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# A Proposed Program of Guidance for Martinsville Junior-Senior High School

Judith L. Kelsheimer

*Eastern Illinois University*

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A PROPOSED PROGRAM OF GUIDANCE FOR

MARTINSVILLE JUNIOR-SENIOR HIGH SCHOOL

(TITLE)

BY

Judith L. Kelsheimer

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## CHAPTER I

### INTRODUCTION

A most important aspect of American culture, which has prevailed throughout the history of America and is likely to continue to do so, is that of giving to young people the best education possible. Educators have long realized the importance of the individual in education. If education is to be complete, emphasis must be placed upon the individual student, his needs, his desires, and the world within which he will live.

With realization of this fact has come, during the twentieth century, increased recognition for the need of guidance services to assist young people in identifying their traits, abilities and interests, and to resolve the problems they encounter, whether they be personal, social, occupational, or whatever. "Guidance as an informal function of adults is probably as old as civilization itself. But guidance as an organized effort appears to have begun in various forms and in various cities shortly after 1900."<sup>1</sup>

In 1908, Frank Parsons organized a Vocational Bureau. During this same time in history, tests were developed to aid with this vocational guidance. It was not long, then, before these guidance ideas and trends crept into schools, thus continuing and rapidly spreading the guidance movement.<sup>2</sup>

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<sup>1</sup>Mauritz Johnson, William E. Busacker and Fred Q. Bowman, Junior High School Guidance, (New York: Harper & Brothers, 1961) 2.

<sup>2</sup>Ibid.

The guidance movement had still another boost after the National Defense Education Act passed in 1958. From that date until 1962, the number of full time counselors in this country increased from 12,000 to 20,000.<sup>3</sup>

About this time, schools became concerned about organized guidance programs. It is unlikely that a school existed that did not offer some guidance services. Even though these incidental services may have been worthwhile, it was believed that organized services would be even more worthwhile.

In the present changing culture within which our schools now operate, it seems justifiable that every school, regardless of size, have an organized guidance program. For this reason, an attempt has been made to propose an organized program for Martinsville Junior-Senior High School. It is hoped that this program can be adopted so that young people of this school can receive the education and individual help which they deserve.

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<sup>3</sup>L. G. Hall, "A Gap in Our High School Program," The Bulletin of the National Association of Secondary School Principals, XXXVII, (September, 1963), 32.

## CHAPTER II

### NEED FOR ORGANIZED PROGRAM AT MARTINSVILLE

#### The Community and Setting

Located along U. S. Route 40, just seventeen miles west of the Indiana border, is the small community of Martinsville, Illinois. Founded in 1833, Martinsville is a community of approximately 1,400 people. The existence of the community depends largely upon farmers in the surrounding agricultural area. Two small industries, however, supplement the economy--the Foundry, and the Pay-R Products, Inc. One weekly newspaper serves the community. There is a medical clinic and a home for the aged in Martinsville, but the closest hospital is approximately 30 miles away. Churches of six denominations are located within the community--Methodist, Baptist, Christian, Bible, Pilgrim Holiness, and Seventh Day Adventist.

Martinsville is not a community of great progress. Many young people leave the community after graduation from high school. This could be partially due to the lack of occupational opportunities available, and possibly because of the lack of recreational facilities. Other than school and church activities, a private lake, a pool hall, and a park for little league baseball games are about the only recreational opportunities available.

Even though Martinsville is a small community of average means, it does support its schools. It is believed that an organized guidance program will be welcomed and given full community support.

### The School and Its Philosophy of Education

Like many communities, Martinsville's first school was a one room log school house. But in 1915, the City Elementary School was built, and in 1923, the high school was built, with both buildings still in use. Three additional elementary buildings have been constructed within the district since that time, and the City Elementary has been remodeled and enlarged. No significant changes have taken place in the original high school building, but in 1961, a new building was constructed adjacent to the original one. This building houses the gymnasium, the cafeteria, the industrial arts and agricultural shops, the band room, and the superintendent's office. The original building houses the remainder of the classrooms and administrative offices.

The school is controlled by a seven member board of education elected by the district. Nineteen teachers are employed for the junior-senior high school, and approximately three hundred students are enrolled.

In order to more clearly define their feelings about education, the following philosophy of education was adopted by the board of education:

"The prime objective of this school should be the growth and development of the individual pupil in ways that will fit him to become a well-adjusted, contributing member of society. We believe that life is rich and worth-while for the individual in direct ratio to his appreciation of his surroundings--physical, mental, moral, and spiritual. It is necessary for the individual to inform himself as fully as possible, and to set up measures of values and standards of judgment. We should accept the pupil on whatever level he comes to us and challenge and assist him to reach the highest levels of achievement and scholarship which his mentality makes possible.

"The curriculum should be considered only a means to an end and planned with thought of the aims toward which the school strives. We believe that every aspect of the pupil's life--physical, mental, social, and moral--must be developed in high school if he is to grow into a well-rounded personality. Therefore, the school should provide a complete and flexible curriculum in which each pupil can develop to his maximum capacity.

"The methods employed by teachers should be those which most effectively arouse within the pupil a genuine interest in subject

matter and give him an opportunity for participation in valuable activities. The personality of the teacher largely determines the method to be used, but consideration should always be given to the laws of learning based upon psychological discovery. Methods must be adapted to each particular group and must be those that will best promote attainment of the necessary knowledge, skills, ideals, and attitudes in the individuals that compose the group. Teachers must ever be alert to advantages and limitations of any chosen method.

"Martinsville High School should maintain a staff of teachers who have proper social attitudes and community interests and are so well informed that they can inspire pupils and can assist them toward superior attainments. Each teacher should be a specialist in the field of his major teaching subject and should have a broad background of general knowledge, with wide interests and varied abilities. We believe that "love of people" is necessary in the personality of each teacher; that enthusiasm is contagious; that sincerity is the most powerful teaching device. The members of the staff should be a co-operative and harmonious group who as individuals and as a unit make definite contributions in helping each pupil attain enduring values in life.

"In the period of uncertainty and transition in which the world finds itself today, this school must accept its full responsibility and seek to become a force in promoting democracy, with an emphasis upon training for useful and intelligent citizenship. The attempt must be made to arouse a desire for learning which will lead to constant development in each individual, so that he may be adequate in his place in the social and economic world. Appreciation and improvement of the national culture should be encouraged, and growth in world-mindedness must be promoted. Citizens who think of their deeds and actions in terms of their effect upon the welfare and happiness of others become a real power for good in their communities. Therefore, increased consideration should be given to the practical, economic, and human welfare, and to behavior aspects of learning.

"We believe that the prime objective of scholastic attainment should be personality enrichment and character growth. We believe that subject matter should be selected with this basic purpose of education in mind. The acquiring of certain habits, skills, and attitudes of effective thinking, learning, and living are more important than knowledge acquired and certainly outlive the acquired knowledge. Martinsville Community High School accepts as its basic philosophy the following:

"To study life and how to enrich it, to study our customs and institutions and how to improve them, to educate youth so that they may grow up thus socially capable and disposed--these things constitute the aims of any proper educational system."<sup>1</sup>

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<sup>1</sup>The Philosophy of Education for Martinsville High School as adopted by the Martinsville Community Unit District C-3 board of education, 1962.

This philosophy emphasizes throughout its entirety the importance that should be placed upon the individual. It is believed that by organizing a guidance program, Martinville can better accomplish the objectives the school board has set in its philosophy.

Needs of the Junior-Senior High School Student

The teenager of today lives in a changing world. He is facing a world of new conditions and new opportunities and is expected to adapt himself accordingly.

While the youth of previous generations had few occupations from which to choose, today's youth find almost 35,000 different occupations listed in occupational catalogues. This occupational maze, however, is no more baffling than the civic, recreational, and educational opportunities available to him.<sup>2</sup>

Because of the many opportunities available today, youth need guidance in making their decisions. Many needs of the junior-senior high school student, however, are not peculiar to this generation. An adolescent is in an "in-between" position, between childhood and adulthood. He "...frequently behaves like one while longing to be like the other; is like the one on one day and like the other on the next day."<sup>3</sup>

Many needs common to all people are especially important and baffling to young people. Such needs as love, security, identity of direction, and standards by which to live, may create difficult problems for the youth because of the complexity of the world in which he lives.

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<sup>2</sup> Emory Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance, (New York: McGraw Hill Book Company, Inc., 1950) 2.

<sup>3</sup> C. Gilbert Wrenn, The Counselor in a Changing World, (Washington, D. C.: American Personnel and Guidance Association, 1962) 5.

With adolescence comes physical change, usually accompanied with problems. Guidance through these years can help a young person better understand himself, his complexion problems, figure problems, growth pattern, and possibly helping to prevent serious emotional problems.

During adolescent years, it is very important to the young person what other people think and expect of him. He may be confused as to whether he should do what adults expect or what his peers expect. He will be strongly influenced by both groups. Wrenn illustrates this problem as follows:

"The adolescent is a collection of mirrors which reflect what other people expect of him. Some mirrors reflect adult expectations; some are those of his own peers. Sometimes he never gets beyond conforming to what others think he should be, and so his pattern of behavior never reflects his own sense of who he is."<sup>4</sup>

Adolescents need to understand and feel comfortable with members of the opposite sex. Many of the junior-senior high school students will have important decisions to make regarding courtship and marriage. With these and many other problems that today's youth have, guidance is needed to help prepare them for the world within which they will live.

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<sup>4</sup>Ibid

## CHAPTER III

### PERSONNEL WITHIN THE GUIDANCE PROGRAM

#### Introduction

Essential to the success of a guidance program is cooperation among all personnel involved in the program as well as a clear understanding of the roles of each. Without this teamwork and understanding, highly competent individuals may not be able to make their full contribution. In order to define clearly the duties and responsibilities of each person, an organization diagram should be made, regardless of how simple the diagram might be.

A diagram shows the position of each member of the educational team, thus, more clearly defining his role. It indicates the line or chain of command. By studying the diagram, each member can realize to whom he is responsible and who is responsible to him.

At the present time, the organization diagram for Martinsville is quite simple.<sup>1</sup> The board of education is responsible to the people; the superintendent (present guidance counselor) is responsible to the board of education; the principal is responsible to the superintendent; and the teachers are responsible to the principal. The school nurse and visiting psychologist are responsible to the superintendent and the assistant principal is an administrative assistant to the junior-senior high school principal. These last three people do not fall directly in the line of command.

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<sup>1</sup>See Appendix I.



As the guidance counselor and superintendent have in the past been the same person, the addition of a full time counselor to the staff will change the organization diagram<sup>1</sup> somewhat.<sup>2</sup> The guidance counselor will be responsible to the principal, but not directly in the chain of command line. The visiting psychologist will then work through the school counselor rather than the superintendent.

A discussion of each member of the guidance team will follow in hope that the roles of each will be more clearly defined.

### The Superintendent

While the most effective guidance program results when all of the school personnel are involved, someone in the school must provide the leadership necessary to develop the program. This responsibility for the success of the program falls squarely upon the administrator. The superintendent's attitude toward guidance determines whether only lip service will be received, or a program which is basic to the whole school organization.

Before the superintendent can give full support to the guidance program, he must understand the services it performs and believe that these services are worthwhile. If he is not aware of the functions or convinced of their value, he will undoubtedly find it difficult to sell the program to the staff, the students and the community. It is the administrator's responsibility to inform the public of the services being performed. What the superintendent tells the community about the program will, no doubt, be a contributing factor to either the success or the failure of the program.

As all school personnel are directly involved in guidance activities, the superintendent should keep these guidance activities in mind when staffing his school. He should hire teachers who possess personal characteristics of warmth and friendliness as well as knowledge of subject matter.

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<sup>2</sup>See Appendix II.

They should have an understanding of the guidance program and be willing to work in cooperation with the counselor and the administrators. The importance of the selection of a guidance counselor should not be underestimated, either. A counselor should be chosen who can win the confidence and respect of his co-workers and students as well as adequately perform the other functions of his role.

Even the school custodians, cafeteria workers, and secretaries are frequently in close contact with students, and are consulted about special problems the student might have. Although skill is probably one of the most important factors to consider when hiring these personnel, the superintendent should also consider their interest in students, and their ability to be an asset to the guidance program.

Because of the administrative duties of the superintendent, it is not advisable for him to also be the guidance director or counselor. Many schools, including Martinsville, have used their superintendent as their guidance director. When this happens, the guidance program often becomes a program in name only. This is not necessarily because the superintendent is not qualified to direct guidance programs, but usually because of his lack of time to spend on it. His role should be to provide leadership to the program; not to be the director.

In providing leadership, the superintendent has a major responsibility in the organizing of the guidance program. He should make important decisions only after holding consultation and receiving suggestions from the counselor and teachers. However, he is the one who can approve or disapprove of suggestions. Even though he may have to refer the decisions to the board of education, his feelings on the subject may very well influence the board's decision.

Such issues as the budget and the facilities for the program need

administrative support to be adopted. Public relations play an important role here, as the community and board of education are going to be more willing to cooperate with the program if the superintendent can convince them of the value which will be received because of increased financial support and improved facilities.

Many of the responsibilities of the administrator are those of delegating responsibility to others. It is not always necessary that he perform certain functions himself, but it is necessary that he see that the major responsibilities are accepted by others.

One major responsibility the superintendent cannot delegate to anyone else, however, is a personal understanding of the role of other members of his staff. For example, he must understand that some of the counselors work is confidential. He cannot expect the students to confide in the counselor and then have the counselor tell him what the student said. This often creates hard feelings when discipline problems are concerned. But if the counselor is to be a counselor and not a disciplinarian, the superintendent must understand the counselor's role in the situation.

Having had courses in guidance should help the superintendent be more qualified for leadership of the program. Because of this, a qualified superintendent should be hired if the program is going to succeed.

#### The Principal

As the principal is also an administrator, many of his duties will be those of working with the superintendent and guidance workers in making administrative decisions. The responsibility of scheduling, however, is primarily that of the principal's. It is his duty, therefore, to be sure the counselor has adequate time to perform his guidance duties. A full-time teaching load cannot be assigned to the counselor if he is expected

to accomplish much in the guidance program. Such duties as substitute teaching, clerical work, and attendance checking pushed off onto the counselor may cause the program to fail to accomplish its goals.

The principal, also, must understand that much of the counselor's work is of a confidential nature. Therefore, if he send problem students to the counselor, he should not expect the counselor to discipline the student. Instead, he should understand that the counselor is only trying to help the student in order to prevent behavior problems from reoccurring.

It would be of benefit to the school if the principal also had training in guidance so that he can better understand and adopt the guidance point of view, and carry his share of the load toward making the program successful.

#### The Guidance Counselor

Even though counseling is only one of the services performed by the guidance worker, he is often referred to as the guidance counselor, and will be throughout this paper.

In a school system large enough to employ more than one guidance worker, the guidance director's duties might be primarily administrative, with other workers employed as counselors. In a smaller school such as Martinsville, however, the guidance director will have multiple duties. The duties will vary with each school and with each counselor, but regardless of the situation, they should be clearly defined.

Most all duties of the counselor concern the individual students. Genuine interest should be shown, and individual differences should be considered. As a counselor, the guidance worker has a dual role as an individual guide and a social agent. He must be concerned with helping individuals set their own goals and make their own decisions. At the same time, however, he is under pressure from parents and society to re-

inforce in the individuals their values and visions. But guidance should not indoctrinate to the extent that individuality is curbed.<sup>3</sup>

In order to help students with individual problems, the counselor needs to keep good records on them so he will have information available and can better understand them. Besides personal information files, a counselor should have occupational and educational information available to give to students upon request. The counselor should also be able to administer tests and counsel students both individually and in groups. He should budget some time to spend on placement services and follow-up studies, and should be constantly evaluating his program of work.

A counselor may and should assist in the planning of the total school program, as he should be aware of the needs of individual students.

Whether or not the guidance counselor will also have teaching duties will depend upon the philosophy of each school. This is a subject of differing opinions among authorities of the area.

Some believe strongly that a counselor or guidance director should teach while others feel that

"...the time of a person as counselor may be more valuable to a school and its pupils than as teacher. Also it does not follow that teachers will respect a counselor more in a dual teaching position. If adequate professional competence is possessed and demonstrated, respect will go with it, and perhaps even more respect than if the counselor attempted to carry on a mixed or dual set of activities."<sup>4</sup>

Cecil H. Patterson agrees with the above authors, stating that the teaching experience is not advocated for other personnel workers such as the school nurse or visiting psychologist, so why should it be required for the counselor. "It might be suggested that a nonteaching counselor who

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<sup>3</sup>Martin Katz, "The Role of the Guidance Counselor," The Bulletin of the National Association of Secondary School Principals, XXXVI, (September, 1959) 7.

<sup>4</sup>Robert H. Matheson, Guidance Policy and Practice, (New York: Harper & Row Publishers, 1962), 144.

lost touch with the situation in which he was working, or one who would do so if he did not teach, was not a good counselor."<sup>5</sup>

In a survey of 308 guidance specialists, 67 per cent agreed, though in some cases with reservation, that the counselor should be freed of all classroom activities or should teach only one class closely related to guidance activities, such as occupational information, pupil adjustment, orientation, or group therapy.<sup>6</sup>

Walter F. Johnson, in a paper presented before the American Personnel and Guidance Association, April, 1962, stated that,

"The time has come to recognize that a master teacher is one type of specialist on the education team and a master counselor is another. Each has his own particular professional techniques, as one is not absolutely necessary in order to become the other. It is no more reasonable to require teaching experience of the counselor than to require counseling experience of the teacher."<sup>7</sup>

Those differing in opinion feel that teaching experience is necessary to win the confidence and respect of co-workers in the school, and to help the counselor keep in touch with the classroom and better understand the problems of youth. Many feel, however, that a counselor should not be a disciplinarian if he is to gain full confidence of his students. Therefore, if a counselor accepts teaching duties, he may have difficulties with either discipline or rapport among students.

It has been recommended that a full-time counselor be responsible for only 300 or fewer students. The expected enrollment for Martinsville

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<sup>5</sup>Cecil H. Patterson, Counseling and Guidance in Schools, (New York: Harper & Brothers, 1962) 8.

<sup>6</sup>G. L. Keppers, "Organizing Guidance Services - Specialists Speaking," Clearing House, XXXI (Dec. 1956) 220.

<sup>7</sup>P. W. Hutson, "Views on Counselor Preparation," The National Association of Secondary School Principals, XXXVII, (September, 1963) 20-21.

junior-senior high school for the 1964-65 school year is approximately 300. Considering this, one full time counselor should be hired, with one full time secretary employed to do the clerical work. It is unlikely that he will have any time left over for a teaching load.

Summer employment is advisable to give counselors more time to spend on their guidance work. It can also increase the salary to be paid so that it will be easier for the school to employ a qualified counselor.

### The Teacher

Because of their day-to-day contact with students, teachers should be a part of the guidance program. It is advisable to allow them to help with the organizing of the program and to encourage them to serve on various committees within the program. If teachers help organize and work with the program, they will better understand and appreciate it. They should work closely with the counselor by referring students to him and by providing information to him that might help in counseling sessions. They should be aware of and make use of guidance resources available.

Within the classroom, the teacher should create an atmosphere that will lead to the most effective learning situations. He constantly should be observing reactions of his students and weaknesses in his teaching. He should be genuinely interested in each individual, and make the students aware of this. Knowing more about each student should increase his interest. Therefore, he should secure enough information about each pupil to aid him in his understanding.

Teachers working together and with the counselor and administrators can make the difference between a successful or a failing guidance program.

The School Nurse

The school nurse is responsible for providing health services to the students. She should keep accurate records and make these records available to the counselor.

The Visiting Psychologist

The psychologist for Clark County Schools is available also to five other counties. Therefore, he cannot spend much time in each school. He is available to Martinsville, however, upon call. The school counselor can make referrals, to the psychologist, of students who might be eligible to qualify for special education classes. The psychologist will then test and counsel the referred students, and make recommendations to the school as to whether or not the students are eligible for the special education classes.



## CHAPTER IV

### SUGGESTED PROGRAM FOR MARTINSVILLE

#### Inventory Service

In order for other guidance services to be performed adequately, a counselor needs to become well acquainted with his students. Such information as student's birthdate and residence; personal information concerning parents, their occupations, ages, and marital status; information as to the number and ages of siblings; records concerning scholarship of student, test scores and school attendance; health records; employment records; activity records; anecdotal records; interview notes; and a follow-up record can be invaluable to counselors, teachers and administrators in their day to day work with students.<sup>1</sup>

As the counselor is the one who will undoubtedly make the greatest use of records, he is, by the same token, the one who should be responsible for the collecting, recording and housing of the information. When collecting it, he may have to make decisions as to what information will be most valuable to him in his work with the students, and of most use to others on the staff.

Of 308 guidance specialists surveyed, 95 percent agreed that "...a relatively small amount of carefully selected information about pupils effectively utilized is better than a comprehensive individual inventory used by a few staff members."<sup>2</sup>

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<sup>1</sup>Raymond N. Hatch and Buford Steffire, Administration of Guidance Services, (New Jersey: Prentice Hall, Inc., 1958) 171, 176.

<sup>2</sup>Keppers, loc. cit., p. 219.

### The Cumulative Record

How information is recorded will also determine its use. Much of the information about each pupil will have to be collected and recorded only one time during the student's life in school. Such information as date of birth, sex, nationality, place of birth, and parents birthplace, can be recorded on a cumulative record folder when a child enters school. The cumulative record can then follow a child through school with changes or additions made as necessary, such as the change of parent's marital status, or occupation, change in the number of siblings, and change of address. Also included on the cumulative record folder are test scores, grades, personality ratings, and health records. Such a folder can keep information about a student brief, but at the same time, can be adequate for use by those who need it.

A wide variety of cumulative record forms are available from commercial companies, or a school or state may design one of their own to use. Some states require all schools in the state to use the same form. Since Illinois does not make this requirement, Martinsville had the choice of selecting a commercial form or designing one of its own. Being a small school district, it seemed more practical to choose a commercial form. Since 1953, Martinsville has used Form 207 - published by the Model Publishing Company, St. Louis, Missouri.<sup>3</sup> This record begins with the first grade and follows students throughout high school. As an advance supply has been ordered, it does not seem practical to change the record form used at this time. When the supply is exhausted, however, it is felt that a committee should be appointed to study and evaluate the form. It has proven quite satisfactory during its use. However, space is allowed on the folder for recording the

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<sup>3</sup>See Appendix III.

titles of the books students read. This has not been done. If this part of the record is not going to be used, the space could possibly be better utilized some other way.

Besides the information recorded on the cumulative record folder, such resources as questionnaires, anecdotal records, autobiographies and test information should be collected and used by the counselor.

#### Autobiographies

Autobiographies may give a wealth of information and may be easily obtained. Most English teachers will be quite cooperative with the counselor in obtaining the information by having their students write some type of autobiography or letter of introduction. They may or may not be given a specific outline to follow. One type of outline, however, used successfully by many English teachers is based upon the student's past, his present, and his future.

#### Anecdotal Records

Anecdotal records can also be invaluable if properly used. Comments should be written by those staff members who have been in contact closely enough with an individual student to observe his behavior in varying situations.

"Because of the incidental nature of the anecdotal record, a teacher cannot rightly be expected to write up or to have a particular number of anecdotes by a certain date. When incidents are observed, however, they should be written up as soon as possible... They should bear the signature of the reporter and the date on which the observation was made."<sup>4</sup>

These anecdotal records can aid the persons working with students in understanding the personality of each individual.

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<sup>4</sup>Franklin Zerran and Anthony C. Riccio, Organization and Administration of Guidance Services, (Chicago: Rand McNally & Company, 1962) II.

### Questionnaires

One of the easiest ways of finding information is to ask the student himself. Questionnaires can be designed to secure most any type of information. If accurate, valuable information is to be received from these questionnaires, questions should be carefully worded and the students should be properly motivated before given the questions. A common use of questionnaires is the enrollment card which asks such questions as date and place of birth; parents occupation, birthplace and date of birth; siblings; sex; nationality; address; and phone number.

### Storing of Records

Records should be kept in a place where they will be convenient for use by the counselor, the administrators, and the teachers. Since there has been no guidance room at Martinsville, the records have been kept in the teachers lounge. It is believed, however, that they will be put to better use if moved to the counselor's office. By so doing, they will be easily available during counseling sessions.

### Testing Program

It has been estimated by a major test publisher that more than 75,000,000 standardized tests are given annually in the schools.<sup>5</sup> These 75,000,000 tests will be of little value to schools if they are not given with specific purposes in mind, and if their results are not used.

What tests will be chosen, to whom they will be given, and how the test results will be used are three important questions which have to be considered by each guidance counselor. Actually, the third question asked should be answered before the other two can be decided upon.

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<sup>5</sup>John W. M. Rothney, Paul J. Danielson and Robert J. Heimann, Guidance Practices and Results, (New York: Harper & Brothers, 1958) 11.

If tests are given only so the community can be told that a testing program has been conducted, then the tests have, undoubtedly, been a waste of time and money. This has been happening at Martinsville for the past few years. As many of the tests were not graded until two to four years after their administration, little use, if any, was made of them.

Tests can be an invaluable aid to counseling. It would be difficult to counsel a student intelligently if no information about his abilities and interests were available. If a counselor will tell a student his test results, the student can have a better understanding of himself and can set his future goals accordingly. A test might also be given as an evaluation for the counselor or school. But, regardless of the type of test given or the reason for giving it, this reason should be clearly defined so that the test results will be used.

Who will be taking tests will depend upon what is hoped to be learned from the results. Both individual and group tests may be given. If an individual were to go to a counselor requesting information about what occupation he should choose, the counselor might give him an interest test such as the Kuder Preference Test. One person's request for information would not necessarily be reason enough to justify giving this test to the student's entire class. Often, however, it is more practical for a counselor to give a group test rather than individual tests. Again, this decision will depend upon the use to be made of the results, and the number of students to be tested.

As there are many tests to choose from today, the choice is not an easy task. A counselor has this major task of deciding. His decision will, no doubt, need to be based on several factors, including the validity of tests, what is hoped to be learned from the test, the amount of money available for testing, what tests have been given in the past to his students, and what

tests he will have time to administer and score.

During the last school year, Martinsville High School administered the National Merit Scholarship Tests to juniors; The Illinois State Scholarship Test to Juniors; and the General Aptitude Test Battery to seniors. The latter was administered by the Illinois Employment Service. No tests were given to the junior high students.

What tests will be given during the 1964-65 school year will have to be decided by the guidance counselor. Since the testing program has been weak, a number of tests are needed. However, it is felt that fewer tests, carefully selected, correctly administered, quickly scored, and used will be better than many tests given rapidly to make up for lost time. A gradual expansion of the testing program is seen as a better solution.

The importance of administering and scoring and interpreting should not be underestimated. "When results obtained from tests are carelessly interpreted, erroneous diagnosis and predictions may result and great damages be done."<sup>6</sup>

Once tests have been scored, the scores should be accurately recorded. A space is allowed on the cumulative record folder for this purpose. When recording test scores, the full name of the test, the form of the test, the date administered and scores should all be recorded. A profile sheet can be put in the student's folder. Regardless of where and how they are recorded, they should be readily available and easily interpreted.

#### Information Service

"A student cannot make an adequate adjustment without knowledge of the complex occupational, educational, and social environments in which he lives. Occupational information comprises the world of work,

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<sup>6</sup>Stanley S. Marsolf, Psychological Diagnosis and Counseling in the Schools, (New York: Henry Holt & Company, 1956) 193.

educational information deals with training facilities, and social information with understanding self and others."<sup>7</sup>

The counselor has a responsibility to his students to have sufficient information made available to them. Occupational information filed should include information on jobs and occupations available, the duties involved, requirements for entering, conditions of work, rewards offered, advancement pattern, and sources of further information.<sup>8</sup>

When collecting this information, a counselor needs to evaluate its worth before passing it on to students. As occupations are rapidly changing, information soon becomes outdated. It is just as important for the counselor to sort through and throw out misleading information as it is for him to collect more.

Occupational information is published by Chronicle Guidance Services and Science Research Associates. Either of these two companies, and others, provide up-to-date information to schools on the latest occupations and changes in occupations which have existed for sometime. Other valuable aids are the Occupational Outlook Handbook and the Dictionary of Occupational Titles. Martinsville has subscribed to Chronicle's Guidance Services, but none of the other mentioned above. This service, however, has not been kept up-to-date. It is felt that updating the information from Chronicle and investing in the Dictionary of Occupational Titles, and the Occupational Outlook Handbook, will improve Martinsville's information services considerably.

Aside from the above sources, occupational information is received from an unlimited number of other sources. Public relations employees in various occupations spend considerable effort, time and money trying to

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<sup>7</sup>Willis Norris, Franklin R. Zerran and Raymond N. Hatch, The Information Service in Guidance, (Chicago: Rand McNally & Company, 1962) 17.

<sup>8</sup>Ibid. 22,23.

recruit young people into their line of work. A counselor must be careful not to be too gullible. Often, information from biased sources will point out only the advantages of a particular career, not the disadvantages.

Follow-up studies can be administered to help provide occupational information. Through follow-up studies, a counselor can acquaint himself with those occupations pursued by his graduates; the advantages and disadvantages of their work; their salaries; and their working conditions. The students presently enrolled in school should also be questioned as to what occupation they hope to enter. The counselor should become familiar with those occupations chosen by several students. A third place a counselor should look for information is his local community. He should be familiar with the places of business employing large numbers of his graduates. One person cannot be expected to know enough information to satisfy his student's needs about all occupations, but he should acquaint himself thoroughly with what is referred to by some authors as the "Big 3": The one occupation currently being considered by more of his students than any other occupation; the occupation in the community employing the most people; and the occupation employing more graduates and drop outs than any other occupation.<sup>9</sup>

Career days, field trips, and films are other sources of occupational information. By actually talking to a person in the field he wishes to choose, a student can get a better idea as to whether or not he is heading in the right direction. As is the case with much of the available free literature, however, many advantages may be given compared to few disadvantages. Therefore, students do not always get accurate information from this source.

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<sup>9</sup>Hoppeck, Robert, Occupational Information, (New York: McGraw-Hill Book Company, Inc., 1963) 13.



Educational information may not be used by as many students as occupational information, but, nevertheless, should be available for those who need it. All types of present and future educational opportunities should be considered. Counseling should be done at the junior high school level concerning each student's educational plan for high school. From this time on, information should be available to student's concerning educational opportunities available to them in the future. Scholarship information should be posted where it can be noticed easily. College catalogues and bulletins should be available.

Most information given students may be given to them individually. Some group guidance would, however, be of value to the shy student who wanted to know, but hated to ask. After having received the group information, this person may then feel free to consult the counselor privately.

When considering the needs of junior and senior high school students, it is evident that they are faced with many adjustment problems. As their problems are many and varied, the counselor needs to keep in close contact with the students so that he will be aware of what personal and social information he needs to have available. He needs to make the students feel free to come to him for information.

Information may be available in the library, the counselor's office, or may be given out during group counseling. Books, pamphlets, magazines, films, filmstrips, and personality tests can all be used as resource material.

Norris, Zerren and Hatch, sum up the problem quite well when they state

"No single book or audio-visual aid can cover all the personal concerns of young people. Nor can answers to problems always be found between the covers of a book. The counselor's own wisdom and sensitivity in dealing with youth is, in the last analysis, his best tool."<sup>10</sup>

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<sup>10</sup>Norris, loc. cit., p. 218

### Counseling Service

No guidance program would be complete without a counseling service. It has been said that this service contributes to the objectives of the entire guidance program in a more dramatic and intimate manner than many of the other guidance services.

"For, in a major sense, the other guidance services acquire meaning in direct proportion to the manner in which they make possible effective counseling results."<sup>11</sup>

The main objective of counseling is to aid individuals to a better understanding of themselves (their abilities, their relationship with others, and their goals for the future) through a learning process. Various counseling techniques can and should be employed to achieve this purpose. There are times when individual counseling will better achieve the goal; whereas in other situations, group guidance might be most effective.

Counseling, like information, can be classified into three areas: occupational, educational and personal-social. As a process, it should be continuous. A good counselor should not wait until problems become acute before counseling with students. He is faced with the problem, however, of how to get students to come to him before their problems have become so serious. The first thing he must do is get acquainted and establish rapport with them so they will feel welcome to confide in him. If he does this, much of his counseling will be to walk-in counselees. Some students, however, regardless of how serious a problem they might have, will probably never come in voluntarily. Because of this, many counseling interviews have to be scheduled by the counselor. Other conferences may be requested by parents or teachers of the students. Whether the student comes in voluntarily, is referred, or is called in by the counselor, each one should be counseled at

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<sup>11</sup>Zerran, loc. cit., p. 103

least once yearly.

Various counseling techniques can be used in the counseling interview. The counselor may listen carefully to the counselee's statements, reflect back, ask questions, but do very little talking, thus taking a non-directive role in counseling. Or he may use the directive technique by taking the major role in the counseling interview. A third, and probably most frequently used technique is termed as eclectic counseling, and refers to a combination of the above two methods. It cannot be said which technique should be used. One counselor might use one technique more successfully than others, while another counselor would excel with a different technique. Also, what works with one student and in one situation will not necessarily work with another student and another situation.

During the counseling interview, the counselor, to be successful, must always remain alert and show interest in the counselee's problems. He must establish rapport so the student will feel at ease. The counseling room should be private and the counselor must keep confidential the information the student confides in him. Immediately after an interview, notes should be made so that they can be referred to before the next counseling session.

If the counseling service is going to be improved, constant evaluation should be taking place. The counselor should be continuously trying to improve his services. He should do research in the guidance field, read current magazines and books and attend professional meetings. By so doing, he can better maintain or increase his interest in his field of work, and consequently will probably be better able to help students during counseling sessions, either in groups or individually.

Due to limited time, a counselor is often faced with the problem of who needs counseling the most. Wrenn states that "Theoretically, the

counselor must be a counselor to all, not to any one group."<sup>12</sup> Keeping this in mind, a counselor should try to counsel all students to the best of his ability.

### Placement Service

"The assistance given to students to obtain employment or additional training is that part of the guidance program known as the placement service."<sup>13</sup>

Of all the guidance services offered, the placement service is one of the most neglected and weakest. More emphasis needs to be placed on this service if it is to be implemented into guidance programs.

A placement program cannot be organized over night. If an employment placement service is to be organized, the person in charge of placement needs to acquaint himself with the possible places of employment for his students. He may work in cooperation with public employment services, but should not leave the responsibility entirely up to them.

Educational placement can hardly be distinguished from the educational information service. The counselor has the responsibility of helping a student find information about various educational opportunities, and should help place him where he is interested and meets the requirements.

The person in charge of the placement services would vary by schools. While large schools might employ a person specifically for the purpose, Martinsville probably will delegate this responsibility to the guidance counselor.

Placement services should be provided to students desiring part-time employment, graduating seniors, drop-outs and alumni. It will be necessary

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<sup>12</sup>Wrem, loc. cit., p. 73.

<sup>13</sup>Hatch & Steffle, loc. cit., p. 222.

to have records on each person desiring to use the service. Records should be kept up-to-date by following up placement.

Even though Martinsville does not have many employment possibilities, there are enough available in the community and surrounding communities to make a placement service worthwhile.

#### Guidance Budget

The guidance program is a newly organized program in many school districts. As a result of this, there are few financial records, covering any extended period of time, available for study. It is difficult to determine the exact amount of money spent for guidance, as there is some question as to what should be included. The costs of heat, light and maintenance of rooms might or might not be figured. Since many counselors are also part-time teachers, and many teachers spend time with orientation and in homerooms, more confusion is added to the question of what the true cost of guidance is to a school district.

The California State Department of Education suggests that a guidance program can be provided at a cost of about 5 per cent or less of the total cost for operating the school. They also supported the idea that a dollar spent on positive preventative measures may mean several dollars saved tomorrow on corrective services.<sup>14</sup>

Lack of setting up a budget can defeat a guidance program. Even though many of the expenses of the program may be listed under maintenance, instructional, and personnel budgets, it is preferable to set aside money just for guidance services. The budget is a means to an end, gives an overview of the program, develops confidence among the taxpayers, authorizes

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<sup>14</sup> Herman J. Peters and Bruce Shertzler, Guidance: Program, Development and Management, (Ohio: Charles E. Merrill Books, Inc., 1963) 426.

expenditures, and projects the school into the future by planning ahead.<sup>15</sup>

At the present time, Martinsville has no budget set aside for guidance purposes. Money spent for testing, library and audio-visual supplies, and maintenance facilities, all come from other funds.

For the 1963-64 school year, \$256,000.00 was spent by the school district for educational purposes. If a maximum of 5 per cent of this fund were to be spent for guidance services, the total guidance budget would be \$12,800.00. This should be an adequate figure to cover the cost of one full time guidance director and one full time secretary. It also should adequately cover costs of the testing program, information service, furnishings, follow-up program, cost of records, and miscellaneous expenses.

As the guidance program at Martinsville is being newly organized, a budget set up for next year would not be a true picture of what the yearly expenditures of the program would be. The counselor's salary will be approximately \$5,200.00; the secretary will receive approximately \$1,300.00. The superintendent has decided to leave the maintenance expenditures in the maintenance budget, and the expenses from the information service in the library budget.

This leaves testing supplies to be purchased out of the guidance budget. Last year, approximately \$135.00 was spent for the testing program in the entire unit. As most of this testing was done in the grade school, it is felt that the testing budget can be increased this year to allow for testing junior and senior high school students.

As the library and maintenance budgets will have to be increased somewhat to allow for the guidance program, the guidance budget for next year has been limited to \$7,000.00. As \$6,500.00 of this is designated as

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<sup>15</sup>Ibid.

salaries. \$500.00 is left for testing and miscellaneous expenses.

An accurate financial record should be kept next year for use when planning the budget for following school years.

### Guidance Facilities

Although guidance services have been carried out successfully in the absence of suitable facilities, the physical setting is believed to have a definite effect when counseling students. Planning of these suitable facilities is important in order that costly mistakes may be avoided.

Privacy is one of the most important factors to be considered in planning the program. The location of the service in relation to administrative offices, library, records, etc. should be considered. Waiting and conference rooms are also important.

The counselor's office, regardless of size and location, should be as pleasant and inviting as possible. Furnishings should be arranged to prevent a cold, formal atmosphere and to prevent distraction of the student during counseling. Counseling is believed to be most effective when a permissive, friendly atmosphere exists, and when services are located so as to attract students and make them feel welcome.

Although it is advisable to have the guidance offices close to administrative offices, this is not possible at Martinsville. The administrative offices are on the first floor of the older building, and there is no available space for guidance services on this floor. The second floor houses the library, audio-visual center, teacher's lounge, a conference room and an available classroom. As the conference room and the available classroom are adjacent, with a doorway between, this seems the most logical place for guidance services at Martinsville High School. The two rooms available can be remodeled slightly and furnished to provide space for a

waiting room, private counseling, group counseling, occupational information, and testing.<sup>16</sup>

The guidance center will be furnished with occupational files, comfortable chairs, a table, shelves for college catalogues, magazine racks, bulletin boards, a secretary's desk and a testing desk in one room. The counseling room will be furnished with the counselors desk, some comfortable chairs, the cumulative record files, and accessories such as flowers and appropriate pictures to give the room a friendly atmosphere. Care must be taken, however, that the rooms are not so informal that they lose their feeling of importance.

#### Evaluation

A continual evaluation of the guidance program needs to exist in order to check the effectiveness of guidance procedures, build a program which better satisfies pupil needs, to justify guidance expenditures, and to reveal information that can be given to the public.<sup>17</sup>

So often, a counselor gets so involved in his work that he fails to take any time for evaluation. Time spent on evaluating, however, can be justified as time well spent.

Whether evaluation is a self evaluation made by the counselor himself, or an evaluation made by administrators, parents, students, or teachers, the result should be taken seriously.

Self-evaluation is often thought of as a day-to-day reflective thinking. This reflective thinking is very important, but there is more to evaluation than this. A more formal or written evaluation can be shared with the staff, illustrating to them the situation existing and improvements

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<sup>16</sup>See Appendix IV.

<sup>17</sup>Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance, (New York: McGraw Hill Book Company, Inc., 1958) 313.



that need to be made.<sup>18</sup>

Formal evaluation may be achieved through check lists, surveys, inventories, rating scales or public opinion polls. Many forms or examples of evaluation questionnaires are available in various guidance books. Evaluation forms need to be designed, however, in light of each school in each situation.

Follow-up studies are often used as a criteria for evaluation. High school graduates and dropouts may be asked such questions as how their school has helped them, how it could have helped them more, advice they would give to students, and whether or not the counselor had helped them.

Other than the survey methods of evaluating as mentioned above, experimentation can help determine the effectiveness of the guidance services. To do this, two groups of students need to be selected - one to be the experimental group; another to be the control group. Then, as suggested, an experiment can be conducted on the experimental group. Evaluation can be successful by this method if done so objectively. A counselor should realize that not every experiment is going to be successful, but that some of the results he may want to make an integral part of his program.<sup>19</sup>

Evaluation should begin as soon as the guidance program is organized and should be continuous. One evaluation technique should no more than be completed before another one is begun. By so doing, the guidance program can be constantly improving in its goal to meet the needs of individual students.

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<sup>18</sup>Curtis L. Hamilton, "Evaluation Can Help Your Guidance Program," Illinois Education, LI (May, 1963) 378.

<sup>19</sup>Hatch & Steffle, loc. cit., p. 269

## CHAPTER V

### SUMMARY

Due to the changing world and complex society within which teenagers are faced, schools of today need organized guidance services.

Martinsville's junior-senior high school does not have organized guidance services. The school's philosophy of education, however, stresses throughout its entirety the importance that should be placed upon individuals and their problems. If the obligation is to be met of preparing young people for life in this complex society, it is believed that a guidance program should be organized without delay at Martinsville.

For a program of guidance services to be successful at Martinsville or any other school, complete cooperation should exist between members of the staff, and the role of each member should be clearly defined and understood. The counselor should work closely with the administrators as well as the teachers. All school personnel employed should be guidance-minded because of their day-to-day contact with students.

Accurate records need to be kept on each student. Record keeping is a part of the inventory service, one of the essential services of the guidance department. Testing programs are needed to supplement the inventory service. Tests should be carefully selected, administered, and scored.

As a student would have difficulty making adequate adjustment without knowledge of his environment, educational, occupational and personal information services need to be provided. Students should be aware of the information available and should be informed by the counselor as to where

they can receive further information.

The heart of the guidance program is the counseling service. The main objective of the counseling session is to aid individuals to a better understanding of themselves through a learning process.

A placement service, though not offered in all schools, is felt to be an important part of the guidance program. The placement can be either occupational or educational, and may be offered to students desiring part-time employment, graduating seniors, drop-outs and alumni.

As organized guidance programs are new in many school districts, little can be found as to the actual costs of guidance services. It is felt that accurate records of guidance expenditures should be kept at Martinsville next year so that a budget may be set up for the following year.

The physical setting of the guidance services are believed to have a definite influence on the success of the counseling session. Above all else, the facilities should be private, but friendly, welcoming, and conveniently located for use by everyone within the school.

A continual evaluation program should be in progress, with the results of the evaluation used to improve the guidance facilities; check the effectiveness of those offered; justify guidance expenditures; and reveal information that can be given to the public.

It is hoped that a full-time guidance counselor can be employed by the Martinsville Junior-Senior High School for the 1964-65 school year. For him to perform his duties, his services will need to be moved to a central location. The conference room and adjacent classroom remodeled can serve him sufficiently if furnished as suggested in this paper.

Because of the time the counselor will need to spend on counseling and testing, it is recommended that a full-time secretary be employed to

take care of the clerical work.

It is also suggested that the information service be up-dated and supplemented.

It is believed that an organized guidance program can succeed and will succeed at Martinsville, with cooperation among all those responsible for its success.

APPENDIX I

People

Board of Education

Superintendent

Principal

School Nurse

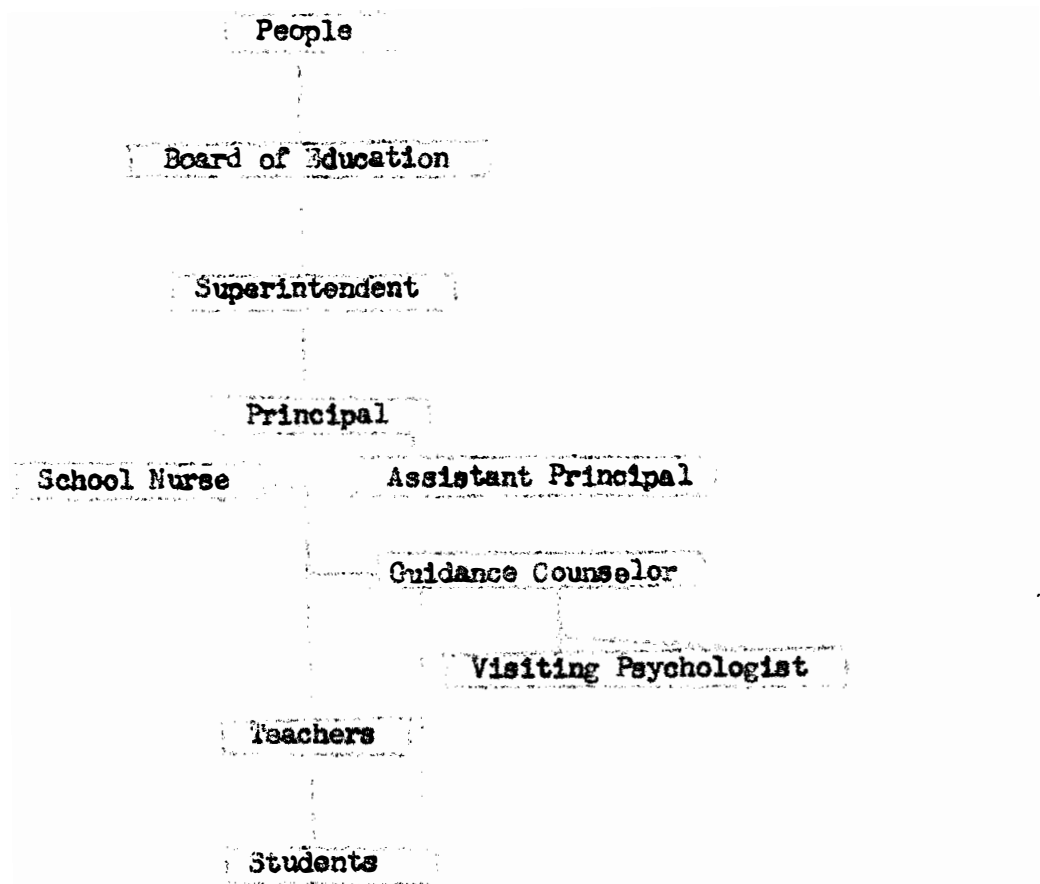
Assistant Principal

Visiting Psychologist

Teachers

Students

APPENDIX II



### APPENDIX III

Following is a sample of the cumulative record folder used for Martinsville Junior-Senior High School students.





Address \_\_\_\_\_ Home Telephone \_\_\_\_\_ Sex  M  F

Parent \_\_\_\_\_ Business Address \_\_\_\_\_ Occupation of Parent \_\_\_\_\_

Nationality of Father \_\_\_\_\_ Educational Status \_\_\_\_\_ Nationality of Mother \_\_\_\_\_ Educational Status \_\_\_\_\_

Birthplace of Father \_\_\_\_\_ of Mother \_\_\_\_\_ Home Conditions G      P

Date of Pupil's Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_ Date Graduated \_\_\_\_\_ Color: White  Black

**ATTENDANCE AND SCHOLARSHIP RECORD**

**ELEMENTARY SCHOOL** Credit Accepted From \_\_\_\_\_ School (In Red Ink)

Year	Date of Admission	Age Sept. 1	Teacher	Days Present	Times Tardy	Agriculture	Arithmetic	E. Science	Art	Literature	Music	Reading	Lang. & Gram.	Spelling	Writing	History	Civics	Geography	Health	Physical Education	Safety			Outside Reading in English _____	
																								Book Reports Per Year _____	
																								Number of Books Read:	
																									First Year _____
																									Second Year _____
																									Third Year _____
																									Fourth Year _____
																									Fifth Year _____
																									Sixth Year _____
																									Seventh Year _____
																						<b>Readings = Eighth Year</b>			

Transferred from _____	Remarks: _____	Author _____	Title _____
School _____ date _____			
School _____ date _____			
Entered This System _____ date _____			

**JUNIOR HIGH SCHOOL** Credit Accepted From \_\_\_\_\_ (In Red Ink)

Grade Seven Year 19\_\_ 19\_\_ Grade Eight Year 19\_\_ 19\_\_ Grade Nine Year 19\_\_ 19\_\_

Subject	Teacher	1st	2nd	Cr.	Subject	Teacher	1st	2nd	Cr.	Subject	Teacher	1st	2nd	Cr.	Ninth Grade	
Days Present					Days Present					Days Present						

**SENIOR HIGH SCHOOL** Credit Accepted From \_\_\_\_\_ School (In Red Ink)

Subject	Teacher	1st	2nd	Cr.	Subject	Teacher	1st	2nd	Cr.	Subject	Teacher	1st	2nd	Cr.

**Tenth Grade**

Days Present				Days Present				Days Present			
--------------	--	--	--	--------------	--	--	--	--------------	--	--	--

**Eleventh Grade**

Total Credit				Total Credit				Total Credit			
--------------	--	--	--	--------------	--	--	--	--------------	--	--	--

Total Credit at Graduation		Number in Senior Class		Senior Class Rank	
----------------------------	--	------------------------	--	-------------------	--

Transferred from		date	
School		date	
School		date	
Entered This System		date	

Remarks:

**MENTAL TEST RECORD**

**ACHIEVEMENT TEST RECORD**

TEST	Form	Date	Score	C.A.	M.A.	I.Q.	% Rank	TEST	Form	Date	Test Norm.	Pupil's Score	E.A.	C.A.	A.Q.	School Grade	% Rank

**Twelfth Grade**

To determine C. A. as of Sept. 1, any year  
 Birthday Jan. 1 to May 31, add ½ year  
 Birthday June 1 to Nov. 30, neither add nor subtract  
 Birthday Dec. — subtract ½ year

**CODE**

C.A. Actual Age in years  
 M.A. Mental Age  
 I.Q. Intelligence Quotient  
 E.A. Educational Age  
 A.Q. Accomplishment Quotient

High School Requirement met in Mo. Const. Law of 1947  
 Date \_\_\_\_\_ Score \_\_\_\_%

High School Requirement met in U. S. Const., Am. Hist. and Inst. Law of 1947  
 Date \_\_\_\_\_ Score \_\_\_\_%

**Miscellaneous Information**

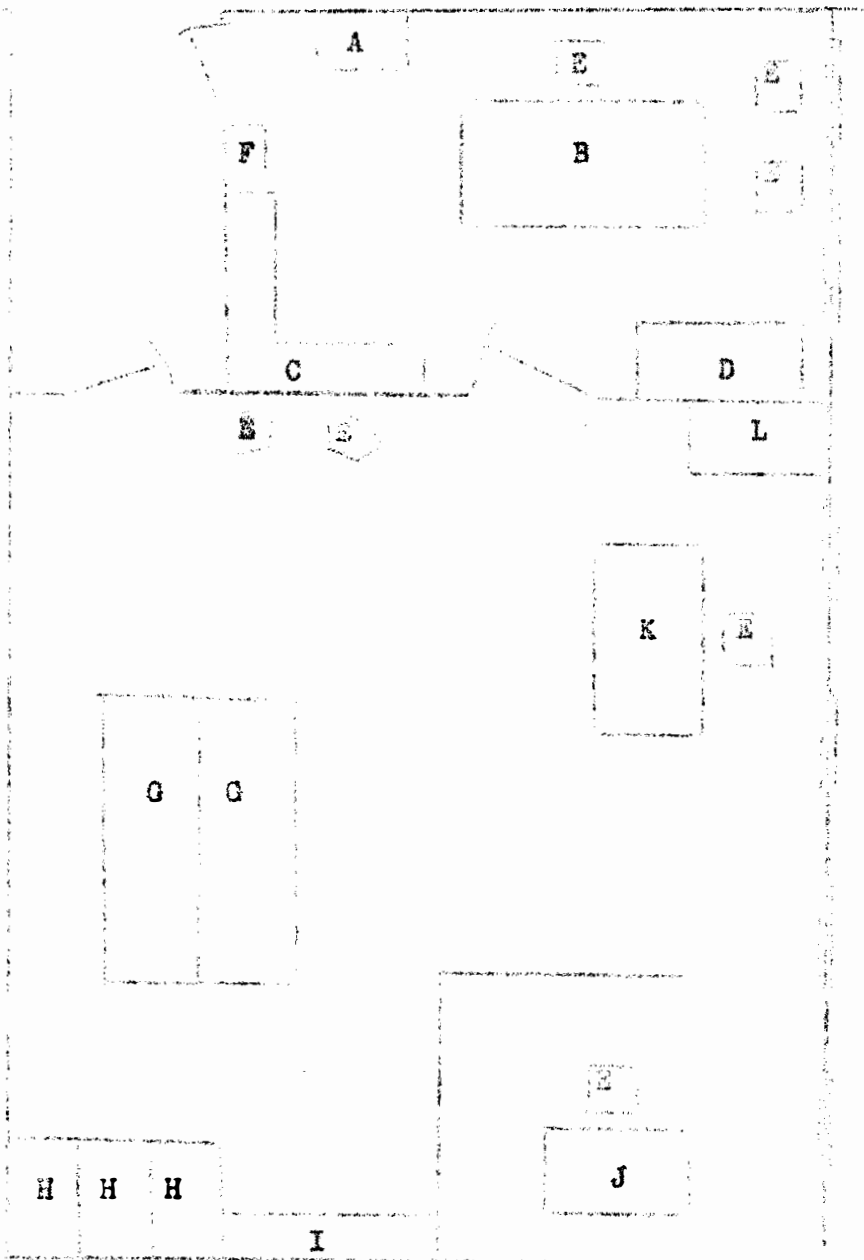


APPENDIX IV

Hallway leading to classrooms, library, audio-visual room, and teachers lounge.

SCALE:  $\frac{1}{4}$  inch =  
1 foot

- A=Cumulative Record Files
- B=Counselors Desk
- C=Book Shelves
- D=Cupboard for Storage
- E=Chairs
- F=Planter
- G=Conference Table
- H=Information Files
- I=Book Shelves
- J=Testing Desk
- K=Secretaries Desk
- L=Work Table



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