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IMPLEMENTATION OF THE GUIDANCE PROGRAM IN THE
ELEMENTARY AND JUNIOR HIGH SCHOOLS
TAYLORVILLE, ILLINOIS

A Paper
Presented to the Faculty of
Eastern Illinois University
In Education 490

In Partial Fulfillment
Of The Requirements For The Degree
Master of Science in Education

Plan B

By

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August, 1962

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CHAPTER I

WHAT IS GUIDANCE - AN INTRODUCTION

Guidance is a word that has entered the vocabulary of many people - school personnel, parents, ministers, industrial owners, and so on. Guidance is also a word, like many other words in our English language, that has many different meanings and interpretations. Therefore, it is essential for any school contemplating a guidance program to first define the word guidance. There are many definitions available for consideration. In the guidance handbook published by the State Department of Education of Maine, Dr. James Bryant Conant was quoted as follows: "More concretely, guidance, and especially counseling, involves working closely with individuals and groups in ways aimed at helping them interpret themselves, their schools, their present problems, and the world about them."¹ The Guidance Services Handbook For Missouri Schools stated:

One characteristic of the modern American school is the concern for the development of every student according to his own particular interests, abilities, and aptitudes. Thus it is necessary to assist young people with their adjustment to personal, social, educational, and vocational situations. This assistance is guidance."²

¹Guidance In Grades 7-8-9 (Augusta, Maine: State Department of Education, October 19, 1960) p. 3

²Guidance Services Handbook For Missouri Schools (Jefferson City, Missouri: Commissioner of Education, Publication No. 71, 1951) p. 7.

These are only two of many definitions; however, our definition should come from within our own school system, from a composite group of teachers, administrators, parents, lay personnel, and possibly guidance specialists.

The next item for our consideration is a popular question which will probably arise, especially since a guidance program involves finances. That question being: Why should we have a guidance program; is it really necessary? This question can be answered only after an evaluation of our goals and philosophy of education. Do we believe in the basic assumptions of modern education? These assumptions as stated in The Guidance Services Handbook For Missouri Schools are:

1. Every individual has intrinsic worth.
2. The human being is a complex individual.
3. Individual differences exist in all human traits.
4. The whole person reacts to given situations.
5. Adjustment is a continuous process.
6. Individuals can think for themselves at all ages.
7. Motivation is the keynote to adjustment.
8. Self-determination is the right of every individual.
9. Individuals can be studied only in their environment.
10. Self-guidance is the ultimate goal of education.³

If we believe this and if we believe in the education and development of every child, then we do believe in guidance to

³Ibid., p. 21.

some degree. The guidance program consists of organized services within the total educational program which assists individuals in making various adjustments to all situations.

CHAPTER II

PROCEDURES FOR ORGANIZING AND ESTABLISHING A GUIDANCE PROGRAM

Guidance does not just happen. One must remember what guidance is not. It is not an event or thinking for individuals or helping students escape reality or a mass procedure. One cannot hire a guidance counselor and let it go at that. One must have careful planning by school and community people. The type of planning will depend upon the local situation.

This paper will examine the planning which took place in Taylorville, Illinois during the past two years. In February, 1960, the Steering Committee for Curriculum Improvement and Development for the Taylorville Community Unit Schools requested from all staff members, problems they thought, as individuals, should be studied by the committee and staff as a whole. These problems were tabulated briefly described, and returned to the staff members to be evaluated and marked accordingly. Of forty-six problems involved, the field of guidance received the greatest number of votes from the entire staff. As a result, after a year's study and discussion by the Steering Committee for Curriculum Improvement and Development, a guidance committee was appointed for the sole purpose of establishing an in-service

workshop in this field of study. The help of the Office of the State Superintendent of Public Instruction was sought, and the Department of Guidance under the direction of John Stewart was most cooperative and helpful. Other staff members of the state's department of guidance were Dr. Robert Zeller and Charles Borger.

The result of this planning was an eight week workshop in guidance and counseling under the direction and supervision of trained guidance personnel. All staff members were encouraged - not forced - to attend this workshop, as well as parents and other interested people in the community. The first meeting was held in March, 1961. The other sessions continued over a period of time, so that the participants had time in between sessions to refer to guidance resources and to discuss their discoveries with others. In these sessions the following topics were discussed:

1. What is guidance?
2. What are the needs of our children and how can the school help meet those needs?
3. How are other comparable schools establishing a guidance program?
4. What type of guidance program is best for our school at this time?

In order to obtain the greatest efficiency from the various participants, the staff divided into elementary, junior high, and senior high levels and continued their study.

From this workshop emerged recommendations and suggestions

which were shared with a guidance committee composed of teachers, principals, school board members, and parents. The committee then did most of the work in establishing the guidance program. Their job was to sell the idea to other teachers and to the community. The guidance committee worked with the superintendent in organizing the program and kept in mind the following important factors:

1. Guidance is a function of the whole staff.
2. Readiness for such a program by faculty members should be encouraged.
3. The program should be developed from within the school system.
4. Basic policies should be established democratically through this committee.
5. A person trained in guidance should head the program.
6. The counselors should be selected carefully from faculty members.
7. A long-range program should be planned with step-by-step procedures. Start with the services needed most by our system then add a few services each year.
8. The required amount of time, space, equipment and materials should be provided.
9. The guidance services should be integrated with instruction.
10. The program should be expanded only as rapidly as professional in-service preparation for guidance allows. Tests should not be used unless understood;

records serve no purpose if not used; otherwise, little can be done without a knowledge of the use of some of the tools of guidance.

Since the junior high curriculum seemed to have the greatest need for revision in regards to guidance and counseling, the procedure for this group was more complex than other groups. A committee of junior high teachers was appointed and given the responsibility of writing a homeroom guidance handbook to be used by the homeroom teachers in a group guidance type of program. This project began with research at the state library. The next step was to send letters to the State Department of Education of each of the fifty states. These letters requested any available information or material concerning their homeroom group guidance programs that would be of value to a school about to embark on such a program. A summary of this survey is included in this paper. As the material was received, the committee had to examine and study it to discover which information would be useful to them in their project. This was a time consuming task but proved to be fruitful. Many states sent information and suggestions which were instrumental in the creation of the handbook which finally emerged from this committee.

In correlation with the preparation of this handbook, the committee spent a week in study of guidance procedures at Bradley University. This workshop was helpful in providing the members with the insight and understanding necessary before attempting to write such an essential handbook.

On Wednesday afternoons during the writing of the handbook, all staff members - especially junior high members - and town people were invited for a "coke session" by the committee to evaluate, make suggestions, and criticize the work being done. As a result of this refining process, the intensive research done, and the professional dedication of the members who undertook this task, an outstanding publication emerged.

CHAPTER III

THE GUIDANCE PROGRAM IN THE ELEMENTARY SCHOOLS

The guidance program on the elementary level did not require any new or special machinery but rather a rebirth of educational attitudes to focus the attention of the entire staff on the needs of individual pupils in the school. This meant that all staff members - nurses, teachers, janitors, and others - needed to be reminded of the fact that everyone must work together and concentrate on the best methods of promoting the all-around development of each pupil. This rebirth of the concepts of guidance was accomplished during discussions in the workshop previously discussed, bulletins sent to all staff members, and during the friendly conversations among teachers during lunch breaks, after school, and at teachers' meetings.

Some of the services and tools of guidance used in the Taylorville Elementary Schools are:

1. Provision for review by all teachers of child growth and behavior to promote a better understanding of all children. This is accomplished by the routing to all teachers of pertinent articles in pamphlets on this subject, The Teacher's Letter publication, reviews of recent books, and speeches concerning education, and reminders of any television shows of an educational nature.

2. Case conferences to study individual children when a teacher feels the necessity of such action. The first conference usually involves the teacher, the principal, the school nurse, and the psychologist. At this time this small group of professional individuals collects, organizes, studies, and interprets information from various sources which is related to a pupil problem of common concern. Depending upon the nature of the problem, other conferences might be held at a later date when more information is available. In some cases, it is deemed necessary to schedule a case conference with the parents in attendance.
3. Resource library for reference and materials. This library has many excellent books and pamphlets which maybe checked out by any personnel in the school system.
4. Adequate health service which includes:
 - A. General physical and dental examinations.
 - B. Hearing and vision tests
 - C. Medical histories for each child
 - D. Urinalysis testing
 - E. Immunization program for those desiring such service. This program offers the following immunization shots:
 1. Polio series and boosters
 2. DPT series and boosters

3. Smallpox vaccination
 4. Chest x-rays for first and fifth graders
 - F. A registered nurse who supervises the health service and who is available for emergency nursing services.
5. Use in each elementary classroom of the following tools:
- A. Cumulative record folder
 - B. Health record
 - C. Observations of behavior through anecdotal records, sharing periods, group work and assignments, sociodrama and role playing situations, and observation during recreation time
 - D. Sociometric devices for child study
 - E. Standardized test data which each teacher either knows how to effectively interpret or can go to someone, maybe the principal for help in analyzing the results. Then the teacher should use these results in reorganizing their instruction to meet the specific educational need of each individual child. These test scores are to be used as a measurement of what the teacher should emphasize in teaching and not merely as a yardstick to ascertain which students are superior, average and dull. These tests are administered by either the building principal or the administrative assistant. The standardized tests which are used are as follows:

1. Pintner Cunningham Intelligence Test administered in October of the first grade.
 2. Pintner General Ability Test administered prior to January of the fifth grade.
 3. SRA Primary Mental Abilities Test used only for retesting of questionable test scores.
 4. Gates Reading Test for the second grade.
 5. Stanford Achievement Tests, Revised Edition. Reading only administered in January to grades three through six.
- F. The personal interview with the parents. For many years it has been the practice for the teachers of kindergarten and grades one, two, and three to have at least one, and preferably two, personal conferences with the parents of each child in the room during the school year. In September of 1961 it was decided to enlarge this circle of personal contact with each parent and include grades four, five, and six. The conferences actually began with a group conference project carried on in each individual school. The first P.T.A. meeting was organized as a group conference night. At this meeting each teacher met with the parents of the pupils in the classroom. The teacher briefly discussed the goals for the year and how the parents and the teacher could assist the students in accomplishing these goals.

School rules and regulations were discussed, instructional techniques were demonstrated, and any pertinent information which would acquaint the parent with the school was discussed. The meetings were informally conducted so that the parents felt free to ask any general questions concerning the coming school year. Immediately after the individual classroom conferences a social "get-together" was held in the cafeteria. The aftermath of these group conferences was the individual conferences when a particular child and his particular needs were discussed.

6. A speech therapist who screens all children in the first grade and all new students. From the results of the screening tests the therapist formulates a schedule to include the students with speech difficulties. The classes do not include first graders since many of their speech difficulties are overcome during a year's time. The classes are small and are held in the speech room and not in the regular classrooms. Children with similar speech difficulties are grouped in one class for convenience. However, the difference in age level in each class is kept at a minimum. There are a few cases where one child may constitute a class especially in circumstances which involve an emotional block.

7. A school psychologist, although employed by the county and shared with other school units in the county, is available for consultation and testing. Many teachers secure counsel and advice from the psychologist so that they may be more effective in coping with the many emotional problems experienced by their students. The psychologist is also available for case conferences and for individual testing of children if requested by a teacher.
8. Special classes for EMH children - educable mentally handicapped - were begun in September of 1961. This is another county service from which Taylorville reaps many benefits. This project is still in the pioneer stage, but from all reports it has met with success. There are two classes - primary and intermediate.

There is a great need in the area for more classes and more teachers. It is the desire of the unit to fulfill these needs as adequate funds deem it possible.
9. The SRA Reading Laboratory program is used in some of the elementary schools where PTA funds have made such a beneficial program possible. Sixteen complete sets are in the unit. This program is begun in the fourth grade and continued through the fifth and sixth grades. The teachers who participate in this program feel that it is an excellent means of fulfilling the reading abilities and

interests of all the children in the classroom. In the fall of 1961 one large elementary school, Memorial School, was fortunate to have been selected as one of the recipients of the Elementary Science Library distributed by the association for the Advancement of Science in Washington, D. C. This privilege, which was granted to only 800 elementary schools in the United States, occurred as a result of an excellent school library. These interesting books deal with many scientific problems which are current headlines. The interest appeal of these books was tremendous. They definitely were not dust-collector books.

10. A reading enrichment program is conducted in all the elementary schools. The books used in this program stimulate the reading desires of the slow learner as well as the superior student. Some of the book series used are as follows:
 - A. Ginn Enrichment Series
 - B. Reading Essentials Series of The Stick Company
 - C. Harr-Wagner High Interest Easy Vocabulary Books
 - D. The Benefic Press Science Series and their Don Frontier Series
 - E. Gates-Pearson Practice Exercises in Reading
 - F. Developmental Reading Series of Lyons and Carnahan Company
 - G. Dolch Readers

H. Scribners Readers

I. Follett Library Books

11. The Sixth grade visitation program enables all sixth grade students to visit the junior high school and become familiar with the junior high program.
12. The most important tool of guidance at this level is the classroom. As stated by Harold F. Cottingham:

Guidance in elementary schools centers around the classroom teacher as the key person....At the elementary level guidance and good instruction are similar in many respects....Using instruction as a guidance medium suggests not only identifying the material with the needs of each child but helping him relate it to and identify it with life activities. This means that the instructional functions must be given value to the child. As a learning process the knowledge assimilated by each child must have some meaning to him personally. This viewpoint is implied in the expression, "instruction should be inseparable from guidance - yet guidance is separable from instruction¹."²

13. Future planning will consider the following services:
 - A. Remedial reading program conducted outside the regular classroom.

¹Guidance in the Curriculum (Washington, D. C.: Association for Supervision and Curriculum Development Yearbook, 1955) p. 77.

²Harold F. Cottingham, Guidance in Elementary Schools, (Bloomington, Illinois: McKnight and McKnight Publishing Co., 1956), pp. 7,9, and 10.

- B. Enrichment program for gifted children.
- C. Establishment of TMH classes - trainable
mentally handicapped - and more EMH classes.

As stated previously, guidance in the elementary schools of Taylorville, Illinois is not a new concept but rather a rebirth of and a new look at procedures and practices which have gradually become a vital part of the school philosophy. The main "business" of the schools is the complete development of each child. This complex development involves many viewpoints, processes, and services which are utilized and coordinated by every classroom teacher for a series of purposes, all of which center about the individual child.

CHAPTER IV

THE GUIDANCE PROGRAM IN THE JUNIOR HIGH SCHOOL

The guidance program in the Taylorville Junior High School is a continuation of the guidance services and tools used in the elementary schools with the addition of a group guidance program and guidance counselors.

The key to any guidance program, regardless of how it may be organized, is the classroom teacher. However the personal guidance given by the teacher in the self contained classroom on the elementary level is no longer available in the departmentalized program. The block of time program which constitutes the seventh and eighth grade curriculum is a partial answer to this program. To be a guidance centered school as every school should be, especially during this crucial and formative stage of student development, well organized, pupil-centered, guidance program was formulated by the Taylorville Junior High School staff in 1961. The members of the guidance committee came forth with the homeroom group guidance plan as an opportunity for discussion and study of problems common to the adolescent students. This program was developed under the National Defense Education Act, Title V. This program was centered around the homeroom for the reason cited by Harry C. McKown:

The home room with its main emphasis upon the education of the student rather than the passing along of a body of subject matter, epitomizes the very soul of the modern conception of education: that the pupil himself is far more important and sacred than any mass of information he may ever accumulate. In reality the home room creates a situation in which the pupil himself becomes the subject studied, worked with, and learned about. He and his activities, experiences, and interests compose the curriculum. He is the curriculum...The home room is not a preparation for life, it is life...¹

In a junior high school involving 730 students, scheduling is an arduous problem. Therefore the homeroom groups were, of necessity, composed of the same students as the regular classes which are organized mainly on the ability grouping plan. In the 1961-1962 school year there were twenty-five homerooms with an average of thirty students. This number will vary with enrollment each year. These homerooms met twice a week. All homerooms met simultaneously for twenty-five minutes on Monday and then each homeroom met at various times during the week for a forty-five minute period. The meeting on Monday had two objectives: (1) to facilitate regular school business and announcements and (2) to outline and make plans for the topic of the week in the guidance unit. Each homeroom elected their own officers who were responsible for conducting the business of the homeroom with the cooperation of the sponsor who furnished the directive and guiding force enabling the maintenance of continual growth and

¹McKown, Harry C., Home Room Guidance, (McGraw-Hill Book Company, Inc., New York: 1954,)pp. 20-21

development. The homeroom sponsors suggested techniques and topics for the class to explore and discuss in their own manner with the consulting services of the sponsor. Another essential resource was the group guidance handbook which was created for the purpose of providing a nucleus of practical information and useful suggestions for the homeroom sponsor to use as a "guiding light" in the fulfillment of the homeroom program.

The handbook used by the sponsor suggests many techniques for group guidance. These techniques are:

1. Teacher demonstration - The teacher explains or talks to the group.
2. Open-end or unfinished sentence - The teacher gives the students sheets of paper with a list of unfinished sentences to complete. This is a technique for exploring feelings preparatory to open discussion.
3. Group discussion - The teacher and students talk over their problems and interests.
4. Panel discussion or forum - After the group decides on a topic it is usually phrased in the form of a question, for example, "What should students and the librarian expect of each other?" After allowing time for preparing and taking notes, the students are ready to express their views. A moderator, or leader, introduces each panel member who presents his ideas. The moderator then summarizes the points. Audience participation follows. At its conclusion the moderator again summarizes.
5. Buzz sessions - The homeroom divides into several small groups, each with a chairman and recorder. They explore related topics of a larger topic under discussion, and later the chairman or recorder summarizes the pooled ideas for the entire group.
6. Role-playing - Students dramatize problem situations, right and wrong attitudes, or any human relations problems for group analysis and evaluation.
7. Committee reports - A committee is selected to locate information or study a problem under discussion and report to the group.

8. Individual reports - A student locates information or studies a problem under discussion and reports to the group.
9. Displays by students or teacher - Teacher or students may bring in a hobby collection, for example.
10. Questionnaires - The teacher prepares a series of questions for the students to answer. The following questions are typical of those found in a questionnaire -

Art

1. What activity do you enjoy most in art?
 2. What is the most beautiful thing in your home?
 3. What is the most attractive building in Taylorville?
 4. What can you do to make your own room more attractive?
 5. What kind of pictures do you like in your own home?
11. Question box - Ask students to write out problems for group discussion without signing their names.
 12. Resource persons - Invite school personnel or members of the community to speak to the group.
 13. Bulletin board - All of the printed forms used in the school, including report cards, attendance slips, hall passes, cumulative record folder, etc., may be displayed on a bulletin board, for example.
 14. Sociometric devices - After the students in the group know one another fairly well the teacher may construct sociometric devices to identify the group leaders, isolates, and cliques in order to help students become better acquainted with each other and to enable some individuals to make a better adjustment to their peers. An example is the selection of a committee. Students write three names in order of their preferences on slips of paper or cards. The teacher tabulates responses. In the follow-up, any isolate should be given his first choice, and each student should have at least one of his choices. If the committee is made up of six members, balance membership by selecting two very popular students, two fairly well accepted students, and not more than two isolates.¹

The group guidance handbook develops each guidance unit

¹Board of Education, Taylorville Community Unit District Number 3, Group Guidance in The Taylorville Junior High School (Taylorville, Illinois: 1961) pp. 7,8, and 9.

to be presented. The development of each unit includes, in outline form, the following points:

1. An induction to the unit of concentration.
2. A list of objectives.
3. Organization of the lesson - this section is the heart of the unit and presents a detailed lesson plan which can be easily adjusted to the needs of a particular class.
4. Suggested points for discussion.
5. Suggested activities.
6. A list of supplementary materials.
7. A bibliography - this includes books for student utilization as well as books for the teacher.

The amount of time spent on each unit varied accordance with the content of the unit and the interest of each particular group. However a flexible time schedule for the completion of each unit was established by the guidance committee in order to ensure the coverage of all topics upon completion of the ninth grade.

The units as outlines in the Group Guidance in the Taylorville Junior High School handbook are:

- A. Orientation
 1. Exploring The Building
 2. Following Rules and Regulations
 3. Introducing the Homeroom (Grade Seven)
 4. Using the Cafeteria
 5. Enjoying Extracurricular Activities
 6. Knowing Those Who Help
 7. Becoming Acquainted With The Library
 8. Receiving Grades and Recognition
- B. School Citizenship
 1. Exhibiting Acceptable School Behavior
 2. Understanding the Importance of School

3. Displaying School Spirit and Loyalty
 4. Assuming Responsibility
 5. Respecting Authority
 6. Exercising Honesty
 7. Promoting Sportsmanship
- C. Developing Self-Understanding and Appraisal.
 - D. Building A Philosophy Of Life (Ninth Grade).
 - E. Managing Social Life (Ninth Grade)
 - F. Cultivating Personal Habits
 - G. Perfecting Study Habits
 - H. Taking Examinations and Standardized Tests
 - I. Looking Toward Grade Eight
 - J. Looking Toward Grade Nine
 - K. Looking Toward Grade Ten¹

To complement the homeroom group guidance program, a counseling service was formed. The ideal ratio of guidance counselors is one per 300 students, however Taylorville's plan for the most effective use of their facilities and personnel called for three counselors. These counselors were selected from the staff mainly because of their professional understanding of and interest in the teenager. Each counselor was assigned to a specific grade - seventh, eighth or ninth. They were provided with counseling references for study and an individual counseling room in a recently completed addition to the school. A counseling schedule was set up for each counselor; this schedule included two counseling sessions for each student during the school year. A record of the sessions held was kept with a total of 1,228 sessions held. This figure is short of what it should be with 730 students involved. The reason being the delay of construction of the counseling rooms which did not allow the program to begin until the first of November, 1961.

¹Ibid., Table of Contents.

The type of counseling employed indirect, direct, or a combination of the two techniques is up to the discretion of the counselor. For all counseling sessions, the counselor has access to the permanent records of every student. These records accompany each student from elementary school to junior high school and were previously discussed as to content. These records afford a composite, though condensed, view of the preceding school life of each student. By examining these records the counselor introduces himself to the student before he actually attempts to counsel the student. It should be emphasized, at this point, that the counseling services involve all students and not just a select group.--This concept of counseling as a preventive service rather than a curative one is stressed in the following belief:

Every pupil in the school will sometime need certain services of the guidance program. Preventive action on the part of the guidance worker is often more valuable than is curative action. The tendency in some schools to regard the guidance program as a medium for restoring delinquent pupils to the status of good school and community citizenship is regrettable. The so-called "normal" boy and girl deserve much more attention from the counselor than they usually receive.¹

Another significant and vital aspect of the counseling service is the provision of pupil requested sessions. A student desirous of immediate advice checks in the general office with the master schedule this maps out the weekly

¹C. E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 3.

schedule for every counselor and dean and then makes arrangements through the office for an appointment with the counselor. Most of the sessions are scheduled during the students regular study hall period; however, any students experiencing an urgent need for aid is given immediate comfort by his counselor. If the counselor is in class, another teacher is called upon to conduct the class. It is distressing to discover how many problems of this nature do occur in the junior high school.

Of course, the three designated counselors are not the only ones who offer and provide guidance and advice. If a student wishes, he may receive aid from other faculty members. Also the services of the principal, the dean of boys, and the dean of girls are constantly employed. Although their services frequently involve problems concerning disciplinary guidance, it is interesting to observe the amount of time and effort expended by these people in counseling sessions, with students and parents, to facilitate the maintenance of a "smooth-running," pupil-centered school. The consequential responsibility of ameliorating the delinquent or "bad" student is usually placed in their hands. However, problems of this nature are not the only type encountered by the principal and deans. They are the confident of many students because of their personal attributes or possibly the respect held for their positions.

Another important facet of the guidance program in the junior high school is the testing program. In reiteration it must be stressed that the value of such tests does

not lie in the administration of the tests but rather in the utilization of the test data as a means of promoting better understandings of the students and thus achieving more effective guidance. The standardized tests used in the Taylorville Junior High School are:

1. SRA Primary Mental Ability Test, administered in the spring of the eighth grade.
2. Standardized Achievement Test, Revised Edition, Short Form, administered in January to the seventh and eighth grades.
3. Iowa Algebra Aptitude Test, administered in May of the eighth grade.
4. Iowa Silent Reading Test for Diagnostic Purposes, administered in May of the ninth grade.
5. Kuder Preference Test, a personal and vocational test which is optional and is used by counselors through consultation with students and parents.

In conjunction with the standardized tests, a personal self-evaluation questionnaire is studied and completed by all eighth grade students. This questionnaire serves as an aid in placement and personal guidance for future educational and vocational plans. It is taken home to encourage family discussion and planning. When the student returns the completed form, a personal conference is held with the eighth grade counselor. This conference enables the student to consult with the counselor concerning future plans. If the counselor feels that the student's goals are

beyond or below his abilities according to judgement based upon test scores and personal contact, it becomes the responsibility of the counselor to confer with the student and possibly the parents concerning the exigency for possible restudy and revision of future plans.

As a group progresses from one grade to another the gap among pupil achievement broadens and thus the necessity of an enrichment program results. Since the seventh and eighth grade classes in Taylorville are scheduled in accordance with the ability grouping system, it is easier for each teacher to adjust her goals and objectives to the achievement level of a particular group. The objectives for an English class composed of superior students certainly should not be the same objectives designated for a similar English class composed of average or below average students. This effective system of ability grouping is complemented with the following enrichment classes in the junior high school:

1. Modern Math - This approach to mathematics originated in the Taylorville Junior High School under the direction and supervision of the University of Illinois. In the 1961-1962 school year there were four Modern Math classes in the ninth grade - three of these used the University of Illinois' plan and one used the Silver-Burdett plan.
2. French classes - The French program begins in the

summer months prior to entrance in the seventh grade. French students are selected according to intelligence, achievement, interest, and recommendations by the sixth grade teachers. The selected students begin their study during the summer months and continue through the seventh, eighth, and ninth grades. At the present time there are two French classes in the seventh grade, two in the eighth grade, and two in the ninth grade - one of which is French I for beginning French students. The advantage of an early beginning in French is the opportunity to graduate from high school with two foreign languages. This would be an apparent advantage for students planning a college education. One of the tangible rewards for participants in the French program is the opportunity for travel abroad. The Students Abroad Committee - which is composed of teachers, administrators, parents, and interested community leaders - has been planning for two years for a trip to France for these students. The trip is still in the planning stage, but all arrangements will be completed by the summer of 1963. The tentative plan calls for approximately six weeks of study and travel in France in the summer of 1963. Many rules and regulations are still being formulated

so that an accurate account of this program at this time is impossible.

3. The Language Laboratory - This mechanical aid for study was purchased and installed in the summer of 1960. Because of the expense of such a device, it is shared by the junior and senior high school. In the seventh and eighth grades it is used for French classes and in the ninth grade it is used for French and Spanish. There are two junior high instructors who cooperatively arrange their own schedules for the use of this laboratory. A particular class would not make use of the laboratory every day, but it would be used every week.

Although guidance is only one of many functions of the junior high school, it influences almost all the objectives the junior high school seeks to attain. Effective guidance does not just happen; it must be a well defined, well planned, cooperative unit of the educational program. The personnel responsible for the establishment and direction of the guidance program in the Taylorville Junior High School have endeavored to coordinate the series of purposes of guidance into an efficacious program. Continuous evaluation and study of the program is being made. The ultimate goal of such a program is the acquisition of self-guidance for every individual in school and society. This self guidance will be

beneficial for the realization of success and contentment
among people in a tempestuous world.

CHAPTER V

EVALUATION OF THE TOTAL GUIDANCE PROGRAM

The completion of any program of educational services requires some provision for evaluation. Objectives and purposes of such a program need to be outlined and goals to be achieved should be designated before the inauguration of a guidance program. Since a guidance program attempts to achieve objectives difficult to state in measurable terms, the procedures used in evaluation must be carefully analyzed and adapted to the local community's objectives. The primary goal of any evaluation process is the provision for a means of constant improvement of the existing program. Another important goal of evaluation is communication with the community, keeping the people informed as to the success of the guidance services. A third goal is continuous professional growth by the faculty. This growth should include learning new research techniques and skills, reporting and recording the results of the guidance program to the community, and re-examining the educational philosophy, practices, and knowledge of each individual teacher as well as the entire school system. The final and most important goal of evaluation is the measurement of student growth and development. Research dealing with specific pupil growth must be made and appraised so that recommendations for

improvement of any aspect of the guidance program can be presented to the guidance committee for further discussion and comprehensive study.

After the guidance program has been inaugurated and the objectives and goals of pupil behavior as well as the curriculum have been formulated and classified, then the approach to evaluation should be initiated. Planned learning situations must be provided relative to specific educational goals as well as the development of the attitudes, behaviors, and ideals that distinguish good citizens. Various types of evaluation instruments and techniques must be utilized. In addition to the standardized tests used, teachers should also use such devices as rating scales, check tests, questionnaires, anecdotal records and similar guidance tools. Cumulative record folders should be analyzed by each teacher, under-achieving pupils should be examined, unhappy children should be studied and follow-up studies of pupil and parent conferences should be made. These are only a sample of the activities necessary for the evaluation process.

A guide for a more scientific and comprehensive approach to evaluation is the survey of methods of evaluating guidance programs completed by Froehlich in 1949. His study reported seven types of methodology for evaluation:

1. External criteria, the do-you-do-this? method.
2. Follow-up the what-happened-then? method.
3. Client opinion, the what-do-you-think? method.
4. Expert opinion, the "Information Please" method.
5. Specific techniques, the little-by-little method.

6. Within-group changes, the before-and-after method.
7. Between-group changes the what's-the-difference? method.¹

The members of the professional staff of the Taylorville, Illinois school system realize that they themselves are pioneers in the field of guidance services and evaluation, and they expect to make many changes and improvements in their guidance program to adjust to the dynamic needs of the children involved. They also realize that their guidance program can never be static or complete; it will be constantly analyzed, evaluated, and revamped to adjust to the varying society in which it will operate. For their most recent evaluation program, which has been in effect since September of 1961, they have been utilizing all the tools and procedures previously mentioned in this chapter. After comprehensive study of these techniques, each individual teacher contrives the best method for his situation. Cumulative records are studied, standardized test scores are analyzed, specific behavior patterns and attitudes are noted by each teacher. These observations and studies are discussed and interpreted in teachers' meetings, case conferences, parent conferences pupil conferences "buzz" sessions, and other similar gatherings which owe their existence to the desire for professional insight of the guidance program. Written reports

¹Cottingham, op. cit., p. 275, quoting Clifford P. Froehlich, Evaluating Guidance Procedures, A Review of the Literature, (Washington, D. C.: Misc. No. 3310, Federal Security Agency, Office of Education, January, 1949)

are made by every teacher for cumulative records, report cards, guidance evaluation, checklists and similar devices. However these evaluation results are of no value unless applied by every person for the improvement of their particular guidance responsibility - whether they be a classroom teacher, administrator, counselor, principal or homeroom sponsor. The main idea stressed by the guidance committee of the Taylorville schools is the truth that the success of any guidance program, regardless of how well organized and planned, is ultimately the responsibility of the individual teacher.

No guidance program can be any stronger than the extent to which individual teachers accept each child, accord him respect as an individual, and reflect warmth of feeling for him.¹

¹Ibid., p. 276.

'APPENDIX A
QUESTIONNAIRE SUMMARY

QUESTIONNAIRE SUMMARY

The following is a brief summary of the replies received in response to a letter sent by the Guidance Committee of Taylorville, Illinois. A letter was sent to the State Department of Education of each of our fifty states. This letter requested any available information or material concerning their home room group guidance program that would be of benefit to a school about to embark on such a program. Of the fifty states, thirty-four states acknowledged the letter with a reply. Many states sent handbooks, pamphlets, and suggested reference lists. It is difficult to analyze all the replies and materials but I will try to give my overall view of the replies. I have arranged the states in comparable categories according to the nature of their replies; they are as follows:

- I. States sending the best materials as related to our topic - the home room group guidance plan.
 - A. Arizona, Phoenix
 - B. Hawaii
 - C. Missouri - although the material came from only Raytown that is experimenting with the plan.
 - D. Tennessee
 - E. Utah
- II. States having no materials available.
 - A. Colorado
 - B. Connecticut
 - C. Kansas
 - D. Maryland

- E. New Hampshire
 - F. Rhode Island
 - G. Texas
- III. States sending materials concerning their guidance programs but not the home room approach.
- A. California - sent the largest quantity of materials.
 - B. Maine
 - C. Minnesota, St. Paul - have school counselors.
 - D. Mississippi
 - E. Montana, Helena - have school counselors.
 - F. New Jersey - various schools sent "structured" guidance courses.
 - G. New York - from Bureau of Guidance.
 - H. Ohio - sent materials and are greatly interested in our program.
 - I. Washington, D. C.
 - J. West Virginia
- IV. States whose guidance programs or handbooks are undergoing revision and are not definite yet.
- A. Delaware
 - B. Illinois
 - C. Iowa
- V. States who are interested but have no materials of their own.
- A. Alaska - working on their program.
 - B. Wisconsin
- VI. States having guidance handbooks for teachers to use to improve their guidance techniques but having no group programs.
- A. Georgia
 - B. Kentucky
 - C. Oklahoma

- VII. State that has no program as described by our letter.
 - A. Pennsylvania
- VIII. State that does not distribute materials because guidance materials are kept only for specific request.
 - A. Michigan,
- IX. States who are not in favor of this approach.
 - A. Massachusetts - stated that such a program is not guidance but simply a course of instruction - a rather contentious reply.
 - B. Vermont

APPENDIX B
PARENT-TEACHER GROUP
CONFERENCE LETTERS

Parent - Teacher Group Conference Letter
(General form distributed by all elementary schools)

Dear Parents:

We have appreciated very much having you participate in this new activity referred to as "parent-teacher group conferences." Your P.T.A. Council has been very helpful the past few months during the planning stages of these conferences.

It is our hope that you have been able to become better acquainted with your youngster's teacher, and his classmates' parents as well as to have had a preview of what is planned for the school year.

We feel it is extremely important that the respective roles for the teacher, the parent, and the student are mutually understood in order to insure valuable accomplishments for the student during the school year.

May we urge you to bring your questions and suggestions to the school. If we can work together in this manner as well as those discussed this evening in the classroom, I am sure the three -- the school, the parent and the student -- will all profit therefrom.

Again, we sincerely hope your visit has been profitable and pleasant. Please feel free to come in at any time.

Sincerely,

Forest L. DeWeese,
Superintendent

Parent-Teacher Group Conference Letter
(Specific form - used by one elementary school in conjunction
with the general form)

Memorial School
100 East Adams
Taylorville, Illinois

Dear _____:

I know you must be anxious to know what _____
will be studying in school this year and how you can help
him to do his best. It is an important year for him, and
with your help, I'm sure it will be a profitable year, too.

I am inviting all the parents of my pupils to a group
conference on _____, September _____, at
7:30 P.M. to discuss the school year ahead. We will meet
in _____ classroom.

I hope you will be able to come. Will you let me
know in the space below whether or not we may expect you?
Either mail it to me or send it with _____ tomorrow.

Cordially yours,

_____ I will be able to attend.

_____ I will not be able to attend.

APPENDIX C
PARENTAL CHECK SHEET

PARENTAL CHECK SHEET

(To be distributed after the elementary parent-teacher group conferences)

There are other factors besides love and affection that influence maturity. One of these is the whole world of experiences. Children need many, varied experiences if they are to become mature individuals. They need to see good examples of maturity in their home community. Children learn more by example and precepts than we realize.

In the following checklist are a few suggestions by which you can check how you are doing; first, in providing your children with the experiences they need, and secondly, as an example of maturity yourself.

Please do not return this check-sheet to school. It is for your personal use.

	YES	NO
1. Do I encourage my children to do things for themselves?	___	___
2. Do I encourage them to make their own decisions?	___	___
3. Do I offer them all the help they need in making decisions?	___	___
4. Do I encourage my children to earn some of their spending money?	___	___
5. Do I encourage them to save?	___	___
6. Do I give them opportunities to learn the pleasure of doing things for others?	___	___
7. Do I myself assume responsibilities and take part in group activities outside the home - political, civic, or church?	___	___
8. Do I encourage my children to participate in group activities?	___	___
9. Do I encourage them to bring their friends home?	___	___
10. Do I treat their friends so that they want to visit our home again?	___	___
11. Do I bring friends of my own into our home?	___	___
12. Do I permit my children to have friends among social groups of people other than my own?	___	___
13. Do I refrain from making degrading and intolerant remarks about people of other colors, creeds, beliefs, and with physical defects and lower social-economic status?	___	___

		YES	NO
14.	Do I encourage my children to develop their abilities?	---	---
15.	Do I encourage them to accept their limitations?	---	---
16.	Do I see that they have opportunities for recreation as well as work?	---	---
17.	Do I keep my sense of humor, even when things seem difficult?	---	---
18.	Am I respectful and courteous to my husband or wife?	---	---
19.	Do I encourage good manners in my children?	---	---
20.	Do I encourage my children to cooperate with others?	---	---

APPENDIX D

TEACHER PREPARATION OUTLINE FOR GROUP CONFERENCE

Teacher Preparation Outline for Group Conference
(Elementary Schools)

TAYLORVILLE COMMUNITY UNIT SCHOOLS

PARENT-TEACHER (GROUP) CONFERENCE

(SUGGESTED OUTLINE)

1. Introduce yourself
 - a. Training
 - b. Experience
 - c. In short -- "I am employed by our superintendent and board of education to professionally guide your son or daughter for this year."
2. Purpose of the group conference
 - a. Introduction to school year.
 - b. Prelude to individual conferences
 1. Why individual conferences
 - a. Education - 3 way problem
 - b. Need parents' help
 2. Refer questions concerning specific student until individual conference.
 3. Suggest parents make a list of questions for conference.
 4. Give approximate date for beginning
 - c. Avoid student being caught between two standards (home/school)
 - d. Learning is continuous -- home and school
 - e. School curriculum does not contain all that is worthwhile to learn
3. Discuss daily program
 - a. General aims and objectives
 1. 3 R's - How teach reading, phonics, etc.
 2. What are Social Studies?
 3. Do you teach science? explain briefly

4. Why do you group vs. whole room?
 5. Explain P. E. class
 6. "Printing" vs. "writing" -- why?
- b. Minimum 5 clock hours
- c. Teaching aids
1. Films, filmstrips
 2. Bulletin boards
 3. Flannel boards
 4. Recorders
 5. State library
- d. Consultants
1. Art
 2. Music
 3. Resource teacher
 4. Speech correctionists
 5. Instrumental music (4,5,6)
 6. Special Education
 7. Health
 8. Administrators
- e. Hot Lunch Program
1. Provides 1/3 daily need
 2. Balanced meal
 3. Acceptance of new dishes to the individual
 4. Use as a laboratory in study of nutrition
- f. Patrol
1. Object

2. Benefits
 - a. All - "live together"
 - b. Participants
4. Insurance
 - a. What it is
 - b. What it is not
5. System of evaluating and reporting
 - a. How
 - b. Why
 - c. This conference -- one area
6. Ways parents can help
 - a. If concerned, come to the school for help -- and explanations
 1. This is our profession
 - b. Homework
 1. Place
 2. Tools
 3. Parents' part
 4. Quiet study period
 5. Follow - period of recreation
 - c. Show interest
 1. Visit about work
 2. Encourage reading
 3. Attend school functions -- both parents
 4. Don't tease
 - d. Don't compare openly with brothers, sisters, friends
 - e. Encourage working to capacity but not above
 1. Short, tall, thin, stocky -- some mentally

7. Room Mothers
 - a. Introduce
 - b. Responsibilities (see bulletin)
8. Question Period (May need resource person to help)
 - a. Set time
 - b. See that questions are detailed
 - c. If you don't know -- find out -- telephone or see during social period.
9. Social Period
10. General
 - a. Parents (individuals) are to attend one room only
 - b. Teachers - Read "What Parents Want to Know and How to Tell Them" Pages 8-13
 1. Primary grades
 2. Intermediate
 3. Upper grades
 - c. Time - 30 to 40 minutes
10 minute question period
plus social period
 - d. Physical Conditions
 1. Ventilation
 2. Bulletin boards
 3. Display of all texts
 - e. Make refreshments light -- a drink sufficient
 - f. The parents of each room is large enough.
Defeat purpose if parents are grouped in larger units
 - g. Never "talk down" to parents

Purpose -- to achieve a better understanding of each other in order to do the best we can for each boy and girl entrusted to us -- a three-way stretch -- (Parents-Students-Teachers) a partnership. (Read Page 5-7)

APPENDIX E

INDIVIDUAL ELEMENTARY CONFERENCE FORM

Individual Elementary Conference Form

TAYLORVILLE COMMUNITY UNIT SCHOOLS
DISTRICT NO. 3

Forest L. DeWeese - - Superintendent
Taylorville, Illinois

_____ School
Telephone _____

Dear Parents:

We are planning a schedule for a conference with each parent for the purpose of helping teachers and parents toward a better understanding in developing rich and happy relationships with children. We feel that parents, teachers, and children will profit much more through personal contact than by formal reports, such as cards and notes.

Your place in our tentative schedule is:

Morning _____ Time _____ Date _____ Room _____

Afternoon _____ Time _____ Date _____ Room _____

If you cannot keep this appointment, indicate in the proper place below, and we will arrange for a later conference date.

If at the last minute a cancellation is necessary, please call the above phone number.

Teacher _____

Please cut off here and send back the lower part.

I can keep the above appointment _____
Name of Parent

I cannot keep the above appointment _____
Name of Parent

Please return _____
(To be filled in by the teacher)

APPENDIX F

INDIVIDUAL PARENT-TEACHER CONFERENCE DESCRIPTION

Individual Parent-Teacher Conference Description

TAYLORVILLE COMMUNITY UNIT SCHOOLS DISTRICT NO. 3

Forest L. DeWeese - - - Superintendent
Taylorville, Illinois

THE INTERVIEW:

Definition - A joint quest; two individuals meeting for the purpose of benefiting from one another's viewpoint.

- I. Preparation for the interview.
 - A. Purpose - to establish friendly relationship; give information, reassurance, encouragement, and guidance in planning for the child; help parent to see his child as objectively as possible.
 - B. Preparation - gather all available pertinent data; make estimate of child's progress; for specific, constructive plan of action for home and school for continuation of child's progress.
 - C. Planning - choose a quiet place, as free from distraction and the presence of others as possible; have knowledge of child you are to discuss clear and organized; add to knowledge at interview.
- II. The Interview
 - A. Establish rapport; give atmosphere of leisure, not rush. Attempt a pleasant meeting of minds. Put parent at ease -- you are the host. Attempt to feel parent's point of view. Ask "open ended" questions.
 - B. Adapt approach and vocabulary to temperament and vocabulary of parent.
 - C. Let parent tell you how child apparently likes school; other likes and dislikes as parent sees them -- listen, and then listen some more.
 - D. Even if parent starts out strongly critical, try not to get on the defensive; let parent clear his mind; also, keep calm in the face of fulsome praise.
 - E. Stimulate self-examination and self-appraisal to get at facts of situation; try to avoid irrelevant side-paths.
 - F. Be objective yourself; help parent face facts unemotionally.

- G. When your turn comes to talk, present facts parent must face, but avoid deflation. It can't be all bad news for parent unless child is seriously troubled. Then need for additional professional advice should be shown parent.
- H. Interview should lead to some plan of action if a definite problem exists:
 - 1. Specific, not general -- what the school will do; how parents can help home habits, activities, the attitude of other members of the family, etc.
- I. Terminating the interview -- be tactful, but definite.
 - 1. Precede termination by a summary of your discussion and the plan of action decided upon, to be sure parent and teacher are in accord in understanding the mutually arrived-at plan, and that there is mutual acceptance of responsibility for carrying out the plan.
 - 2. Leave the door open for future interviews, even setting a definite date, if you wish.

III. Evaluation of the Interview

- A. Record facts of interview and plan of action immediately.
- B. Was your preparation adequate? Physical condition good?
- C. Was rapport successfully established?
- D. Was interview well-rounded -- social, physical, personal, and mental areas of problem explored adequately?
- E. Were you able to get parent to face problem if one apparently exists?
- F. Did parent grasp plan of action and see cooperative?

APPENDIX G

TEACHER PREPARATION CHECKLIST FOR AN
INDIVIDUAL PARENT CONFERENCE

Teacher Preparation Checklist for an Individual Parent Conference.

TEACHER'S ESTIMATE OF PUPIL PROGRESS AND PUPIL CHARACTERISTICS

Pupil's Name _____		Teacher's Name _____	
Date _____			
1. Attendance	Attends regularly		Often absent
2. Punctuality	Always on time at school	Usually on time at school	Frequent tardiness
3. Interest in school	Intensely interested	Shows interest in some phases	Indifferent
			Absolutely no interest
4. Ability in school activities	Excellent	Good	Mediocre
			Has no ability in subject
5. Effort	Persevering	Tries occasionally	Puts forth no effort
6. Attention	Always pays attention	Usually pays attention	Pays attention but mind wanders
			Occasionally disturbs others
7. Attitude Toward School	Pleasantly cooperative and well-controlled	Occasionally interested	Sullen
			Hostile
8. Adaptability	Seems well integrated in class	Occasionally shows signs of unhappiness	Extremely passive and reticent
9. Vitality and physical vigor	Apathetic	Listless	Always seems tired
	Animated	energetic	Vigorous
			Average health and vitality
			Always appears fresh

10. Leadership

Definitely a follower	No desire to lead	Anxious to lead but cannot get followers
Occasionally leads in activities	Good potential leadership	A born leader

11. Popularity with pupils

Avoided	Generally unacceptable	Accepted by most	
Popular with own crowd only	Sought by a few	Popular	Emulated

12. Social Manners and attitude

Unsocial	Ill at ease	Ill-mannered	Awkward	Lacking in social experiences
Easily embarrassed	Unusually courteous	Well-mannered		

13. Emotional control

Emotionally unbalanced	Moody	Seems depressed	Easily upset
Actions unpredictable	Passive	Fairly well balanced	Well-controlled
Steady	Has sense of humor	Makes adjustments easily	

14. Attitude Toward others

Discourteous to teachers	Discourteous to pupils	Sullen	Tends to keep to himself
Indifferent	Lacking in consideration	Sympathetic	
Strongly altruistic			

OTHER COMMENTS:

APPENDIX H

RECORD FORM FOR PARENT-TEACHER CONFERENCES

APPENDIX I

BIBLIOGRAPHY OF MATERIALS AVAILABLE FOR USE IN
GROUP GUIDANCE INSTRUCTION IN THE
JUNIOR HIGH SCHOOL

Bibliography of Materials
Available for Use in Group
Guidance Instruction in the Junior High School

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Films

Act Your Age, University of Illinois (16 minutes)

Beginning to Date, University of Illinois (10 minutes)

Date Etiquette, Southern Illinois University (11 minutes)

Dating Do's and Don'ts, Southern Illinois University (15 minutes)

Developing Responsibility, Southern Illinois University
(11 minutes)

Developing Your Character, University of Illinois
(10 minutes)

Discipling During Adolescence, Illinois State Film Library
(16 minutes)

Discussion Problems: Cheating, University of Illinois
(10 minutes)

Do Better On Your Examinations, Southern Illinois University
(10 minutes)

Emotional Maturity, Illinois State Film Library
(20 minutes)

Finding Your Life Work, University of Illinois
(20 minutes)

Good Sportsmanship, Southern Illinois University
(10 minutes)

High School: Your Challenge, Southern Illinois University
(10 minutes)

Homework: Studying On Your Own, Southern Illinois University
(11 minutes)

How To Be Well-Groomed, Christian County Film Library
(One reel)

How To Study, University of Illinois
(10 minutes)

Importance of Goals, Southern Illinois University
(19 minutes)

Improve Your Personality, University of Illinois
(11 minutes)

Keys To The Library, University of Illinois
(14 minutes)

Know Your Library, Southern Illinois University
(11 minutes)

Making The Most Of School, University of Illinois
(10 minutes)

Mind Your Manner, University of Illinois
(10 minutes)

School Rules, How They Help Us, Southern Illinois University
(11 minutes)

School Spirit and Sportsmanship, Southern Illinois University
(10 minutes)

Social Acceptability, Illinois State Film Library
(20 minutes)

Social Courtesy, Christian County Film Library
(One reel)

Social Dancing, Southern Illinois University
(11 minutes)

Ways To Good Habits, Southern Illinois University
(11 minutes)

Who Is Sylvia, Illinois State Film Library
(27 minutes)

APPENDIX J
EIGHTH GRADE PERSONAL QUESTIONNAIRE

Eighth Grade Personal Questionnaire

MY SELF EVALUATION

HOW DO I RATE?

Rate yourself each year as follows:

1-Definite progress 2-Some progress 3-Little progress

-
- | | |
|--|---|
| 1. Do I have a plan for after high school? | 9. Do I have good health for work and play? |
| 2. Do I know what I can do well? (School subjects, skills, hobbies?) | 10. Do I participate regularly in sports? (Tennis, fishing, golf, archery, skiing, swimming, etc) |
| 3. Could I now hold a job that requires some training or skill? | 11. Do I understand my present responsibilities as a citizen? |
| 4. Do I set aside regular hours for study each day? | 12. Do I have some opinions on local election issues? |
| 5. Do I control TV, radio and telephone in order to study regularly? | 13. Do I have some opinions on national and international issues? |
| 6. Do my school grades represent my best effort? | 14. Do I fulfill my responsibilities at home in my family? |
| 7. Do I know enough about science to get along in world today? | 15. Do I respect the rights and privileges of others? |
| 8. Do I enjoy a concert or art exhibit? | 16. Am I friendly and cooperative? |

My Vocational Preferences

My Participation In School Activities

List Three:

Activity	Year	Activity	Year
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APPENDIX K

RECORD FORM FOR COUNSELING SESSIONS

Record Form For Counseling Sessions
(Junior High School)

COUNSELOR	COUNSELEE	DATE	TIME	PROBLEM	REMARKS

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