities in nearby states.

The answers to these brought replies from twenty four Kansas schools which include the principal Junior High Schools of the state. So few of the other cities outside the state responded that no valuable comparisons could be made.

While this study is by no means exhaustive or complete, it gives an insight into what other schools are doing and gives a chance to weigh and compare the practices used. The whole field is comparatively new, with no definite rules. It is for the individual schools with the knowledge of what others have done to build a plan which will suit their needs.

In all the twenty four schools reporting, except one, a well-developed system of Home Room is being carried out. Remembering that this list includes practically all the first and second class cities of Kansas, we may infer that the plan is worth while.

Time Spent. Time spent in the Home Room varies as to the needs of the school. It seems that there is no relationship on time spent per week, and the success of the plan as rated by the principal. The greatest time is one hundred sixty minutes, two and two thirds hours per week, divided into four periods. This gives four forty minute periods per week. We may compare this to the smallest amount of time, thirty five minutes in one period per week.

If we strike an average, we find that eighty minutes is spent in the Home Room per week in approximately four periods. This will allow about four twenty minute periods, or two longer periods and some shorter ones as the case may be.

Eight of the twenty four meet daily for short periods, while three only meet once weekly, and one meets as high as ten times or twice daily.

It would seem from this study that the greater number of schools prefer several periods scattered throughout the week. The whole question of time should suit the school needs and fit in with the daily schedule.

Director. Five schools state that a special director is responsible for the Home Room and the programs. This means that a definite individual feels it his duty to see that the program moves along smoothly.

Two note that a committee of teachers meet to plan for the organized activities and three use a conferences of all the teachers acting as a committee.

It is to be inferred that in the remaining sixteen schools that the principal is the acting director. He may do the whole thing himself, work with his teachers in groups or as a whole, or he may allow the matter of program planning to be up to each individual sponsor.

It seems that the general trend of supervision is in favor of the director or individual-given time and the responsibility of providing adequate material and suggestion so that the Home Room program will be carried out to best advantage. This is a position which will grow gradually from a felt need.

Programs or Courses of Study. From our study twelve or half have a definite course of study worked out to be followed by the teachers. To what extent the material is worked out in detail is varying, but half have a definite suggestion with some available materials suggested for each period of the week.

Eleven schools have this material in methodical mimeographed form, for distribution to the sponsors. The mimeograph material suggests that it is still in the process of making and is open for criticism and revision.

One school has printed its material, having a course of study sufficiently worked out to be permanent.

It is interesting to note that only two schools reported as requiring sponsors to follow closely the outlined course. Several suggested they urged the use of it however, as an advisable plan to follow.

That the whole program in most cases is based upon teacher initiative and pupil interest with the outline forms as suggestive material, is an interesting fact. If the Home Room is not to become another class it must remain individual.

Home Room Groupings. How shall pupils be grouped is another problem which must always be met. Authorities suggest many and varied plans, but two in general seem to be used in the schools studied.

A heterogeneous grouping is used by eighteen of those reporting, that is, that membership within the Home Room is a cross-section of the membership of the pupils in each grade. As to the method of making up the groups, the questionaire made no mention, each school, of course, has a plan which fits its needs. If a Home Room is to train for life it must be lived as life, with a mixed group, and so such a grouping provides just such variety.

Two schools reported an ability grouping which is quite easily worked out in large systems. There are advantages in handling as far as the sponsor is concerned, and of course there are those obvious to the slow and to the bright pupil.

Grouping, in general, must meet the needs of the school. If they are to be balanced in any way, however, careful consideration must be given this division.

Another point as to Home Room groups, after this grouping is made, shall it continue as a unit through the Junior High School or should there be a change at least yearly? From our study we find from those reporting on the subject that ten prefer to change the personnel yearly. This means that each year the pupils will meet with a new group of friends, that they must make new adjustments and contacts.

Nine schools report that they use a continuous Home Room grouping running through the Junior High School, some even continuing through the Senior High School, where it is possible. This plan, of course, means that the pupil keeps his same grouping of friends and comes to know them intimately, the group becomes one family in a year or two.

Sponsors and Groupings. The problem of yearly or continous groupings brings up the question, how long shall the sponsor continue with the group?

In the group of schools where the student body changes its Home Room yearly, obviously the sponsors will be different, which according to some reasoning is as well as a change in grouping for the student.

In eight of the nine schools having continuous groupings throughout the Junior High School, the sponsor continues with the group. This, of course, is the advisable thing and would work well where the teaching force remained reasonably permanent.

Rating the Purpose of the Home Room. The question was asked of the principals, "Which does your Home Room plan favor, character training, self-expression, administrative duties, or group spirit?"

It is interesting that the vote was quite equally divided. Only two felt that they equally favored all four.

From a study we find that fourteen feel that character training is stressed in their plan.

Ten seemed to feel that self-expression is one of the big aims of the Home Room.

Administrative duties was included by only six, as one of the strong points. This is gratifying to note that even though there is a strong tendency to use the Home Rooms for Administrative purposes that few rate such a use as its highest aim.

Group spirit seems to rate on an equally high standing with character training, for it, too, was chosen by fourteen administrators.

A few other interesting things are that one school considered its system to favor self-expression entirely, another that character training is the important thing.

This study shows that the trend of the whole movement is in the right direction and that the efforts are quite equally divided among the purposes for which the Home Room may be used.

Success of the Home Room. Principals were asked to, in their opinion, judge the success of their Home Rooms. They were to rate them in one of four classes, decidedly successful, moderately successful, fairly successful and failure.

Seven reported that they considered their plan as working out decidedly successfully. Seven others voted moderately successful in the Home Room in their schools. Seven again rated their plans only fairly successful. In no instance was there one who considered the Home Room a failure, which speaks highly in favor of the whole plan. Three schools failed to make a statement on this point. The ready response and the favorable answers make it seem that it holds something worthwhile.

Record File of Information. Fifteen schools report that they use some sort of record system for information gotten regarding the student. This may include personal information about his home, parents, and home life. Records also of conferences and any problems in discipline or guidance may be a part of these records. Some are very simple and then other systems quite voluminous. The fact to note, however is that the bigger percent of the Kansas Junior High Schools do keep personnel records.

The Greatest Problem. As a conclusion to the questionaire the question was asked, "What do you consider your greatest problem in making the Home Room a success?"

The answer in thirteen cases was in some way concerned with the sponsor. The idea in all the thirteen was, "How can we get the teachers sold on the value and opportunity of the Home Room, to get teacher enthusiasm, to find teachers with ability to do the work effectively?" It seems that it is the sponsor teacher who makes or breaks the plan.

One reported the problem of organization, that is, getting a set-up that will meet the needs of the school.

Another finds the big problem in avoiding routine and mechanics in the program.

Still another considers the big job that of building programs within the interest and understanding of the pupils.

The ninth grade pupil's interest offers a problem for another system. Citizenship, that is the problem of developing a right school and community attitude.

We see, then, in general that there are two problems which seem to stand out, one of getting the right sponsor who is sold on the whole idea and goes at it with enthusiasm and the other of developing a program full of pupil interest which will reach all ages and be full of wholesome character building material.

CONCLUSIONS AND RECOMMENDATIONS

Dr. Fretwell of Columbia University, a recognized authority says, "It is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practice the qualities of the good citizen here and now, with results satisfying to the one doing the practicing." This is the essence of the true Home Room. The Home Room, wherever fairly tried has proven successful, and a part of the school system which has come to stay.

Davis of Boston University points out three educational functions of a Home Room: Education for Citizenship, Character Education, and Educational and Vocational Guidance. These may be considered the underlying principles necessary to make a successful program.

In introducing the Home Room into a school, a careful and gradual approach should be made. Books should be read and a study made of the whole situation. This should be done by the whole faculty. An agreement should be reached on the fundamental aims. The essential principles and practices to be used should be carefully determined. A worthwhile program of activities must be developed. To insure success the teachers must be prepared in the technique of handling a Home Room period for enthusiasm and cooperation.

Any plan to be successful must grow out of the needs of the school itself. No two schools are alike in pupil needs or in teaching force so no program can be borrowed from someone else and be expected to work well.

Some suggestions in program building will be helpful. What are the rightful functions of this period? Should there be a separate program for each grade? Pupils should have some voice in the program developed. The topics for development should be within pupils' interest and understanding. The use of the case problem is practical but should not be overused.

A rather well worked out course of study should be in the hands of every teacher sponsor. This should not only include suggestions but also material for carrying them out.

The average Home Room sponsor does not have time to search out suggested materials. If possible, everything should be made available. Mimeographed material is generally conceded the best method of keeping course material, as it can be changed easily and is the most inexpensive.

A program for Home Rooms should have an active leader. Either the principal or someone designated who has some time to devote to it should have active charge. The course material will ever be changing and new ideas will be creeping in all the time. New sponsors will be added each year and other problems will be constantly arising which will need to be handled. A director will be able to keep the program moving and as unified as this type of program can be.

Personal guidance is one of the great values of the Home Room and to make this possible a rather complete personnel record is necessary. Sponsors should be provided with suitable recording blanks and some time, if necessary, for conferences and visitation.

The Home Room offers a fine opportunity for the handling of Administrative matters, but if allowed, they may become a big part of the program. Davis suggests, from a recent study, a list of legitimate administrative duties to be handled in the Home Room:

1. Matters of attendance.
2. Scholarship reports.
3. Pupil accounting and records, reports due the office.
4. Petty discipline or pupil-teacher difficulties.
5. Announcements of a limited number.
6. Locker assignments.
7. Issuing of pass slips to the library, etc.
8. Interviewing parents.

Even the above list may become burdensome, so that such duties should be kept to a minimum. The administrative and bookkeeping side of Home Room should never become a drag as it defeats its own purposes.

Whatever method of grouping is used will never be entirely satisfactory and possibly trying of several will be necessary before one that will satisfy can be found. The two plans most often used, it seems, are the heterogeneous grouping within the grade, and the ability grouping within the grade. Large systems can use the latter more easily. Groups of from twenty five to thirty five are as large as can be successfully handled.

Time allotted to Home Room is largely a matter of choice, but should be governed by the program planned. The time would much rather be short and profitably used than

long and wasted. The greatest cause for dissatisfaction in a Home Room is time wasted. The average, from our study, seemed to indicate that about sixty to eighty minutes per week was ample time. Reporting periods both at morning and afternoon are highly valuable, but here too, they should be short enough to not be time wasted.

Probably the greatest single influence in the success of a Home Room is the teacher sponsor. Securing teacher enthusiasm and interest was the greatest problem reported by more than eighty percent of the schools reporting. No matter how well worked out the course material nor how well the grouping and supervision is handled, unless the teacher is interested and enthusiastic the whole plan will be a failure. The problem, then, for administrators, is to study the plan and develop enthusiasm before beginning, and then in hiring new teachers be sure to get those best fitted. Colleges are offering courses now which in a measure prepare teachers for this experience, but they, of course, are of a general nature.

In conclusion, the Home Room must grow, because there is a need. It must have careful thought and consideration and be handled by sponsors who enjoy it. In no sense should it ever be another classroom. A Home Room that is a true Home Room will succeed in its purpose.

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