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A Guidance Handbook for the Elementary School

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A GUIDANCE HANDBOOK FOR THE ELEMENTARY SCHOOL

by

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TABLE OF CONTENTS

Chapter I

INTRODUCTION

The purpose of this paper is to formulate a guidance handbook for use by the writer on the elementary school level. To accomplish this purpose the writer has discussed, in abbreviated form, the history and philosophy of a guidance program and has called attention to the role of participants, especially of the administrator and classroom teacher, in such a program.

For use in this paper the term guidance may be broadly defined as any planned experience or contact with individuals for the purpose of helping them to develop in desirable directions.

History and Philosophy of Guidance

Although a great deal of attention has been given to the general aspects of guidance programs, little emphasis has been directed toward the specific problems of organization and administration. Guidance programs have often failed because they were not organizationally sound. This paper is based on the premise that all schools of comparative excellence must develop an organized plan of guidance services. The entire staff of the school should

participate in developing the guidance program.

Certain basic assumptions with respect to guidance programs apply to all schools without regard to the factors that serve to condition the character of the techniques and practices employed. These assumptions are:

1. Every pupil in all schools will at some time need the services of an organized guidance program.

2. Guidance services must be provided in accordance with the specific needs of the pupils in that community.

3. The cooperative efforts of administrators and staff members are essential to the development of an effective guidance program.

4. Developing a guidance program requires the selection of a definite starting point.

5. The school must discover and draw into the program all the worth-while guidance activities already being carried on in the school.

6. The success of the guidance program will be conditioned by the competency of counselors, the contribution of teachers, the support of school administrators, and the utilization of community resources.

7. The practices, procedures, tools, and techniques employed in the guidance program must be adapted to the training and ability of the guidance workers who are to make use of them.

8. Every staff member must have a reasonable understanding and appreciation of the practices, procedures, functions, and objectives of the guidance program.

9. The guidance program must be continuously evaluated in terms of preparation and attitude of staff members, administrative support, the effectiveness of the guidance services, and the adequacy of physical and personnel facilities.[1]

The organization and administration of a guidance program are a challenge to administrators, teachers, and counselors. Every school system is capable of offering coordinated, well-planned, and functional pupil personnel services. Each school system has some interested and partially trained personnel who can develop a guidance program. Few, if any, administrators are unaware of the need for such a program, and no school is totally lacking in these services.[2]

Most school guidance programs have one aspect in common. They are concerned with pupils and their problems and with the realization of the democratic aspirations of American society. Teachers in these schools are concerned about the behavior characteristics which characterize youths and adults; they recognize that personality adjustments are very largely the results of non-academic

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1. Erickson, Clifford E. and Smith, Glenn E., Organization and Administration of Guidance Services, pp. vii-viii.

2. Ibid., p. xi.

education. They, therefore, encourage the pupils and colleagues to discover for themselves moving purposes and projects consonant with democracy, in the progressive achievement of which they may organize their lives. The pupil is thus gradually helped to create fundamental goals which are both socially desirable and personally satisfying. Guidance, as an integral function of all positive aspects of school life, becomes a major process for accelerating and directing this educational metamorphosis. The institutionalized, lesson-learning school has given way to the creative school where there emerges individual liberty of free men, self-disciplined by consideration of the rights of other persons. These rights protect the privilege of all to pursue happiness according to their own personal resources and potentialities.

This type of guidance obviously cannot be separated from the functions of all who come in contact with youths; however, it is perhaps the classroom teacher who exerts more influence than any other member of the school personnel.[1]

Guidance is necessitated by the social nature of man's behavior. No individual is always sufficient unto

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1. Cox, Philip W. L. and Duff, John Carr, Guidance by the Classroom Teacher, pp. vii-viii.

himself, nor can any person, community, or nation proceed unmindful of its dependence upon others for a wholesome and worthwhile existence. Fundamental changes in the social and educational structure of the country in the last fifty years have intensified the need for organized guidance services in the schools of America.

Alterations in the character of opportunities for youth, population shifts, increased standards of living and reduced employment of youth have all been witnessed in the last half-century. The following are some of the observed modifications: A larger percentage of children of school age is in school; both the large and small schools are attempting to enrich their curricula with functional types of education suited to our varied school population; many of the social institutions such as the church, the home, and industry have shifted their historic responsibilities to the schools. These changes in school and society are taking place and must be recognized.

Our American type of democracy has widened the opportunity for youth to make his own choices; but social changes have confronted him with problems which are far

beyond his ability to solve unaided and alone.[1]

Some form of guidance, whether consciously or unconsciously given, is always present whenever the educational process is in operation. Young people as well as adults have always had to meet certain conditions imposed by society and to exercise personal options which involved: (1) the need for choosing between courses of action; (2) the inability to choose wisely without some assistance; and (3) the possibility of adequate help wisely given.[2] Moreover, these conditions are intensified by the varying needs, interests, abilities, and opportunities of the individual, as well as by the scope and intensity of the emergency in which he finds himself.

Guidance as an organized movement is of fairly recent origin, however. It was about 1900 that a great wave of social and philanthropic effort to serve humanity better began to sweep over the country, finding expression in many ways, especially in the larger cities of the Atlantic coast.

The vocational guidance movement was one aspect of

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1. Lefever, Welty D., Turrell, Archie M. and Weitzel, Henry I., Principles and Techniques of Guidance, pp. 12-13.

2. Jones, Arthur J., Principles of Guidance, p. 365.

these applied theories. Although Boston and New York have been rather generally credited with leadership, a number of cities were pioneering along these same lines.[1] As early as 1908, the Boston Vocation Bureau was formed through the efforts of Frank Parson and Meyer Bloomfield. Here the term vocational guidance appears to have been first used. The movement was recognized by the school authorities of Boston a year later and resulted in the appointment of vocational counselors in every high school in 1910.

This movement spread rapidly to other cities and the National Vocational Guidance Association was founded in Grand Rapids, Michigan in 1913. A study of the origins in many cities reveals the influence of organizations and activities external to education.

Traxler points out that the present guidance movement stems mainly from five divergent and highly dissimilar sources:

(1) Philanthropy, or humanitarianism, which stresses benevolent regard for the welfare of mankind

(2) Religion

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1. Reed, Anna Y., Guidance and Personnel Services in Education, pp. 1-36.

(3) Mental hygiene, which sees in maladjustment a need for mental therapy

(4) Social change

(5) Fundamental thesis that the first duty of the school is to know its pupils as individuals.[1]

Guidance, as an organized activity, was first conceived as vocational guidance. The purpose was to bring about a more adequate adjustment of the individual pupil with his vocational environment. As the functions of education expanded in response to a changing and increasing complex society, need for adequate general guidance became increasingly greater. Guidance has come to be conceived as an adjustment process whose meanings and possibilities have emerged as more and more was learned about the child and his nature through the contributions of psychology, especially the study of individual differences, and more about his environment and home life through the social sciences, with education being thought of increasingly as a child development function.

The functions of guidance have been broadened according to the areas and nature of the services to be

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1. Traxler, Arthur E., Techniques of Guidance, pp. 4-5.

rendered. This is the way the terms educational guidance, civic guidance, health guidance, social guidance, recreational guidance, personal guidance, and moral guidance came into prominent use along with vocational guidance.

Following the recognition of the need for guidance programs, the more important problem was determining the role that the school should play in relationship to it. Brewer considered guidance to be as broad as education itself.[1] As rapidly as his own maturation process allowed, the individual was to be guided to assume the responsibility for his own development. Jones considered guidance as that assistance given one in making intelligent choices in times of crises.[2]

Varying points of view, between these extremes, will be found which will determine the attitude and services of the guide toward his subject. Hutson considers guidance as services which contribute to the developmental purpose and consist of (1) the service of distribution, those activities of life desirable to differentiate the training of youth, and (2) the service of adjustment for

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1. Brewer, John., Education as Guidance, pp. 2-3.
2. Jones, Arthur J., op. cit., p. 28.

all development, common and integrated, adjusting the individual and the various elements of his environment toward greater efficiency.[1]

Guidance may be conceived as primarily an educational service having many manifestations, all designed to help the pupil toward self-development and individual growth, and at the same time toward attainment of a desirable and harmonious adjustment with his environment. It is not necessarily a service that takes place at a given time, but rather a pervading characteristic of the essential teaching and learning processes, performed by individuals with varying degrees of skill depending upon the nature of the function to be performed. Guidance is not an end in itself, but is a means whereby the desired goals are achieved.

Guidance services are becoming essential parts of every carefully directed educational activity. As the school curriculum expands, the need for careful selection becomes more important. As society becomes more complex, the need for information about that society becomes more acute. As teachers attempt to individualize instruction,

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1. Koos, L. V., Hughes, J. M. and Hutson, P. W., Administering the Secondary School, p. 177.

they need more and more information about pupils. And as we encourage youngsters to become more self-directive, their need for information about themselves becomes more evident. It is because of these and other similar factors, school administrators are recognizing the vital role of a program of guidance services.

An effective guidance program requires the cooperation and services of the entire school staff, and no amount of specialized training on the part of a few will compensate for failure to enlist the support and assistance of the entire staff. The degree of success or failure attained in securing staff participation will depend to a large degree upon the leadership and support given by the school administrator to the guidance program. Pupil appreciation of the guidance services will depend in part upon the enthusiasm with which the school principal and his administrative associates regard the guidance program, as well as their appraisal of its potential value to pupils.

An adequate system of pupil records, library resources and materials, and the necessary facilities for private interviews with pupils are among the tangible properties of physical features of the school that bear upon the effectiveness of the guidance program. Without adequate provision of them the guidance service will be

seriously impaired.

The developmental nature of the guidance program sometimes requires that it grow from a small beginning, and this factor usually permits guidance workers to secure specialized training in accordance with the program. While it is not to be expected that every teacher will be thoroughly educated as a guidance worker, a great many schools have developed successful programs through in-service programs with staffs which had little or no previous training in guidance practices and techniques.[1]

There are a number of significant concepts which should form the basis for any well-organized program of guidance in the school. Among them are the following:

1. Guidance is not something new. For generations, parents and other relatives, the clergy, and social workers, as well as teachers, have rendered much valuable guidance services to young people. Our modern guidance movement is largely an extension of many of these services, but is based on a greater recognition of their importance and on a more scientific and determined approach to the problem.

2. Guidance is thought of as being broader and more important than just vocational guidance. It may be thought of as including health, educational, social, civic, leisure, and recreational. It is also concerned with personal problems in such areas as mental

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1. Erickson, Clifford E. and Smith, Glenn E., op. cit., pp. 1-2.

health, religion, sex, finances, and family relationships.

3. The guidance program is as legitimate an educational activity as the study of reading, writing, or arithmetic. Any pupil experience must be considered educationally worth while to the extent that it influences pupil growth toward desirable educational goals. Ordinarily, this is accomplished by stimulating pupil acquisition of information, ideals, attitudes, skills, understandings, and interest which result in behavior desirable for the individual and for society.

4. Guidance is assistance to young people in studying their own problems; discovering and exploring potential interests and capacities; getting information about opportunities for further education; becoming familiar with the opportunities, activities, demands, and rewards of various vocations; and developing desirable personality and social qualities. Guidance does not consist of making decisions for young people, nor of encouraging them to make decisions of their own immediately.

5. Guidance is carried out through many channels; it is not confined to counseling alone. Guidance may be provided through the older subjects in the curriculum; new subjects with special guidance purposes, such as occupations and vocational civics; exploratory courses, such as junior business training and industrial arts; home-room discussions and activities; individual counseling; assemblies, clubs, and other extraclass activities; and field trips into the community.

6. Guidance cannot be confined to a few specialists, but must be carried on by the entire professional staff. The extent of the participation of each staff member should be limited by his training, experience, interests, and personal qualities; however, in a well-planned guidance program every teacher

should render some guidance service, while those who are specialists through background and training should serve as leaders in directing the program, in gathering and analyzing information about individual pupils, and in the more difficult problems of counseling.

7. Guidance should be reserved and careful to avoid influencing pupil decisions through distorted, overemphasized, or incomplete information. Such guidance borders on quackery or professional mal-practice, examples of which are misunderstanding by teachers of values of the subjects they teach, misinformation about college entrance requirements, advice to pupils about going or not going to college without careful consideration, misinformation about various vocations, amateurish use and interpretation of tests results, attempts to give pupils answers for themselves, encouraging pupils to make premature and ill-considered decisions, and the use of so-called guidance services of the racket variety, frequently provided on a fee basis by individuals, commercial organizations, and representatives of some educational institutions.

8. The guidance program is sufficiently important so that the school should be organized and administered with the guidance function prominently in the foreground. Teachers should be selected in terms of their competence in guidance. Guidance responsibilities should be considered in arranging the teacher's load. School records should be expanded, organized, and simplified for guidance purposes. Ample time should be allowed in the school program for guidance activities, and opportunities for the in-service improvement of teachers for guidance activities should be made available.

9. The guidance program must be based upon and make use of all the appropriate resources in the community, directed and integrated through the program of the school. This should include the use of physical resources (civic agencies, higher educational institutions, and business and industrial firms) and the use of human resources (civic leaders, welfare workers, law officials, judiciary officials, probation officers, professional men and women, and representatives of labor, business, and industry).[1]

Although the value of the guidance program will vary with the needs of the community, guidance is an essential area of school-community relationship in all communities. Its importance in urban communities has long been recognized; that it is equally important in the rural community is pointed out by Works and Lesser:

> According to a recent sample survey of the U. S. Office of Education, only a small number of rural high schools are doing organized work in guidance. Beyond any question, the difficulties rural schools face in providing special guidance service are very great. Nearly half of all rural high schools enroll less than a hundred pupils. Most rural schools are too poor to employ a special guidance counselor. Fortunately, it is possible to do excellent work without a special counselor or with one counselor serving a number of schools. Rural high schools, furthermore, have certain advantages in furnishing guidance. Their small size permits teachers to become well acquainted with the individual students. The relative simplicity of the rural social structure makes

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1. Gruhn, William T. and Douglass, Harl R., The Modern Junior High School, pp. 281-83.

> it easier to secure the background data so essential for understanding the boys and girls they teach...The need for guidance is at least as great in the country as in the city, and the responsibility of the school for furnishing it is undeniable.[1]

To the teacher in guidance, the guidance program is of great importance. It is not to be delayed until high school or college, but should begin at birth. While special counselors and guidance departments may be helpful to both teachers and students, the role of such individuals should be primarily to assist teachers rather than to interview students.

In the elementary school particularly, guidance and good teaching are for all intents and purposes synonymous. "Guidance may be broadly defined as any planned experience or contact with individuals for the purpose of helping them to develop in certain directions."[2]

While guidance, on the elementary-school level, is predominately educational guidance, broadly viewed as encompassing the objectives of physical and mental health, well-rounded social development, proper use of leisure time, and mastery of the fundamental school processes, on

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1. Works, George A. and Lesser, Simon O., Rural America Today, pp. 93-94.

2. Kawin, Ethel, "Guidance for Living," Educational Leadership, 3:360-63 May, 1946.

the secondary-school level is added the guidance that facilitates the choice of an occupation, or way of making a living, whether it be one of the semiskilled, skilled, technical, or professional occupations.[1]

We get considerable help and direction for our learning and teaching situations from the guidance program. Fedder has outlined some conditions essential to a guidance program which could just as well have been labeled essential for effective learning. They are:

1. Small classes in which individual instruction will be possible.
2. A plan of school organization in which children are known as individuals from nursery school on throughout their school experience.
3. Emphasis in teacher training on understanding children versus subject matter and teaching methods, and techniques of guidance, particularly the significance of observation and group play.
4. Cumulative records giving such a complete picture of a child that there can be, in actuality, progression in his experience.
5. Narrative reports instead of grades.
6. Recognition of the importance of group experience in social and emotional adjustment.
7. Grouping by social and physical maturity rather than by chronological age alone.

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1. Ruch, Giles M. and Segel, David, Minimum Essentials of the Individual Inventory in Guidance, p. 1.

8. Coordination of each school level with that above and below.

9. In-service training of all teachers to increase their understanding of boys and girls.[1]

In order that the classroom teacher may be able to give valuable assistance with the guidance program she should be able to understand children. Characteristics necessary for this understanding are:

1. They think of children's behavior as caused by a series of factors that can be identified and they therefore believe that boys and girls are understandable and educable.

2. They are able to accept every child emotionally and to respect and value him as a human being.

3. They recognize that every child is unique and therefore they constantly seek information about each of their pupils that will enable them to know the factors that are influencing their development and behavior.

4. They know the common developmental tasks that all children face during the several phases of their growth and what complications often arise as individuals with varying characteristics and backgrounds work at those tasks.

5. They know the more important generalizations that describe and explain human growth, development, motivation, learning, and behavior.

6. They are well accustomed to methods of gathering and organizing relevant information about a child.[2]

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1. Fedder, Ruth, "Counseling Trends in Elementary and Secondary Schools," pp. 17-24.

2. Melchior, William T., Instructional Supervision, p. 358.

The guidance program should become an integral part of the total school program. The success of the program depends upon the interest and cooperation of the entire staff. It is therefore necessary that each school consider carefully the role of their guidance program. There should be adequate time for the staff to participate in planning the purpose and place of this service in the school program. There are three important responsibilities that must be met; direct counseling to pupils, research and study, and cooperative services to the staff. The possibility of securing this type of organization depends upon the leadership ability of the administrator and the working relationships of the counselors, pupils, teachers, administrators, parents, and community.

In summary, the organization of this guidance handbook will assist materially in developing a guidance program.

Chapter II deals with organization of a guidance program, Chapter III discusses the role of the classroom teacher in the guidance program, and Chapter IV presents the materials and methods of a guidance program for the elementary school.

Chapter II

ORGANIZATION OF THE GUIDANCE PROGRAM

The preceding chapter dealt with the history and philosophy of guidance. It is important that some basic understandings and principles form the bases for organization of the guidance program.

In the development of an organized program of guidance, several stages will be observed which require a sequential and orderly process of development if the ultimate plan is to be successful. It is not necessary nor desirable that all schools follow the same pattern since no one plan will meet all situations.

It is necessary that the administration and the staff members recognize the need before an effective program can be organized. This guidance readiness should apply to administrators, school personnel, members of the school board, and to people in the community.

It is the responsibility of the administrators to take the leadership in securing this readiness.

Erickson and Smith offers the following stages as suitable to follow in organizing a more effective guidance

program: (1) recognition of need for a better program, (2) series of preliminary, exploratory meetings; administrator clears with the school board, and keeps them informed; series of faculty meetings, (3) pre-organization committee; locate beginning possibilities; information given to faculty, (4) encouraging faculty participation, and (5) starting the guidance council; the program gets started.[1]

A proper start is important in developing or improving a guidance program. It is important that the staff decide on the approaches to be used; every staff member should have a part to play in the approach used; that the method which is used begin with the problems and needs of the teachers and pupils.

After the faculty has made the decision to improve the guidance program, they have the question of where and how to start. It is very important that considerable thought be given to the first few steps, because they have considerable effect upon the final stages of the program. Eleven possible approaches are suggested by Erickson and Smith:

1. A survey of pupil problems and needs

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1. Erickson, Clifford E. and Smith, Glenn E., Organization and Administration of Guidance Services, p. 29.

2. A study of the guidance possibilities of the regular classes

3. A program of visitation and observation in other places

4. The use of the case study

5. A survey of the factors that may be handicapping proper development of the guidance program

6. An over-all school study to determine strengths, weaknesses, needs, and possibilities

7. A study of guidance tools and techniques

8. The establishment of a program of guidance services for one group or grade of pupils

9. A beginning with an obvious need or a service that must be rendered to pupils

10. A study of the literature and the materials in the field of guidance or, preferably, an in-service training program

11. A research approach--to begin the guidance program with a study of a service to be rendered, a study of the community, a follow-up of previous pupils, a survey of employer's attitudes.[1]

Once guidance is recognized as an important part of every school activity, it is essential that the administrative principle of locating and defining responsibilities be considered. Guidance should be approved as a school policy and its limits of attainment specified. It should be conceived as an integrating or unifying process,

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1. Ibid., p. 45.

both by the teacher and pupil. The nature of the organization will vary with the personnel, size of the school, divisions of the school, and to functional emphasis to be placed on it.

Guidance originated as a secondary school function; however, it now has meaning for elementary school students. Perhaps the greatest source of influence is the increasing concern within the elementary school for meeting the individual needs of the child. Many of the problems requiring guidance in the secondary school could more profitably be met on the elementary school level. In the elementary schools, guidance has and should become an integral part of the whole educational program.

Wherever child study takes place, guidance is its necessary accompaniment. The child faces new problems and different situations when he enters the nursery school, kindergarten, and first grade and is in constant need of adjustment and guidance. In these situations the teacher is the person around whom the organization should be built. Her approach is both group and individual. Her efficiency increases with her knowledge and understanding of the pupil, his problems, and his environment.

The child's needs for guidance continues as he progresses through the elementary school. The teacher remains

in a strategic position; she assumes the role of teacher-counselor, being responsible for knowing children as individuals and providing the experiences, information, and counsel they need. The teacher-counselor avails herself of the services of the principal, school doctor and nurse, and others who may be helpful. Advantage should be taken of all school and community facilities and adaptations made of school procedures where advisable. Special consideration should be given to points of articulation, as between divisions of the school system.[1]

The responsibility for guidance services in the elementary school is centralized in each teacher. She should be responsible for guidance services for her pupils, and is directly responsible to the principal who should be of considerable assistance to her.

The principal of the elementary school has been delegated the over-all responsibility for the guidance program. His responsibilities as listed by Erickson and Smith are:

1. Administering and developing the program
2. Helping teachers become more able to care for their groups
3. Helping teachers with pupils referred to the principal by a teacher

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1. Strang, Ruth, Pupil Personnel and Guidance, pp. 105-07; 171-80.

4. Carrying out an in-service training program for the members of the staff

5. Coordinating home and community contacts

6. Working with the central guidance council

7. Using the resources of the guidance coordinator

8. Supervising the functioning of records, counseling, parental consultation, etc.[1]

No specialized guidance personnel are indicated in addition to the principal. This point of view is basic to the entire elementary-school organization for it is felt that:

1. In a school of 425 pupils it should be possible for the principal to carry these responsibilities.

2. The addition of another counselor would tend to encourage the principal to shift administrative responsibility for the guidance program.

3. There are serious disadvantages in the placement of a counselor between principal and teachers.

4. The emphasis of the guidance organization should be placed upon the improvement of the practices carried on by principals and teachers.

5. The typical school system cannot afford the addition of such specialists.

6. No guidance program can be developed without the support and leadership of the principal.[2]

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1. Erickson, Clifford E. and Smith, Glenn E., op. cit., p. 49.

2. Ibid., p. 49.

The organization for guidance will be less elaborate in a small school. If responsibility rests too heavily in the principal's office, he may (1) assign the direction to a part-time teacher-counselor, (2) appoint a guidance committee who will have general direction of the service, or (3) distribute functions among several teachers.

As the program in guidance develops, however, it will be necessary to make provision for records and the collection of information about each pupil. These data should be properly housed and made readily available to the entire staff. The facilities available within the community should be properly utilized. An evaluation of outcomes should be considered in the light of the objectives and activities of the guidance service initially agreed upon.

Since most of the schools in the country are small, it may be well to consider their problems. A small school is not usually able to support a full-time counselor or any other type of specialist even though their needs of providing pupils with adequate individual counseling and providing assistance to the faculty are much the same as the larger school. Erickson and Smith offer several ways in which these schools might meet their difficulties:

1. The principal can take over the responsibilities of counselor.

2. One teacher can be selected and given some training as a counselor.

3. The school might cooperate with some other schools and together they might employ a full-time counselor.

4. Since the vocational teachers already have some time for individual counseling, they might help by taking over more guidance responsibilities.

5. The school might reorganize its curriculum and provide many of the guidance services through an enlarged academic unit.[1]

The size of the school will determine, to a great extent, the nature of the organization. All guidance in any school system should be administered through the principal who is responsible for the school. This responsibility may be directly entrusted to a capable director of guidance or another administrative officer. A faculty committee may be given responsibility for policies and to coordinate the program closely with other teachers and specialized personnel within the school system.

The size of the school may determine the number of counselors assigned to duty. These should be professionally prepared and certified. Requirements for certification should include, beyond the regular introductory college courses in guidance, training for proficiency in individual testing, counseling for special techniques,

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1. Ibid., p. 51.

and internship training in counseling. These persons should be successful teachers with a wide knowledge of those aspects of school-community life which will be essential in carrying on their work. Satisfactory quarters and equipment should be provided. "The fact is slowly being recognized that competency as a guidance worker is a composite of many factors fused into a personality that is effective in a guidance situation, not a mixture of separate elements."[1] Boynton states that the person who is responsible for disciplinary problems of the school should not be assigned guidance functions.[2]

The following two schematic arrangements are taken from Erickson and Smith. They can be contracted to fit the small school system or school, or expanded to fit the large. The basic principles of organization are the same in either situation.[3]

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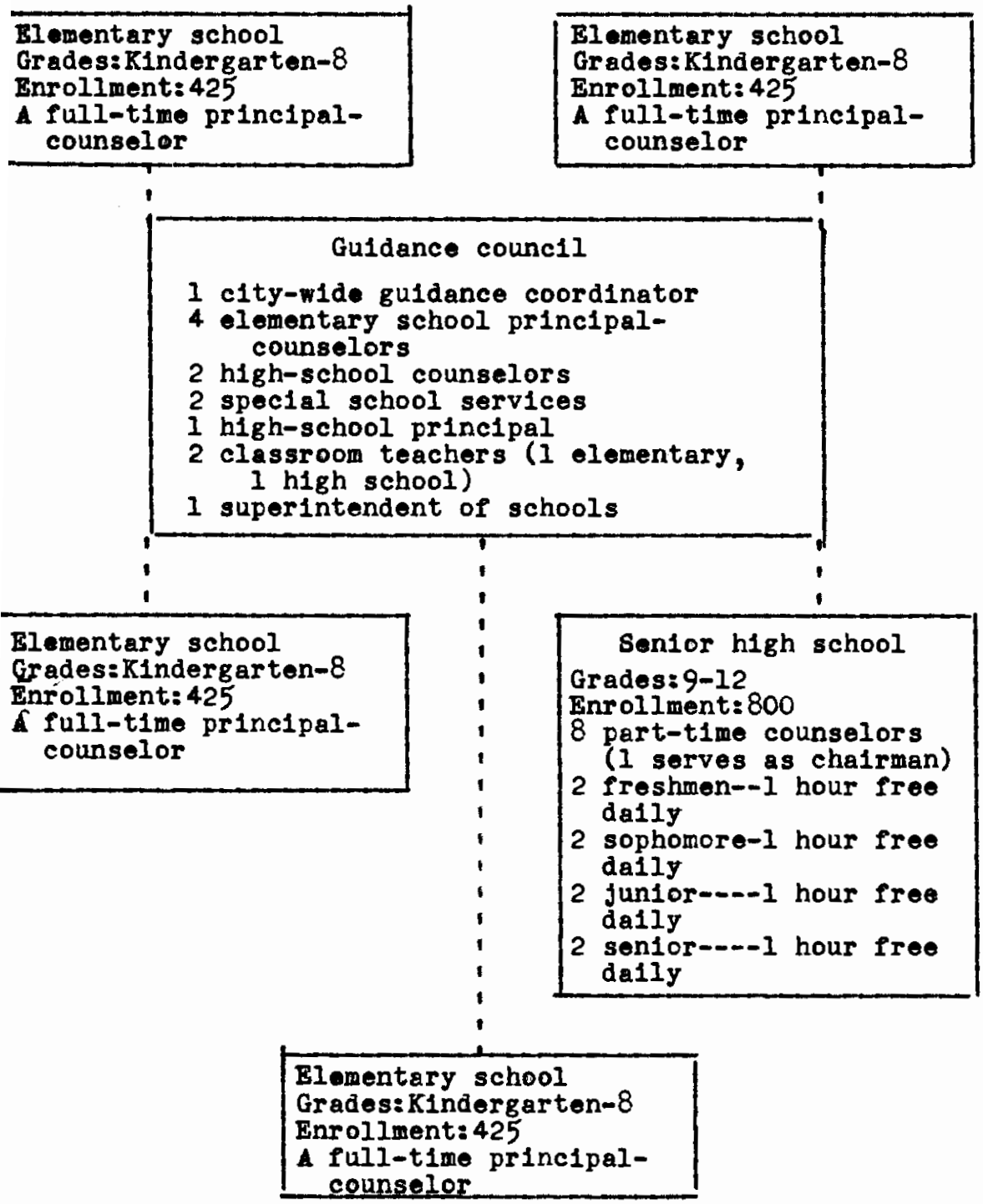
1. Jones, A. J., Review of Educational Research, April, 1948.

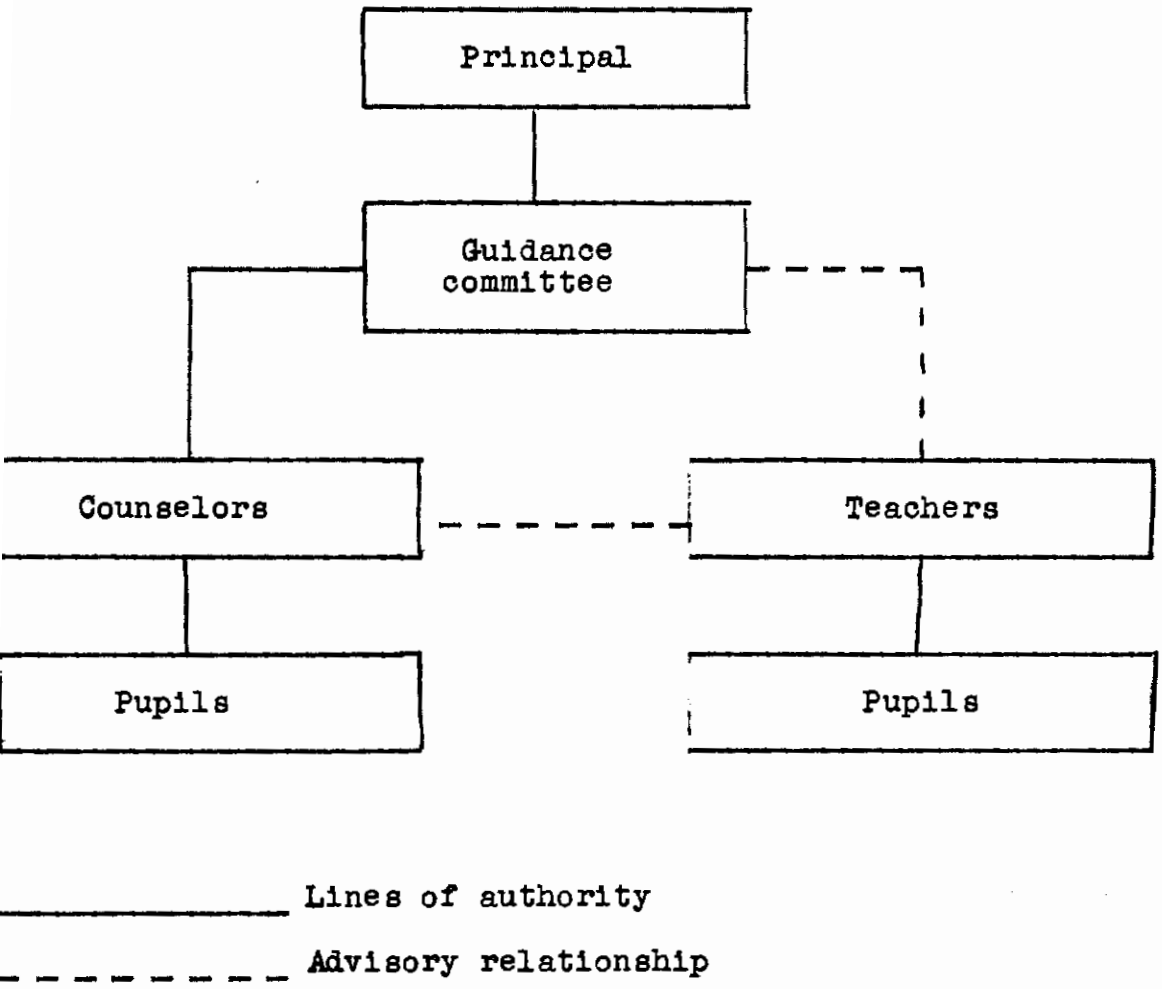
2. Boynton, Paul L., Psychology of Child Development, p. 439.

3. Erickson, Clifford E. and Smith, Glenn E., op. cit., pp. 47-48.

A GUIDANCE ORGANIZATION FOR A SCHOOL SYSTEM



GUIDANCE ORGANIZATION FOR A SINGLE SCHOOL



Chapter III

THE GUIDANCE ROLE OF THE CLASSROOM TEACHER

The previous chapters dealt with the history and philosophy of guidance in relationship to the organization of a guidance program in the elementary school. Keeping this in mind, the present chapter treats some of the manifold responsibilities of the classroom teacher in relation to the guidance program.

The effectiveness of any guidance program depends almost entirely upon the performance of the teachers. Guidance cannot function as a separate department of the school. Because of the close relationship of guidance to education, it follows that the teacher will play the leading part in the guidance program. The guidance program is not something extra which may be realized by a special organization or additional personnel; it can not be put into operation by merely employing "guidance specialists" or by an administrative decree. The guidance point of view must permeate the entire philosophy of the school organization and personnel.

The strategic position of the teacher is partially responsible for her effectiveness in the guidance program

since she directs the situations to which the pupils respond, and acts as guide, philosopher, and friend to her young companions as they engage in activities. Every normal student has some interest, some enthusiasm, something that he wants to do that can be promoted in connection with his school life. This calls for alertness on the part of the teacher.

By emphasizing the services of the guidance program in the daily classes and by arousing in pupils the desire to avail themselves of the counseling service, the teacher can make a great contribution to the guidance program. The class activities offer a medium for assisting students in discovering their assets and limitations and for students to recognize their significance in terms of educational and vocational planning.

Often it is the classroom teacher who is the sponsor of the co-curricular activities which offer training and exploratory opportunities for pupils and provide opportunities for observations of attitudes, behavior patterns, and special abilities which are essential to the understanding of the individual. The teacher who develops skill in observing and reporting these characteristics to counselors is an invaluable member of the guidance staff.

The teacher is not usually assigned definite time or responsibility for counseling; however, she is called upon more often than any other member of the faculty by pupils for assistance with their problems. The teacher should never avoid the privilege of assisting pupils. She should be certain that her services are educationally sound.

The need for operating the guidance program in accordance with a systematic plan dictates that counselors be charged with the responsibility for referral of pupils to outside agencies. Therefore, it is the responsibility of the teachers to refer pupils having problems that require specialized information or treatment by outside agencies to counselors even though the teacher may be familiar with the community agency that will ultimately need to be called upon.[1] Special referral agencies are listed in chapter four.

In order that teachers might contribute materially to the educational program, it would seem that they accept the responsibility for assisting with gathering, assembling, and keeping school records which contain data necessary for effective counseling. These records should be up to date at all times. Teachers should be thoroughly familiar with

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1. Erickson, Clifford E. and Smith, Glenn E., Organization and Administration of Guidance Services, p. 59.

the offerings of the school program and with the opportunities of the curriculum. Child study is the key to the success of modern education and guidance. Teachers in a child-centered school know that provision for individual differences is interpreted as an effective way of meeting their individual needs.[1]

Full cooperation of the teachers in the school will make the guidance program most effective to the students. Their services are necessary in assisting pupils to orient themselves to the school, to locate educational information, and to meet many personal problems. Services of teachers are necessary in conducting the many services of an effective guidance program.

It, therefore, becomes a fundamental duty of every school teacher to know as much as possible about her pupils. It requires more than a glance at a cumulative report card, more than an acquaintance with tests and such concepts as intelligent quotient, mental ability, and chronological age. It calls for fundamental conceptions and practices on the part of the teacher. Some of these are stated in the following:

First of all, sympathetic understanding involves an

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1. Torgerson, Theodore L., Studying Children, p. 23.

appreciation of the social organizations of the community, and the varying force of their sanctions.

Second, it assumes an interest in the nature of children, and the knowledge and understanding of the psychological, intellectual, emotional, and physical equipment with which they make social adjustments.

Third, a frank recognition that the pupil's out-of-school lives are frequently, and perhaps generally, more significant controls of behavior and attitudes than is the school. If the school is to function as a directive or guidance instrument of society, it must coordinate its efforts with the out-of-school organizations with which the pupils are in contact. Of course, it is also the responsibility of the nation, through the state and the community organizations to consider and actively assist the school in methods of training and educating our youth so that we can enable young people to make a more satisfactory social, economic and emotional adjustment to the society in which they will live.

Fourth, it requires a readiness on the part of each teacher to sponsor the efforts of his pupils, for this seems the only way that a partnership and personal loyalty between pupil and teacher can be developed.

Often there are conditions affecting the teacher which may handicap her and reduce the effectiveness of her teaching and role in the guidance program. Some of these conditions occur when it is found that---

1. It is difficult for teachers to get acquainted with pupils. Their teaching loads may be too heavy. They may have too many different pupils. Pupil turnover may be too great, or some teachers may teach too many different subjects. Sources of information about pupils may be inadequate.

2. Teachers do not understand their functions in the guidance program. The objectives and desired outcomes of the total educational program may not be clearly defined in the school.

3. Teachers may have too many fears: insecurity of tenure, inadequate salaries, and critical elements or pressure groups in the community.

4. Teachers may be restricted in their personal lives: inadequate family experiences, lack of opportunities for participation in community activities, inadequate living arrangements.

5. Personality distortions may result from continuous pupil-teacher relationships.

6. Teaching aids and other facilities may be inadequate.[1]

There are many areas of information as to history and development of the individual which are necessary for adequate functioning of a well organized guidance program.

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1. Erickson, Clifford E. and Smith, Glenn E., op. cit., p. 213.

Traxler lists ten areas which are closely related and which seem essential in order to have an adequate picture of the individual for guidance purposes:

1. Home background
2. School history and record of class work
3. Mental ability or academic aptitude
4. Achievement and growth in different fields of study
5. Health
6. Out-of-school experiences of the pupil
7. Educational and vocational interests
8. Special aptitudes
9. Personality
10. Plans for the future[1]

It is important that the teacher become completely familiar and understands the backgrounds, interests, and potentialities of each student. The gaining of this knowledge takes time and will be done mostly through forming habits of careful observation. Proficiency in guidance cannot be developed by teachers overnight, and time is needed to effect changes which must inevitably take place in the thinking of many before it can be achieved. It also

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1. Traxler, Arthur E., Techniques of Guidance, pp. 20-25.

takes time in securing a grasp of some of the practical methods which are needed to do it effectively. However, the job is neither easy nor difficult, but is within the reach of anyone who has the right and the will to be a teacher. The rewards[1] are amazing in terms of better guided, more enlightened, and happier boys and girls.

Some administrators choose guidance workers who are kindly, friendly and who are interested in students. Successful guidance is as much dependent upon scientific findings made in its own and allied fields as it is upon the interest in humans. A teacher who is interested in guidance should prefer to measure rather than to guess. Tests are not dangerous in the hands of a well-trained individual, and every teacher should learn to use these facilitating devices.[2]

Dunsmoor lists the following five important ways in which teachers contribute directly or indirectly to the guidance of students:

1. Through exemplification of the qualities possessed by an educated person
2. Through the building of group morale

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1. Dunsmoor, Clarence C. and Miller, Leonard M., Guidance Methods for Teachers, p. 373.

2. Hamrin, S. A., Guidance Talks to Teachers, p. 141.

3. Through study of and individual work with students

4. Through classroom procedures involved in subjects of instruction

5. Through cooperative relationships with others who have guidance contacts with their students[1]

The guidance efforts of all the school's personnel must be coordinated and brought to a focus on every student if the work of guidance is to be done in a vital manner.

The teacher who accepts the philosophy that true guidance permeates every phase of school life will plan a child-centered curriculum. She will plan her work so as to make a distinct contribution to the development and growth of her pupils. The classroom teacher has the privilege of counseling individual students.

The home is one of the most important educational and guidance agencies with which a teacher may become acquainted. Teachers must visit homes if they are going to understand the child, his opportunities, and the attitudes of the home which are such an important part of a child's growth and development. The teacher must take the initiative in promoting cooperation with the home toward common

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1. Dunsmoor, Clarence C. and Miller, Leonard M., op. cit., p. 23.

ends. Although parents are often sensitive, and seldom take the leadership, they are usually glad to cooperate with the teacher when the center of attention is focused on their individual child.

If a teacher is to be a good guidance worker, she must take it upon herself to sit down and help youngsters individually, to listen to their problems, to help them see themselves as they are and as they may become, and in that way to assist them to become better adjusted and to make more intelligent plans for the future.[1]

Hamrin presents the following check list, as prepared by Carl Horn of the Michigan State Department of Education, of ways in which classroom teachers may assist in the guidance of pupils:

1. Have I really become personally acquainted with each of the pupils in each of my classes?
   - A. Do I know his academic ability rating?
   - B. Do I have the results of any achievement tests he has taken recently?
   - C. Am I aware of his general reading ability?
   - D. Am I familiar with his scholastic record to date?
   - E. Am I aware of any difficulty he is experiencing in my class?
   - F. Do I know his subject strengths and weaknesses, likes and dislikes?
   - G. Am I aware of his educational and vocational plans?

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1. Hamrin, S. A., op. cit., pp. 23-25.

H. Am I familiar with his home environment, particularly if he is inclined to be a problem case?
I. Do I have on file for him a record form containing the above information?

2. Have I taken means to make each pupil in my classes personally acquainted with all other pupils?

3. Have I taken an active, friendly, and personal interest in each of my pupils and thereby enlisted this friendship?

4. Am I sufficiently acquainted with the extra-class and outside activities of each of my pupils so that I am able to express an intelligent interest and give commendation for achievement when justly due? Can I correlate the work of my class with these out-of-class activities?

5. Do I have a thorough understanding and sense of sympathetic appreciation of each of my pupils, even though some are not qualified to do better than mediocre work?

6. Have I studied each of my class groups carefully each week in an attempt to discover any pupils who are maladjusted or who are in danger of becoming so?
   A. Unhappy pupils
   B. Lazy or procrastinating pupils
   C. Pupils who are chronically tardy, or who are careless or indifferent toward punctuality
   D. Pupils whose absence records should be investigated
   E. Pupils who are always or frequently behind in their work
   F. Pupils who seldom, if ever, do a thorough job in their assigned work
   G. Pupils whose interests are apparently centered outside of school, or whose extracurricular interests strongly outweigh their curricular interests

H. Pupils who obviously dislike school
I. Pupils who do not know how to work effectively
J. Pupils who are indifferent and not alert in class
K. Pupils who have experienced relatively few successes in most of the activities they have undertaken
L. Pupils who do not seem to have a desire to succeed
M. Pupils who have poor class attitudes
N. Pupils who have poor physical attitudes of attention--carelessness or untidiness of person and clothing, uncleanliness, poor posture, poor poise.

7. Have I conferred individually with each of my pupils who has shown any symptoms of maladjustment?

8. Do I consider pupils who are inclined to be disciplinary or problem pupils simply as problems to be solved, rather than as non-cooperative pupils who fail to respect my rights and feelings or those of other members of the class?

9. Have I conferred with the class counselor and the homeroom sponsor of each maladjusted pupil in my classes, who has not shown improvement after the individual help I gave him?

10. Have I listed in my record book for ready reference the name of the counselor and the homeroom sponsor of each of my pupils?

11. Have I made special effort to see that every one of my pupils knows how to study my subject effectively?

12. Do I make special effort to see that all assignments are clearly made, written down by pupils, and thoroughly understood by each pupil? Also, to see that my assignments are reasonable in length as they relate to home

work, recognizing that my pupils are likely to have outside assignments in other classes as well as my own?

13. Have I made a conscious and repeated effort to "sell" the pupils of each of my classes on the real values which they may hope to receive by doing good work in my class?

14. Do I encourage and develop a classroom atmosphere in which my pupils feel free to express their ideas about the work at hand without hesitation?

15. Do I give genuine approval and commendation for work well done, particularly in the case of slower pupils?

16. Have I made suitable provisions for meeting the wide range of individual differences in my classes of both outstanding as well as inferior pupils?

17. Have I helped each pupil in my classes to find some phase of the work that gives him a feeling of growth and accomplishment?

18. Am I able to handle my classes without resorting to sarcasm and other harsh or unfair methods?

19. Do I constantly exemplify by words and actions the fact that as a teacher I am a well educated person and that I am a good example of the product I am trying to develop?

20. Do I emphasize from time to time as occasion permits the vocational implications of my subject and the lines of work for which good achievement in this subject will suitably qualify the pupil?

21. Have I called to the attention of my pupils' respective class advisers or homeroom sponsors any evidence of outstanding ability, achievement or potential vocational proficiency that

have come to my attention in the course of my contact with the pupils?

22. Do I insist upon the observance of reasonable standards of speech, courtesy, citizenship, and decorum in all my classroom relationships?

23. Do I encourage my pupils to practice good sportsmanship, loyalty, and democracy in their daily classroom relationships?

24. Am I constantly seeking the quiet, unobtrusive child that needs help but often fails to get it?

25. Do I see that pupils assume responsibilities and carry through to satisfactory completion those tasks undertaken?

26. Are my classes so organized that pupils co-operatively handle all responsibilities which they can reasonably be expected to assume? (Taking roll, distribution and collection of materials, arranging the equipment of the room, etc.)?

27. Do I consider it to be of paramount importance to provide in my classroom at all times a wholesome and happy environment, conducive to the realization and perpetuation of real life values?[1]

The instructional program stands as the traditional backdrop against which all the other school activities are planned and carried out. Lack of formal guidance training on the part of the teacher does not greatly minimize her indispensable place in the guidance program providing that she has a wholesome interest in boys and girls, for it is

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1. Ibid., pp. 232-35.

true that much in the way of a sound guidance program can be worked out in a cooperative democratic teacher organization that is organized to meet the many problems of the students. A few suggestions might help to recognize with increased clarity the potential contribution of the teacher to the guidance program.

First, the exploratory nature of many school subjects can be best emphasized by the subject teacher. School subjects provide an excellent opportunity for disseminating information about occupational, educational, and training opportunities to pupils through the use of printed materials and audio-visual aids that relate subject content to these opportunities.

Second, the classroom teacher occupies a strategic position in the total educational program and especially is this true with respect to guidance, for the teacher is associated with the same group of pupils over a longer period of time than all other staff members. Although it is not suggested that every teacher should serve as a counselor, the better teachers will frequently assist pupils to make choices and solve problems. The use of the anecdotal method will enable teachers to report significant observations and thus make them a part of the counselor's records about pupils.

Third, many problems and choices of the pupils hinge upon scholastic success, and it is the classroom teacher who is in the best position to facilitate pupil achievement through provision of levels of instruction commensurate with individual abilities.

Fourth, the classroom teacher can effectively assist in developing a favorable pupil attitude toward the guidance program if she understands her position in the program and is sympathetic toward its function and purposes. Therefore, it is necessary that the guidance program not be super-imposed, but is formulated and operated in the spirit of democratic cooperation.

Fifth, as it is the teacher's responsibility to be prepared to provide pupils with general information relating to the vocational implications of the courses in the school, it is necessary that she be conversant with all curricular and cocurricular offerings of the school and community.

Sixth, morale in the school is greatly helped through classroom activities and thus becomes an important responsibility of the classroom teacher. It is her responsibility that proper guidance be administered in all such activities.

Seventh, many new pupils will require orientation services in order that they may properly fit themselves into a new social and physical environment. Most of this function can be carried out in the classroom with maximum effectiveness.

Eighth, as the school library is an important factor in the guidance program, it is necessary that the teacher become adequately familiar with its contents and use, in order that students may have thorough assistance and profit fully from it.

Ninth, the urgent need of pupils for information about occupational and educational opportunities suggests a useful purpose to which occasional assembly programs may be put. The common practice of rotating the responsibility for planning and supervising school assembly programs offers the teacher opportunity in the guidance program.

Tenth, the more data the counselor and teacher have about a pupil, the more intelligent and effective can be their assistance with the solution of the pupil's problems. The case study is a useful technique for gathering additional data about the pupil.

Eleventh, occupational and follow-up studies are essential elements of the school's educational program if

the community and the school's former pupils are to be given due consideration.[1]

The guidance program is often spoken of as fourfold in its services:

1. Those services rendered by special officers and teachers whose positions are those which offer major opportunities for guidance
2. Those rendered in specific guidance courses under the supervision of principal, counselor, or guidance director
3. The homeroom teacher and sponsors of extracurricular activities
4. Those rendered by the classroom teacher in the course of regular classroom instruction[2]

It is with the latter of these services that the following deals. Erickson and Smith outlined the classroom teacher's place as follows:

What He Does

1. Disseminates occupational information through his own subject
2. Helps pupils discover their abilities and limitations
3. Encourages and assists with school activities having exploratory implications for pupils
4. Encourages all pupils to avail themselves of the counseling service

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1. Erickson, Clifford E. and Smith, Glenn E., op. cit., pp. 174-78.
2. State of Washington Department of Education, op. cit., p. 12.

5. Builds up a favorable attitude on the part of pupils toward the guidance program

6. Observes and reports in writing to counselors significant data concerning pupils in classes

How He Does It

1. By emphasizing occupations in which the subject provides required or related training

2. By class projects and activities relating to the subject

3. By sponsoring class and extraclass activities having exploratory value

4. By referring pupils with problems to counselors and by acquainting all pupils with the counseling service

5. By emphasizing the services that the guidance program offers to all pupils

6. By reporting special abilities and interests, and significant incidents of behavior

Why He Does It

1. To encourage and assist pupils toward a broader exploration of occupational opportunities

2. To provide pupils with a better understanding of their own assets and limitations

3. To provide exploratory and developmental opportunities for all pupils

4. To acquaint pupils with the need for and value of the guidance service

5. To secure counseling for pupils with urgent problems

6. To aid counselors to gain a better understanding of counselees, their abilities and limitations.[1]

In summary, it would seem that the incidental guidance activities of any school could be made to serve pupils more effectively by weaving them into a systematic framework in a recognized program of guidance. No guidance program can be fully effective without the support of the classroom teacher.

In the preceding chapters the history, philosophy, and organization of an elementary school guidance program has been presented in relation to the role of the classroom teacher. The fourth and final chapter presents many of the instruments and materials which are helpful in the actual operation of a successful guidance program for the elementary school.

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1. Erickson, Clifford E. and Smith, Glenn E., op. cit., pp. 65-66.

Chapter IV

ELEMENTARY SCHOOL GUIDANCE MATERIALS AND TECHNIQUES

A good school is an environment created and directed by teachers, and centered in the growth and development of students at all levels of learning. Guidance in such a school is interested with growth and development. "Growth and development" means the attainment of knowledge, skills, appreciation, habits, and attitudes, which help to make students good citizens in our changing society, limited only by their capacity to acquire these traits. Teachers must have a wholesome and lasting respect for the individuality of each student. While there is no fixed formula by which all students can be taught and developed to their fullest capacities, it is recognized that certain basic knowledges and skills are important because they are the tools with which students must work. It is also recognized that citizenship, character, appreciation, attitudes, and feelings are important, too, because they affect all human behavior. The teacher must deliberately provide situations in which tolerance, honesty, fair play, loyalty, affection, and other desirable human traits, can be constantly emphasized and consistently practiced. The obstacles that hinder the

development of these traits must be removed. The ability of a student to use knowledge in socially significant ways is as important as the amount of knowledge acquired. Assistance in development can be provided best through long and careful observation of each student as he progresses in the school environment and by the use of carefully recorded data which cover his growth in all the phases of his social, physical, educational, and emotional development.

The teacher's knowledge of the growth of each student depends, to a major degree, upon the collection, recording, and interpretation of a variety of data in terms of an individual's interests, mental ability, verbal and manual skills, special aptitudes, limitations, personality patterns, health and physical conditions, educational history, and home and community background. Much of this information can be obtained from properly selected guidance instruments.

Many things should be considered, in selecting a test, to make sure that it is useful for the desired purpose. Its type, scope, what it measures, validity, reliability, and practicability should be studied.

Individual and group school-aptitude tests provide a measure of ability that has predictive value, since these tests show the student's ability to progress in his

education. Scholastic proficiency or achievement tests should be used for diagnosis, survey, and administrative purposes. An individual's school aptitude and achievement are important factors; however, his other aptitudes and interests are significant in connection with his choice of curricula and, later, with occupational choices. Personality is a difficult trait to measure, but it is one of the most important factors in a student's background.

In interpreting and evaluating test results, one should keep in mind that many of our tests are not reliable enough for accurate individual prediction. Even if they were, there are so many ways in which students differ that it would be difficult to predict accurately. However, by giving tests and collecting all other available information about the individual at different times over a period of years, one gathers data that will have more predictive and diagnostic value and that will be more reliable than will a cross section taken at any one time. In interpreting a number of tests for one individual, the profile is very useful.

If the teacher is to do a good job, she must seek insight into the total development of the student. She may use intelligence, aptitude, achievement, personality, and interest scales. She may also use biographies, inventories,

questionnaires, graphic scales, rating scales, check lists, and autobiographies. As a result of the use of tests and other measuring instruments of behavior, plus other information about the student's development, the process of education becomes more meaningful and the guidance function more complete.[1]

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1. Erickson, Clifford., editor. A Basic Text for Guidance Workers, pp. 83-85.

Guidance Instruments

There are many instruments and techniques used in guidance. Some of the more common ones used by counselors and teachers as listed by Erickson[1] are:

1. Cumulative records
2. Tests and inventories
3. Autobiographies and personal-data blanks
4. Interviews
5. Case studies
6. Case conferences
*7. Job-analysis charts
*8. Area or job-family charts
9. Growth and development charts
*10. Occupational-information classes
11. Orientation activities
12. Problems-and-needs surveys
13. Pupil-interest studies
*14. Self-analysis blanks
*15. Career books
*16. Business and industrial visitation
17. Referrals to community agencies
18. Use of guidance films
*19. Occupational-information files
*20. Educational and vocational-information libraries
21. Exit interviews

The following pages consist of some suggested forms and materials which may be used in the elementary guidance program.

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1. Erickson, Clifford., editor. A Basic Text for Guidance Workers, p. 12.

*. The items marked with the asterisk are not often used in the elementary school.

Cumulative Records

Cumulative records may be considered as all records that make provision for the accumulation of significant and comprehensive information about an individual pupil over a period of years. They are one of the most important resources for the teacher in understanding her students. She should not try to learn and remember all of the data on these about each student, but should review it for general background. In the event a problem arises, the cumulative record can be referred to and studied more carefully. Such records are a necessary part of the materials needed in any good guidance program.

The use of the cumulative record card permits a higher degree of efficiency in guidance and follow-up by making possible:

1. The teacher can learn to know her pupils more quickly.
2. The number and variety of facts about each pupil which are available to the teacher are greatly increased.
3. Teachers are provided with facts about their pupils, rather than mere hearsay.
4. Because of (1) and (2) above, the teacher is better able to adjust her class work to the demonstrated mental and physical ability, and known interests of her pupils.

5. The number and variety of facts about each pupil which are available to the teacher are greatly increased.

6. The teacher can better understand what traits cause a particular child to do poor work or misbehave.

7. Significant facts which explain the conduct of children can be quickly transferred.

8. A teacher can devote more time to study her children because she will spend less time in collecting facts.

9. Necessary data are quickly available for:
   a. Determining the progress of pupils
      1. The amount and causes of failure
      2. The holding power of different school units
   b. Making relationship studies relative to:
      1. Attendance and scholarship
      2. Attendance and nationality
      3. Attendance and mentality
      4. Attendance and physical ability
      5. Scholarship and mentality[1]

The following cumulative record form may be reproduced on a manila folder. The folder may serve as an individual file for each student. Important samples of work done by the student may be filed there. This is an especially handy place to keep such materials as anecdotal records and standard test results until the time when summaries are placed on the cumulative record form.

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1. State of Washington Department of Education, Guidance in the Junior High School and Upper Elementary Grades, p. 8.

(Surname) (First Name) (Middle Name)

ELEMENTARY PUPIL CUMULATIVE RECORD
Personal Data and School Record

Date of birth_____ Place of birth_____

PARENTAGE

Mother_____ Nationality_____
Father_____ Nationality_____
Occupation of mother_____
Occupation of father_____
Number of brothers_____ Number of sisters_____
Child's position in family_____
Others in the home_____
Language spoken in home_____
Broken home: Yes___ No___ Cause: Death_____
Divorce_____ With whom residing_____

SPECIAL RECORDS OR INFORMATION IN FOLDER

1._____ Picture
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

HEALTH

Grade		1	2	3	4	5	6	7	8
(1) Vision	L. Eye								
	R. Eye								
(1) Hearing	L. Ear								
	R. Ear								
(1) Teeth and Mouth	Defects								
	Oral Hygiene								
(1) Weight									
(1) Height									
(2) Defect	Irremediable								
	Remediable								
(1) Temporary Disabilities									

ATTENDANCE AND SCHOLARSHIP

School Year	Grade	Tardy	Days Pres.	Days Abs.	Science	Arithmetic	Geography	Health	Language	Music	Reading	Soc. Stud.	Spelling	Writing	R-Retained	P-Promoted	Teacher Reporting
etc.																	

Code for Grading System Used:

Directions: Data for items marked (1) should be taken from the inspection records of the doctor or nurse. Items marked (2) should be taken from the doctor's physical examination of the pupil if possible.
The item should be marked "OK" where conditions are normal or "Ref." meaning item should be referred to a doctor for diagnosis.
Comments on Health: _____

TRANSFERS

Dist. No.	Teacher in School Left	Date	Dist. No.	Teacher Entered	Date
etc.					

x Indicates satisfactory growth
v Indicates need for improvement

AS AN INDIVIDUAL								AS A MEMBER OF A GROUP				GRADE	SPECIAL INTERESTS, ABILITIES, TALENTS
Year								Year					
Grade								Grade				1	
1. Work Habits								1. Has ability to work and play harmoniously					
a. Takes pride in his work								2. Is willing to share				2	
b. Is accurate								3. Courteous					
c. Completes work								4. Claims only his share of attention				3	
d. Judges work thoughtfully								5. Has pride in class accomplishment and school activities					
e. Is in right place at right time ready for work								6. Respects the property of others				4	
2. Makes best of difficult situation													
3. Has the desire to improve himself												5	
4. Responds promptly, accurately and cheerfully to school regulations								DUTIES AND RESPONSIBILITIES				6	
5. Has grown in self-confidence								Grade	In the Home	Outside the Home			
6. Takes care of personal belongings								1				7	
7. Shows power of independent attack on own problems								2					
8. Thinks constructively for self								3				8	
9. Has grown in self-control								4					
								5					
								etc.					

GENERAL REMARKS:

TEST RECORD

Grade Level in School	Grade Level on Test	Date Test Given Month	Year	NAME OF TEST	Form Used	Score	Norm for Test	C. A.	E. A.	M. A.	I. Q.	E. Q.

A Minimum Evaluation Program

The number of tests administered in any school system is determined by many factors, including the amount of money available, the interest of the school's personnel, the attitude of the administration, the size of the school, and the needs of the teachers. The following are some cautions or things to remember about using tests:

1. A score from a single test should not be used as an adequate basis for guidance. Other data and results from additional tests should be obtained whenever possible.

2. Build an adequate philosophy and system of using test results for effective and constructive guidance.

3. Unnecessary duplications in testing should be avoided.

4. In selecting a test, choose one that takes into consideration the following factors relevant to the persons being tested: age, sex, experience, socio-economic status, intellectual or educational level, nativity, vocational goals and special aptitudes.

5. A testing program comprising a small number of carefully selected tests, administered as a systematic continuous enterprise with cumulative records is much to be preferred to more extensive, sporadic testing without such records.

6. Study the results of a test by parts, when test construction and evaluation make this a legitimate practice, so as to discover the fields in which the individual is weak.

7. A combination of a scholastic aptitude test and previous school scholastic accomplishments is the best single source for prediction of success or failure in school.

8. Remember there is little correlation between personality tests and school grades. These results should be used with extreme caution and only in relation to emotional and attitudinal problems.

9. The less information you have about a person the more valuable are tests. The more information you possess the more supplementary your tests will become.

10. The selection of tests should never be made and they should never be administered until there is clearly in mind the use and interpretation to be made of the data.

11. Counselors can build up a test file by securing the specimen sets supplied by publishers at relatively small expense, at least in the case of so-called pencil-and-paper tests.

12. A minimum list of books on testing in guidance should be available in the school.

13. Never make predictions or give counsel on the basis of a test result unless you have thoroughly studied the available literature on the test (more than just the manual accompanying the test) and know what the test results really mean.

The following is a recommended minimum testing program which is followed by some of the representative tests that may be used.

Grade Level	Type of Test
K-1	Reading Readiness

Grade Level (continued)	Type of Test
3-4	School Aptitude Achievement Battery
6-7	School Aptitude Achievement Battery
8-9	School Aptitude Vocational Interest

Reading Readiness Tests

Studies have shown that factors other than mental age should be considered in determining the child's readiness to learn to read as well as in discovering types of instruction most needed by him. To gain the needed information, one or more of the following reading readiness tests should be utilized with one or more of the listed mental tests for kindergarten and early first grade.

Gates Reading Readiness Tests, published by the Bureau of Publications, Teachers College, Columbia University, New York, tests the child's ability to follow directions, to distinguish between printed words, to distinguish between sounds in words, and to identify numbers and letters by name.

Metropolitan Readiness Tests, published by the World Book Co., Yonkers-on-Hudson, New York, test the child's ability to see similarities and differences in printed forms, to reproduce printed forms, to recognize the meaning of spoken words and sentences, to understand the meaning of numbers, and to identify meanings described orally.

Monroe Reading Aptitude Tests, published by Houghton Mifflin Co., 2500 Prairie Avenue, Chicago, tests, among other things, the child's ability to see likenesses and differences in printed forms, to control

eye-movements, to reproduce printed forms, to distinguish between sounds, to blend sounds, to remember a story, to articulate correctly and quickly, to recognize the meaning of spoken words, and to use sentences.

Van Wagenen Reading Readiness Tests, published by the Educational Test Bureau, Minneapolis, Minn., test the child's range of information, his ability to see relationships between ideas, his ability to remember and reproduce ideas, his ability to distinguish between printed words, his ability to remember word forms, and his spoken vocabulary.

Lee-Clark Reading Readiness Test, published by the Southern California Book Depository, Hollywood, Calif., tests only the child's ability to distinguish between printed letters and printed words.

Classification Test for Beginning Readers, by Stone and Grover, and published by the Webster Publishing Co., St. Louis, Mo., tests the child's ability to distinguish between printed words.

Reading Tests

Iowa Silent Reading Tests, New Edition (Revised), Elementary Test, by H. A. Greene and V. H. Kelley. Yonkers, New York: World Book Company, 1939. Revised, 1943. $1.45 per 25 tests; specimen set, $0.35.

Subtests include rate, comprehension, directed reading, word meaning, paragraph comprehension, sentence meaning, and location of information, which consists of alphabetizing and the use of index. Four forms, Am, Bm, Cm, and Dm, yielding comparable results. Working time, 49 minutes. Raw scores are converted to standard scores, thus providing a profile in graphic form. Reliability of the median standard score is reported as .93.

Progressive Reading Tests, by Ernest W. Tiegs and Willis W. Clark. Los Angeles, California: California Test Bureau, 1934-1939. Primary Test, Grades I-III; Elementary Test, Grades III-VI; Intermediate Test, Grades VII-IX; Advanced Test, Grades IX-XIII. $0.90 per 25; specimen set of any one level, $0.25; machine-scorable answer sheets, $0.02 each.

These reading tests are a part of the corresponding batteries of the Progressive Achievement Tests, but are also printed in separate booklets. The Advanced Battery contains two forms and each of the other three batteries has three forms. In the machine-scoring edition, two forms are available for the Elementary, Intermediate, and Advanced Tests. There are two main divisions, reading vocabulary and reading comprehension, each of which is subdivided into several parts. A graphic profile for each pupil may be drawn on the cover page of the booklet or on the answer sheet. Reliabilities of reading vocabulary and reading comprehension are close to .90 according to manual of directions. Reliabilities of subtests are probably not very high. Test has no definite time limits, as it is intended to measure power rather than speed. There are public school norms for Grades I-XIII. (Traxler pp. 70-73)

Chicago Reading Tests, by Max D. Engelhart and T. Gwinn Thurstone and published by the E. M. Hale and Company, Milwaukee. $1.00 per 25 tests; specimen set, $0.25.

Four booklets: Test A for Grades I and II; Test B for Grades II, III, and IV; Test C for Grades IV, V, and VI; and Test D for Grades VI, VII, and VIII. Three forms each consisting of several parts covering word meaning, rate, and various aspects of comprehension. Time varies from 31 minutes for Test A to 45 minutes for Test C. Scores may be interpreted in terms of grade equivalents. Authors' reliability coefficients for the total comprehension score range from .85 to .99.

Mental Tests for Kindergarten and Early First Grade

The first two tests listed are individual tests.

Revised Stanford-Binet Intelligence Test, published by Houghton Mifflin Co., Boston. This test should be given by a person trained to administer it.

Arthur Point Scale of Performance Test, published by C. H. Stoelting and Co., Chicago.

Pintner-Cunningham Intelligence Test, published by the World Book Co., Yonkers-on-Hudson, New York.

Kuhlmann-Anderson Intelligence Test, published by Educational Test Bureau, Minneapolis, Minn.

Cole-Vincent Test for School Entrants, published by Bureau of Educational Measures and Standards, State Teachers College, Emporia, Kansas.

Detroit First Grade Intelligence Test, published by the World Book Co., Yonkers-on-Hudson, New York.

Dearborn First Grade Test of Intelligence, published by Educational Test Bureau, Minneapolis, Minn.

Aptitude Tests

A minimum program for evaluating intelligence would be one test which affords one score. Such a test would be the familiar test of general intelligence, usually requiring about a half hour to administer. Many tests of this type are available. The more well-known include the following:

Otis Group Intelligence Tests, published by the World Book Company, 2126 Prairie Avenue, Chicago, Ill.

Terman-McNemar Test of Mental Ability, published by the World Book Company, 2126 Prairie Avenue, Chicago, Ill.

Kuhlman-Anderson Intelligence Tests, published by the Educational Test Bureau, 720 Washington Avenue, S.E., Minneapolis.

Henman-Nelson Test of Mental Ability, published by Houghton Mifflin Company, 2500 Prairie Avenue, Chicago.

As yet no single battery of tests is available to measure all phases of intelligence; however, the following are of the multiple score variety.

American Council on Education Psychological Examination, by L. L. Thurstone and Thelma Gwinn Thurstone. Washington, D. C.: American Council on Education, 1924-1944. High-school edition, $0.05 per copy, specimen set, $0.25; answer sheets, $0.02 each.

The test has four parts: completion, arithmetic, analogies, and opposites. Working time for later editions, 35 minutes, but directions and practice exercises will extend the time to a full 50 minutes.

California Test of Mental Maturity, by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs.

Los Angeles: California Test Bureau, 1936-1939. $1.40 per 25 copies of the regular edition, which requires approximately two class periods for administration; $0.90 per 25 copies of the short form, which can be administered within one class period; $0.02 per machine-scorable answer sheet; $0.25 per specimen set of any one edition at any one level.

Includes four main parts: memory, spatial relationships, reasoning, and vocabulary, each of which contains a number of subtests. Yields three intelligence quotients: an I.Q. for language factors, non-language factors, and the usual type of I.Q. based on total scores. Five levels: Kindergarten-Grade I; Grades I-III; Grades IV-VIII; Grades VII-X; Grade IX-adults. Reliability of regular edition, advanced battery, as reported by authors: total mental factors, .96; language factors, .95; non-language factors, .94.

Henmon-Nelson Tests of Mental Ability, High School Examination, by V. A. C. Henmon and M. J. Nelson. Boston: Houghton Mifflin Company, 1929: $0.81 per 25 tests.

Contains 90 multiple-choice items including both linquistic and quantitative material. Working time, 30 minutes. Scoring is rapid. Responses are scored on a separate answer sheet rather than on the test booklet. Designed for Grades VII-XII. Yields raw score, mental age, and I.Q.

Kuhlmann-Anderson Intelligence Tests, by F. Kuhlmann and Rose G. Anderson. Minneapolis: Educational Test Bureau, 1940 (Fifth edition). $1.25 per 25 tests; instructional manual, $0.40; specimen set, $0.50.

Consists of nine overlapping batteries, covering the age range from Grade I to adult. Working time varies from about half an hour to an hour depending on the level. More time is required for administration of test to younger children than to older ones. One form. The highest battery, Grades IX-Maturity, is suitable for use in the high school.

Ohio State University Psychological Test, Form 22, by Herbert A. Toops. Columbus: Ohio State University, 1937. Test blanks with inserted answer pad, 10 cents

each; additional answer pads, $0.06 each.

A group test of ability to think, requiring about two hours of working time. Includes three subtests, some-opposites, analogies, and paragraph comprehension. The booklets may be used repeatedly, since the subject indicates his responses by punching holes in appropriate squares on an answer pad. Easy scoring. There are public norms for Grades IX-XII. Designed for secondary schools and colleges.

Otis Quick-Scoring Mental Ability Tests, by Arthur S. Otis. Yonkers: World Book Company, 1938. Alpha Test, Grades I-IV, Forms A and B, $1.25 per package of 25; Beta Test, Grades IV-IX, Forms A and B, $0.95 per 25, Forms Cm and Dm, $1.05 per 25; Gamma Test, high schools and colleges, Forms Am and Bm, $1.05 per 25, Forms C and D, $0.95 per 25; Specimen set, Alpha, $0.25, Beta or Gamma, $0.20.

One of the newer tests that is very easily and quickly administered and scored. Yields an I.Q. that is closely comparable with the I.Q. secured with the older Otis Self-Administering Test of Mental Ability. Contains 80 multiple-response items. Working time, 30 minutes, except Alpha, 20 minutes. May be scored with a stencil or machine.

Otis Self-Administering Test of Mental Ability, by Arthur S. Otis. Yonkers: World Book Company, 1922. Intermediate Examination, Grades IV-IX; Higher Examination, Grades IX-XII and college. $0.90 per package of 25; specimen set, $0.30.

One of the most widely used group intelligence tests. Administration and scoring very simple; provides mental age and I.Q. Consists of 75 items, most of which are verbal, although there is some numerical and spatial material in the test. Working time, 30 minutes. Publishers reports reliability coefficients of .95 for Intermediate Examination, and .92 for Higher Examination.

Pintner General Ability Tests: Verbal Series, by Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. Yonkers: World Book Company, 1939. Pintner-

Cunningham Primary Test, Kindergarten-Grade II, $1.25 per 25, specimen set, $0.20; Pintner-Durost Elementary Test, Grades II-IV, Scale 1, $1.50 per 25, Scale 2, $1.35 per 25, specimen set, $0.35; Pintner Intermediate Test, Grades IV-IX, $1.40 per 25, specimen set, $0.30; Pintner Advanced Test, Grade IX and above, $1.40 per 25, specimen set, $0.30.

Four levels, two forms. One of the newer batteries of mental tests, apparently carefully constructed and standardized on large population. Results are expressed in terms of standard scores, mental ages, and I.Q.'s. Administering time varies from 25 minutes for primary battery, to 55 minutes for advanced test. Reliability according to publisher's catalog, .90 to .97. Correlation of .87 with Otis Group Intelligence Scale.

Revised Stanford-Binet Scale, by Lewis M. Terman and Maud A. Merrill. Boston: Houghton Mifflin Company, 1937. $2.20 per 25 booklets; box of supplementary materials, $9.00; Directions for Administering, $1.45.

A revision of the most widely used individual intelligence scale. May be used from age two to superior adult level. Should be administered, scored, and interpreted only by persons trained in the use of this particular scale. The results of the test may be expressed in mental ages, I.Q.'s, or standard scores. The authors report that the reliability values range from .98 for subjects below 70 I.Q. to approximately .90 for subjects above 130 I.Q. Terman and Merrill's book, Measuring Intelligence,[1] includes a very complete manual of directions for the test. This book, which costs $2.60, should be in the possession of anyone who plans to administer the test. See Buros 1940, Mental Measurements Yearbook,[2] pages 242-244, for extensive bibliography of studies of 1916 and 1937 revision.

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1. Terman, Lewis M., and Merrill, Maude A. Measuring Intelligence. Boston: Houghton Mifflin Company, 1936. pp. x-319.

2. Buros, Oscar K. The Nineteen Forty Mental Measurements Yearbook. Highland Park, New Jersey: The Mental Measurements Yearbook, 1941. pp. xxiii-647.

Achievement Test Batteries for the Elementary School

The achievement tests for the elementary school may be divided into two general types: tests in which one battery is intended to serve throughout practically the whole range of the elementary school grades, and tests consisting of overlapping batteries for different grade levels. The Modern School Achievement Tests, designed for Grades 2-9, illustrate the first type, while three well-known achievement tests--the Stanford, the Metropolitan, and the Progressive--represent the second type. The annotated list as given above is listed in the following:

Modern School Achievement Tests, by Arthur I. Gates, Paul R. Mort, Percival M. Symonds, Ralph B. Spence, Gerald S. Craig, De Forest Stull, Roy Hatch, Amy I. Shaw, and Laura B. Krieger. New York: Bureau of Publications, Teachers College, Columbia University, 1931. Complete battery $8.20 per 100; short form: Skill Subjects test booklet, $5.70 per 100; specimen set, $0.20 for complete battery or short form.

One battery, two forms, designed to test reading comprehension, reading speed, arithmetic computation, arithmetic reasoning, spelling, health knowledge, language usage, history and civics, geography, and elementary science. Testing time 176 minutes divided into four sittings. Raw scores are translated into age and grade norms and may be graphed in profile form. According to manual of directions, range of reliability of individual tests for a single grade is .67 to .96 with most of reliabilities over .85; reliability of entire battery is .94 to .97.

Stanford Achievement Tests, by Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman. (World Book Company, 2126

Prairie Avenue, Chicago 16) Primary battery for Grades II and III, $1.20 per 25 tests; specimen set, $0.25; Intermediate complete battery for Grades IV-VI, $2.40 for 25 tests; specimen set, $0.45; partial battery, $1.80 per 25 tests; specimen set, $0.35; Advanced complete battery, $2.40 per 25 tests; specimen set, $0.45; partial battery, $1.80 per 25 tests; specimen set, $0.35.

Primary battery tests paragraph meaning, word meaning, spelling, arithmetic reasoning, and arithmetic computation; working time about 50 minutes

Intermediate and Advanced complete batteries test paragraph meaning, word meaning, language usage, arithmetic reasoning, arithmetic computation, literature, social studies I, social studies II, elementary science, and spelling; working time about 150 minutes.

The Intermediate and Advanced partial batteries include paragraph meaning, word meaning, language usage, arithmetic reasoning, arithmetic computation, and spelling; working time about 110 minutes.

These tests are a revision of the New Stanford tests, Forms V, W, X, Y, and Z. There are five forms in the new series, D, E, F, G, and H. Raw scores are changed to equated scores which render the different parts comparable. The scores may be graphed in a profile form and the corresponding age and grade equivalents identified. The Educational Records Bureau has independent-school percentile norms for the Stanford test. Traxler p. 22-28.

Metropolitan Achievement Tests (Revised), by Richard D. Allen, Harold H. Bixler, William L. Connor, Frederick B. Graham, and Gertrude H. Hildreth. Yonkers, New York: World Book Company, 1932-1940. Primary I battery for Grade I, $1.30 per 25 tests; specimen set, $0.25; Primary II battery for Grade II, $1.40 for 25 tests; specimen set, $0.25; Primary III battery for Grade III, $1.75 for 25 tests; specimen set, $0.30. Intermediate battery for Grades IV, V, and VI; complete, $2.40 for 25 tests; specimen set, $0.35; partial, $1.80 for 25 tests; specimen set, $0.30.

Advanced battery for Grades VII and VIII: complete, $2.40 for 25 tests; specimen set $0.35; partial, $1.80 for 25 tests; specimen set $0.30.

Primary I battery test word and phrase recognition, word meaning, and numbers; administering time, 60 minutes.

Primary II battery test reading, vocabulary, arithmetic fundamentals, arithmetic problems, and spelling; administering time, 70 minutes.

Primary III battery tests reading, vocabulary, arithmetic fundamentals, arithmetic problems, language, and spelling; administering time, 95 minutes.

Intermediate complete battery tests reading, vocabulary, arithmetic fundamentals, arithmetic problems, English, literature, history, geography, and spelling; administering time, 3 hours and 40 minutes. Literature, history, and geography are omitted from the partial battery, for which the administering time is 2 hours and 40 minutes.

Advanced battery contains the same kinds of tests as intermediate battery. Administering time is 4 hours for complete advanced battery and 2 hours and 40 minutes for partial battery.

Each of the primary batteries is available in three forms: A, B, and C; the intermediate and advanced batteries may be obtained in five forms: A, B, C, D, and E. Results are expressed in standard scores and public school grade equivalents, which may be graphed to form a profile of strengths and weaknesses in the different subjects.

The reading and arithmetic tests may be obtained in separate booklets at the primary, intermediate, and advanced levels.

Progressive Achievement Tests, by Ernest W. Tiegs and Willis W. Clark. Los Angeles: California Test Bureau, 1933-1938. Primary battery for Grades I-III, $1.10 per 25 tests; specimen set, $0.25; Elementary battery for Grades IV-VI, $1.40 per 25 tests; specimen set,

$0.25; Intermediate battery for Grades VII-IX, $1.40 for 25 tests; specimen set, $0.25; Advanced battery for Grades IX-XIII, $1.75 per 25 tests; specimen set, $0.25.

The Primary, Elementary, and Intermediate batteries exist in three forms: A, B, and C; the Advanced battery is available in two forms: A and B. There are five main tests in each battery: reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, and language. Within the five tests there is a total of nineteen subtests. The results are translated into age-grade scores and percentiles. A diagnostic profile may be prepared for each pupil. There are percentiles for independent-school pupils at the Educational Records Bureau. Time limits are approximately as follows: Primary battery, 90 minutes; Elementary battery, 120 minutes; Intermediate battery, 150 minutes; Advanced battery, 150 minutes. Reliability at single grade level as reported by publishers: Primary battery, total score, .96; Intermediate battery, total, .97; range for five tests, .89 to .95; Advanced battery, total, .98; range for five tests, .88 to .93. Reliabilities of subtests not given but probably considerably lower. The reading, arithmetic, and language tests are available in separate booklets as well as in single booklet covering entire battery.

Achievement Tests--Elementary School

Iowa Every-Pupil Tests of Basic Skills, by H. F. Spitzer, Ernest Horn, Maude McBroom, H. A. Greene, and E. F. Lindquist. (Houghton Mifflin Company, 2500 Prairie Avenue, Chicago 16) Test A, Silent Reading Comprehension; Test B, Work-Study Skills; Test C, Basic Language Skills; Test D, Basic Arithmetic Skills. Elementary battery for Grades III-V, $1.25 per 25 booklets of any test; complete battery, $4.00; Advanced battery for Grades VI-VIII, $1.35 per 25 booklets of any test; complete battery, $4.25.

Test A: Elementary battery--reading comprehension and vocabulary; Advanced battery--paragraph comprehension, details, organization, total meaning, total reading comprehension, and vocabulary.

Test B: Elementary battery--map reading, use of references, use of index, use of dictionary, and alphabetization; Advanced battery--comprehension of maps, references, use of index, use of dictionary, and reading graphs, charts, and tables.

Test C: Elementary battery--punctuation, capitalization, usage, spelling, and sentence sense; advanced battery similar to the elementary battery with omission of test of sentence sense.

Test D: Elementary battery, Part I, vocabulary and fundamental knowledge; Part II, computational skill in whole numbers, fractions, and decimals; Part III, solution of problems. Advanced battery similar to elementary except for Part II which includes whole numbers, fractions, percentage, decimals, and denominate numbers.

Working time: Elementary battery: Test A, 44 minutes; Test B, 44 minutes; Test C, 51 minutes; Test D, 80 minutes. Results may be graphed to show profile of strengths and weaknesses. There is an extensive manual for administration and interpretation. No reliability or validity are given in the manual.

Observation Through Inventory

The good teacher must cultivate an impersonal and tolerant attitude toward the children she is observing, forgetting those personal prejudices and inferences which might color an otherwise objective record of actual behavior. A prejudiced teacher, who sees only what she wants to see and therefore records a biased observation, will make little progress in the study of children and will contribute little to the guidance program. Since observation is subjective, it is necessarily affected to some degree by the personal equation of the observer; however, training and directed practice in observation will enable teachers to minimize the personal bias.

A skilled teacher knows what to observe. After a teacher becomes aware of and sensitive to the multiplicity of symptoms a pupil manifests every hour of the school day, she is confronted with the problem of evaluating those symptoms in order to differentiate normal behavior from maladjusted behavior. All pupils on occasion exhibit some maladjusted symptoms but maladjusted pupils are those who have become habituated to incorrect ways of responding and always resort to emotional or unsocial modes of behavior when difficult problems confront them. Observation as a

method of studying children is valuable because the pupil does not realize that he is being studied, and his behavior is consequently completely natural, in both simple and complex situations. The teacher may examine the pupil's normal, uninhibited responses under these conditions, and thus obtain accurate data on the nature and effectiveness of the pupil's integration of his mental, physical, emotional, and social life. At all times during the school day the teacher has an opportunity to observe her pupils--in the classroom, the halls, the gymnasium, the playground.

Teachers should be assisted by psychologists, psychiatrists, social workers, and welfare agencies in rehabilitating those pupils whose problems are of so serious a nature that the teacher is not equipped to solve them. If these specialists are not attached to the local school staff, their assistance must be obtained from the city, county, or state.

The school should, however, accept responsibility for a program of prevention. Prevention rather than cure is the fundamental aspect of child study that every school must be prepared to promote.

A program of prevention is based on two necessities:

(1) early recognition of disabilities or their symptoms, and (2) the use of school practices which promote learning and normal adjustment. The wholesome school environment is one in which scholastic failure and maladjustment are the exception.[1]

The following inventories may be helpful in objective evaluation of the child.

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1. Torgerson, Theodore L., Studying Children, pp. 50-51, 76-77.

BEHAVIOR INVENTORIES

Date_____ School_____

Observer_____ Grade_____

Check: Symptom or disability apparent frequently (X)

SCHOLARSHIP

Work Habits

___ 1. Unable to plan and outline
___ 2. Budgets time inefficiently
___ 3. Short interest span
___ 4. Does not concentrate on work

Study Skills

___ 5. Very slow reader
___ 6. Fails to comprehend text
___ 7. Inefficient use of an index
___ 8. Unable to read maps and graphs
___ 9. Inefficient use of the library
___10. Inefficient use of the dictionary

Speaking Vocabulary

___11. Very limited vocabulary

Achievement

___12. Below average in_____subjects
___13. Failing in_____subjects

READING

Sight Vocabulary

___ 1. Faulty word recognition
___ 2. Repeats words
___ 3. Miscalls words
___ 4. Guesses at words
___ 5. Confuses letters

___ 6. Confuses letters
___ 7. Adds words
___ 8. Skips words
___ 9. Faulty mastery of basic skills

Word Analysis

___10. Mispronounces words
___11. Unable to sound letters
___12. Will not try hard words
___13. Reverses letters
___14. Reverses syllables
___15. Reverses words

Meaning Vocabulary

___16. Inadequate meaning vocabulary

Comprehension

___17. Cannot recall what he reads
___18. Faulty comprehension
___19. Does not like to read
___20. Phrases inadequately

Rate

___21. A word reader
___22. Reads too slowly

SPELLING

___ 1. Addition of letters
___ 2. Omission of letters
___ 3. Substitution of letters
___ 4. Transposition of letters

ARITHMETIC

Deficient in: Skills

___ 1. Number facts
___ 2. Column addition
___ 3. Carrying and borrowing

___ 4. Two-and three-place multipliers
___ 5. Long Division
___ 6. Reading and writing numbers

Fractions

___ 7. Addition of fractions
___ 8. Subtraction of fractions
___ 9. Multiplication of fractions
___10. Division of fractions
___11. Proper fractions
___12. Improper fractions
___13. Mixed numbers
___14. Reduction of fractions

Decimals

___15. Addition of decimals
___16. Subtraction of decimals
___17. Multiplication of decimals
___18. Division of decimals
___19. Reading and writing decimals

Percentage

___20. Problems in percentage
___21. Expressing decimals as per cents
___22. Expressing per cents as decimals

Problems

___23. Written problems

VISION

Acuity Far Point

___ 1. Unable to see blackboard distinctly
___ 2. Holds book too close to eyes
___ 3. Holds head too close to desk

Acuity Near Point

___ 4. Confuses words and letters
___ 5. Holds head on one side

___ 6. Covers one eye when he reads
___ 7. Frowns when he reads

Discomfort

___ 8. Has inflamed, swollen eyelids
___ 9. Has inflamed eyeballs
___10. Has discharge from eyes
___11. Pain in and about the eyes
___12. Pain at the back of the neck
___13. Has headaches after reading or movies
___14. Eyes are sensitive to light
___15. Eyes tire when reading
___16. Unwilling to wear his glasses
___17. One eye turns in (squint)
___18. Eyes tremble or twitch

HEARING

Acuity

___ 1. Questions must be repeated
___ 2. Imitates other pupils
___ 3. Seems confused
___ 4. Daydreams
___ 5. Faulty speech
___ 6. Unintelligible speech
___ 7. Speaks in a monotone
___ 8. Voice too loud or too soft
___ 9. Symbolic gestures in lieu of words
___10. Language handicap
___11. Listens very intently
___12. Ignores verbal directions
___13. Reads lips--watches faces

Ear Trouble

___14. Spells of dizziness
___15. Noises in the ears
___16. Excess of wax in ears
___17. Discharge from ears
___18. Earaches or mastoid pains
___19. Previous mastoid operation

HEALTH

Physical Development

___ 1. Obese, overweight
___ 2. Thin, underweight
___ 3. Excessive height
___ 4. Retarded stature
___ 5. Mouth breather
___ 6. Frequent severe colds
___ 7. Frequent sore throat
___ 8. Chronic cough
___ 9. Poor teeth
___10. Sore gums
___11. Swollen "glands" in the neck
___12. Dry, scaly skin
___13. Protruding eye-balls
___14. Frequent itching
___15. Convulsions, fits
___16. Blank spells
___17. Fainting spells
___18. Nervous mannerisms, tics
___19. Puffiness of eyes and face
___20. Swollen hands or feet
___21. Sallow complexion
___22. Listless, tired
___23. Falls asleep in school
___24. Frequent absence due to illness

Handicaps

___25. Faulty posture
___26. Awkward gait
___27. Crippled
___28. Partially paralyzed
___29. Has had scarlet fever
___30. Has had rheumatic fever
___31. Not immunized against disease

SOCIAL BEHAVIOR

Aggressive

___ 1. Angers easily
___ 2. Temper tantrums

___ 3. Uncooperative
___ 4. Sex irregularities
___ 5. Uncontrolled bladder or bowels
___ 6. Enuresis (Bed wetting)
___ 7. Truancy, unexcused absences
___ 8. Cheats
___ 9. Resents correction
___10. Destructive
___11. Overcritical of others
___12. Irresponsible
___13. Impudent, defiant
___14. Quarrelsome
___15. Cruel to animals
___16. Irritable
___17. Belligerent, bossy
___18. Bully
___19. Vindictive
___20. Steals
___21. Dishonest, untruthful
___22. Marked change in personality
___23. Negativistic
___24. Runs away from home
___25. Seeks attention

Recessive

___26. Overconscientious
___27. Emotionally inadequate
___28. Overexuberant
___29. Whiner
___30. Pessimistic
___31. Suspicious
___32. Plays by himself
___33. Avoids others, unfriendly
___34. Shunned by others
___35. Over-religious
___36. Daydreams, preoccupied
___37. Plays with younger children
___38. Physical coward
___39. Selfish
___40. Feigns illness
___41. Too submissive
___42. Depressed
___43. Overdependent
___44. Sullen

___45. Nervous tensions, tics
___46. Bites fingernails
___47. Fearful, timid, shy
___48. Worries
___49. Jealous
___50. Cries easily

SPEECH INVENTORY

Date_____Grade_____Teacher_____

School_____City or County_____Student_____

Check: Symptom or disability apparent frequently (X)

Vocal

___ 1. Remains silent, when he otherwise would talk, because of his speech handicap
___ 2. Speaks too loudly
___ 3. Has to be reminded frequently to speak louder
___ 4. Quality of his voice annoying
___ 5. Voice lacks variety
___ 6. Inflections of voice are tiresomely repetitious
___ 7. Voice suggests a person of different age or sex
___ 8. Voice differs from what is expected from that individual

Articulatory

___ 9. Speaks too slowly
___10. Speaks too rapidly
___11. Omits or slides over sounds
___12. Adds superfluous sounds
___13. Substitutes one standard English sound for another
___14. Substitutes an unusual sound for a standard English sound
___15. Difficult to understand his pronunciation of certain words
___16. Clumsy speech
___17. Speech requires undue effort
___18. Attention is called to how he is saying something rather than to what he is saying
___19. Speech is accompanied by distractive movements of the lips or tongue

Rhythmic

___20. Speech is blocked at times
___21. Speech is blocked by stopping the air flow
___22. Speech is blocked by restricting movements of the tongue or lips

___23. Repeats certain sounds unnecessarily
___24. Distracting movements of head, face, shoulders, hands, etc., during speech block

Linguistic

___25. Shows difficulty in understanding simple oral directions
___26. Has difficulty in understanding simple written directions
___27. The words being clear, it is difficult to understand the meaning of his thoughts
___28. Has difficulty in recalling names of common objects
___29. Resorts to signs and gestures to express his wants
___30. Has difficulty in recognizing simple words when spelled for him orally
___31. Has difficulty in learning to read, write or spell

DEVELOPMENTAL INVENTORY OF BACKGROUND FACTORS

Name_____Grade_____Age_____Date_____

Teacher_____City_____School_____

Check the statements which apply to this pupil. Use O if you do not know.

School

Readiness

___ 1. Entered the first grade when he was five years old or younger
___ 2. Reading readiness test score below average at the beginning of the first grade
___ 3. A mental age of 5 years and 6 months or lower at the beginning of first grade
___ 4. Underage mentally for present grade
___ 5. Underage educationally for present grade
___ 6. Present curriculum too difficult
___ 7. Present curriculum too easy

Scholarship

___ 8. Repeated_____grade
___ 9. Scholarship difficulty started in the_____grade
___10. Reading difficulty started in the_____grade

Teacher-Pupil Relationship

___11. Present teacher-pupil relationship unwholesome
___12. Unwholesome teacher-pupil relationship in the _____grade

Pupil-School Relationship

___13. Disliked school since the_____grade
___14. A disciplinary problem since the_____grade
___15. Irregular school attendance since the_____grade
___16. Truant in the_____grade

Personal

Physical

___17. Premature birth
___18. Suffered birth injury
___19. Walked alone at 24 months or later
___20. Learned to talk at 42 months or later
___21. Retarded physical growth
___22. Accelerated physical growth
___23. Abnormally tall ( ) or short ( )
___24. Abnormally obese ( ) or thin ( )
___25. Faulty motor coordination

Health

___26. Impaired health during infancy
___27. Chronic disease of_____

Health Habits

___28. Sleeping habits difficult to establish
___29. Food habits difficult to establish
___30. Toilet habits difficult to establish
___31. Diet is unbalanced
___32. Appetite is poor

Adjustment

___33. Overaggressive behavior started in the_____grade
___34. Submissive behavior started in the_____grade
___35. Defective speech started in the_____grade

Although a great deal of background information can be obtained from the student's autobiography, it is necessary for the teacher to visit the home and interview the parents if adequate evaluation takes place. Pertinent information on parental relationships, child training, parent-child relationships, child-to-child relationships, and socio-economic status are perhaps best secured from home visits.

The following sample of an autobiography form and the home environment inventory are suggestive of adequate information desirable in the elementary school guidance program.

HOME ENVIRONMENT INVENTORY

Date_____Grade_____Teacher_____

School_____City or County_____Student_____

Check the statements which apply. Use O if you do not know.

Parental Relationship

___ 1. Parents are incompatible
___ 2. Parents quarrel
___ 3. The home is broken
___ 4. One or more relatives live in the home

Child Training

___ 5. Parents disagree on methods of child training
___ 6. Parents dominate the child
___ 7. Parents are inconsistent in disciplining the child

___ 8. Parents are too severe in their discipline
___ 9. Parents are overindulgent or oversolicitous
___10. Parents are neglectful
___11. The child's spending money is inadequate or excessive
___12. The child's leisure time is unsupervised
___13. The child has no home duties or responsibilities
___14. The child's diet is unbalanced
___15. The child's food habits are undesirable
___16. The child's rest is inadequate

Parent-child Relationship

___17. The parents reject the child
___18. The father seems unconcerned about the child's problem
___19. The father seems unconcerned about the child's future
___20. The father disapproves of the child's choice of a career
___21. The father shows no concern for the child's education
___22. The mother seems unconcerned about the child's future
___23. The mother seems unconcerned about the child's problem
___24. The mother disapproves of the child's choice of a career
___25. The mother shows no concern for the child's education

Child-to-child Relationship

___26. The children are quarrelsome in the home
___27. The child is jealous of a sibling
___28. The child is an only child
___29. The child has too few contacts with other children

Socio-Economic Status

___30. The parents do not speak English
___31. The parents have few if any cultural interests
___32. The parents do not read to the children
___33. The parents do not use the public library
___34. There are no worthwhile books or magazines in the home

___35. There are no books for children in the home
___36. The father tends to be shiftless
___37. The mother tends to be shiftless
___38. The family is insecure economically
___39. The home is inadequate
___40. The neighborhood is undesirable
___41. The companions are undesirable
___42. Playgrounds are lacking or unsupervised
___43. The home-community relationship is unwholesome

AUTOBIOGRAPHY FORM

My Autobiography

I. First Facts About Myself:

My name is: last name_____middle name_____ first name_____. My address is_____. I was born in the year____on the____day of_____ at_____. I live in open country, village, town, (underscore). This has been my home for_____ years. Besides my birthplace, I have lived in these places: _____. My family lived in _____for_____before I was born. I have visited these places:_____.

II. My Family:

My father's name is_____. He is_____years old. My father's name was_____. He was_____years old. He died_____years ago. He was born in_____ _____. He has lived here_____years. He completed_____grades in the elementary school;_____ years in high school; _____years in college; _____ years in_____. His present occupation is_____. He has also been a_____. He attends the _____church of which he is (is not) a member. My mother's maiden name was_____. She is___ years old. She died_____years ago. She was_____ years old. She was born in_____, and she also lived in or near_____before I was born. She completed_____grades in the elementary school;____ years in high school;_____years in college; _____ years in_____. She attends the_____ church of which she is (is not) a member. I have____ brothers and_____sisters. I am giving these facts about those who have left school: Name_____, age_____, grade reached_____, occupation_____, living in city, town, or country_____. Married? _____. These are now in school or college: name of school_____, name_____, age_____, grade_____. These have not yet entered: name _____, age_____, Others living in our home are_____.

III. Our Home:

We own (do not own) the home in which we live. We own (rent)_____acres of land. The chief crops on our farm are_____. We have_____ car (s), _____truck (s), _____head of stock. I am allowed to drive the_____. I live a distance of_____from school and reach it by_____. Our home is of brick: frame, painted; frame, unpainted; logs, other. It is heated by_____and lighted by_____. We have (have not) running water. We get water from a _____. We have _____rooms. These include a (no) living-room, (no) bathroom, and_____bedrooms. I sleep alone, or with _____. We have the following conveniences in our home: washing, ironing, sewing machines; outside help in cleaning, cooking, washing, ironing, nursing (underscore). We have about_____books in our home. We take these magazines and papers:_____ _____. We have these musical instruments in our home:_____.
Home duties: My regular duties each day or week, at home are_____.
My occasional duties are_____.

IV. My Education Thus Far and Plans for More:

I was___years old when I started to school. I attended (did not attend) kindergarten. I began in the _____grade and I have repeated the_____grades and skipped the_____grades. I have attended the following schools: (Give name and location of schools. If doubtful give what you think with question mark in front.)_____
We had_____teachers. I attended_____months. I finished_____. The grades were_____. As a rule I spend_____hours at home studying my lessons. I should like to stay in school through the___grade, and then take_____years in_____. I am planning to stay in school through the_____grade, and then take_____years in_____. My parents would like me to stay in school through the_____grade, and then take_____years in_____. I have earned money in these ways: Kind of work_____; I earned about_____; the date of this was_____.

V. What I Like--My Interests:

When I have time of my own these are the things I like to do:_____.
I like best these kinds of readings:_____
_____. The studies I like best are these:_____.

VI. My Future Occupation--Occupational Preferences:

The occupations in which I am somewhat interested for myself, are: first choice_____, second choice___
_____, third choice_____. The education needed for each choice (report for each choice) takes_____high school years,_____college years,_____business or professional training years. My father would like me to be a_____.
My mother would like me to be a_____.

VII. Group Contacts:

I have belonged or do belong to these clubs, teams, or societies: name of club_____, years___, number in group_____, office held_____.
I attend_____church of the _____ denomination regularly (irregularly) every_____.
I am (am not) a member. Our church is_____miles from home. I do (do not) belong to the young people's society of the church. I attend it regularly (irregularly). I take part in it by_____
_____. When I finish school, I should like to live in the country (a town) (a city) because
_____.

Interviewing

In some schools, teachers have a certain number of individual conferences with each pupil in the room. In other schools, she holds conferences with only those pupils who present some particular difficulty. It is suggested here that every elementary teacher in self-contained classrooms hold at least one individual conference each semester with each pupil, regardless of his evident problems, and perhaps a number of conferences with those who present particular difficulties. These are in addition to the conferences which are held at the request of the pupils. It is important that each classroom teacher accept individual counseling as an indispensable technique of their jobs.

It is easy to tell the teacher that she should hold conferences with her pupils. It is another matter to tell her how to handle these interviews. The technique of the counseling interview has been pretty well standardized. How to begin it will depend on whether it is initiated by the pupil or by the teacher. It is one thing to answer a pupil's questions when he wants help, and it is another to lead up to a problem for which he has been summoned, whether or not he is aware of the problem. It is generally

agreed that rapport is the big problem in the latter case.

The following list of suggestions may be helpful as guides in interviewing.

A B C's OF INTERVIEWING

Arrange your office so that there is an atmosphere of comfort and warmth. A chair beside the desk adds to the informality of the interview and is better "form" than interviewing across a desk.

Be friendly, cordial, and informal; just be your natural self!

Cast aside completely unfinished tasks lying on your desk. You can't read your mail with one eye and carry on an interview with the other.

Do something to put your guest, (the counselee) to ease if he seems to find initial conversation difficult; i.e., introduce a topic he knows something about or is competent in, or help him by coming to the point with a question such as "Sam, what is on your mind?"

Exhibit a keen interest in him and in his problems. This is a first step. Just give him simple "acceptance." This may be all that he needs and as much as you can do anyhow.

Find out what he considers to be important in the situation; i.e., his attitudes and his thinking.

Give him ample opportunity to tell his story. Let him talk freely without interruption if he seems so inclined.

Help him to see his own problem clearly and in proper perspective by letting him talk about his situation. Your ideas for a solution can come later, maybe several interviews later.

Inquire concerning the steps he has already taken in solving his problem.

Judge his moral or social actions objectively, if you have to judge at all, first, by his own standards and then if necessary by those of society.

Keep a friendly, sympathetic, and helpful attitude, but don't assume responsibility for finding a solution to the counselee's own problem, just "help him help himself."

Lead the counselee himself to develop a definite plan of action. Suggest some possible next steps. Assist him to choose those most likely to prove helpful, but leave the decision to him. It is his life and he should have freedom to make his own choices.

Mention by title and author a book or other printed material which might help, if such information seems indicated. Build a library of helpful books.

Name people or community agencies who might have suggestions to aid him in solving his problems.

Observe any signs of disappointment, dissatisfaction, or discontent the counselee may register during the interview. This may be a cue to his real problem or that you are helping him solve something that he really wants to handle in his own way.

Pursue the main problem, if the counselee so desires, until you are satisfied that you have been definitely helpful, then bring the interview to a close. (Two 40 minute interviews are usually better than one one-hour and 20 minute interview.)

Quell any desire to sermonize. Do not attempt to act as a judge.

Review the steps to be taken before the next interview.

Stimulate thinking by the counselee himself. Encourage him to develop his own plans. You won't always be there to do it for him. A good counselor like a good doctor is always trying to work herself out of a job and do "preventive medicine."

Take time to make notes of the interview for future reference. Review this record before the next interview. If the counselee seems unduly concerned about the note-taking, postpone it until after the interview.

Utilize all the resources available to you to understand the counselee and his problems as fairly as possible. Confer with others. Re-check his cumulative record. Give objective tests.

Value the counselee as a personality. Let him make the decision about returning for a second interview himself, before making a definite appointment. Leave him free to take the initiative for further conferences or interviews.

Withhold information about the case from all but those who are directly concerned. Never violate a confidence. This is our first professional must.

Expect to meet many problems you can't solve alone. Have case conferences with other persons of the staff.

Yield to the trained specialist in areas outside your own field and to others who might be helpful, but follow-up and cooperate. Don't just refer the person and stop there. Pass on your information and confer later.

Zealously protect the counselee in his right to continue to carry the responsibility for his own problems. He should have the chance "to make his own bed and lie in it."[1]

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1. State Board of Education, Department of Vocational Education, Salem, Oregon as reproduced from the April 1948 issue of Work and Training published by the Virginia State Board of Education as an adaptation of the original ABC's of Interviewing secured from the Institute of Counseling, Testing and Guidance, Michigan State College.

Outline for Making a Case Study Report of a Child

Although it is assumed that a teacher is familiar with each of her students, it is also recognized that her knowledge is at times insufficient to explain the behavior of a certain child. She may be aware of all the seemingly obvious factors, but cannot on the basis of this overt behavior explain to those (principal, or parents) interested in the welfare of the child why he is failing to adjust to a particular situation. It is at such times that a teacher utilizes a case study.

A case study, which has been carried out in a thorough and careful manner, may be used to (1) explain a child's present behavior, (2) trace a problem to its source, and (3) use such information as is obtained to guide and direct the child's future behavior or adjustment. Briefly stated, it is a means of gaining an insight into the child's present as well as future behavior.

A further value of a case study is that it attempts to explain the actions of a child as evolving from all that has happened in the past. It takes into consideration all the various factors which have at some time or other influenced the child, and tries to utilize this knowledge to explain the whole child's emotional, social, physical, and mental

development.

Because it is felt that every teacher should be familiar with the case study method the following outline is given. One caution is forwarded--collect only that data which is important.

Case Study Outline

1. Background Information

   A. Physical status of the child

      1. age, sex
      2. height, weight
      3. physical defects

         a. visual
         b. auditory
         c. adenoids, tonsils or others
         d. nervousness

      4. Health history of the child
         (History of any illness, which may be obtained from records and which helps understand the child's present condition)

   B. Family

      1. parents

         a. age
         b. occupation
            (1) mother's
            (2) father's
         c. general health of parents
         d. ethnic group
         e. education
            (1) mother's
            (2) father's
         f. character

g. attitude of parents towards the child
   (1) acceptance
   (2) rejection
   (3) affectionate
   (4) severe

h. interest in school life of child
i. interest in future of the child

2. siblings

   a. number
   b. order of birth
   c. brothers and sisters
   d. ages
   e. education or schooling
   f. resemblances or differences among children

C. Home and neighborhood

1. location of home
2. kind and size of home
3. provision of home for occupants

   a. individual bedrooms
   b. playroom

4. cultural possibilities
5. language spoken in home
6. play groups of child

   a. companionship
      (1) children--ages
      (2) adults

   b. playmates
      (1) age, sex, character

   c. clubs
   d. roles played by the child in group
      (1) leader--always
      (2) follower--always
      (3) alternate roles depending on situation

7. is the family accepted by community

D. School life

1. grade in school
2. rank in class
3. number of children in class
4. relationship to
    a. teacher
    b. classmates
5. results of tests
    a. intelligence--names and dates
    b. achievement--names and dates
6. participation in school activities
7. child's school ambition
8. school history
    a. date of entrance
    b. age at entrance
    c. adjustment to school life
    d. failures
    e. regularity of attendance

II. Personal and Social Relationships

A. Parent-child relationship

1. parent's attitude towards the child
2. child's attitude towards his parents
    a. over-dependence
    b. some independence

B. Siblings

1. child's attitudes towards siblings
    a. jealousy
    b. over-dependence
    c. non-acceptance
2. attitude of siblings towards the child
    a. jealous

b. non-acceptance
c. teasing, bullying, helpful

C. Teacher-child relationship

1. does child like his teacher and does she like him?
2. influence of the teacher on the child

a. stimulates him
b. makes him self-conscious, ill at ease
c. accepts or rejects her praises and rebukes

D. Child-child relationship

1. accepted by other children
2. cooperates with others
3. competes with others
4. interest is centered on himself, not others
5. leader
6. follower
7. domineering, bullying, submissive, meek, easily lead, very suggestible
8. solitary--withdrawn

E. Reaction to social situations

1. fearful-tends to avoid them
2. aggressive--enters into situation with much aggression--pushing, loud talk, etc.
3. prefers adults to children

F. Emotional Behavior

1. is continually cheerful and happy or depressed and discontented, sad
2. reacts emotionally to restrictions or regulations, to freedom or liberties
3. indulges in frequent emotional outbursts

a. anger
b. fear
c. temper tantrums

4. emotional maturity

a. as indicated by behavior
b. as indicated by tests

III. Summary

Summary should contain interpretation of the above facts plus any additional information the teacher has been able to acquire.

PROFILE CHART AS DERIVED FROM CASE STUDY

Case Worker_____

Case Referred by_____

Name_____School_____

City_____Date_____

Grade_____Sex_____C.A._____

Binet M.A._____Binet I.Q._____

Verbal I.Q._____Non-Verbal I.Q._____

Auditory Acuity: L.E._____R.E._____

Visual Acuity: Binocular_____L.E._____R.E._____

Fusion (N.P.)_____Coord. (N.P.)_____

Laterality: Hand_____Eye_____

Occupation: Father_____Mother_____

Siblings: (Age)_____Nationality_____

Medical Report_____

_____

_____

Reasons for Studying This Child:_____

_____

_____

CASE STUDY FORM

Standard Test Results

	Elementary Test	Grade Score
Oral Reading		
Silent Reading		
Sight Vocabulary		
Vocabulary		
Reading Rate		
Arithmetic C.		
Prob. Solving		
Language		
Spelling		

A Descriptive Analysis of the Child's Problem:

Descriptive Summary of the Hazardous and Casual Background Factors:

Therapy--Recommended or Applied:

Follow-up

Follow-up is a guidance service intended to secure information about former pupils, and to provide continuing services to pupils after they leave school. Whenever a pupil moves into a new situation, he needs help and information both before he moves and after he has arrived. The guidance program should provide pupils with the needed information, and help students study themselves in relation to their new situations. This guidance service is also interested in helping the pupil to make the best possible adjustments in his new experience.

The objectives of follow-up are (1) to evaluate the school program, (2) to determine needed curricular changes, and (3) to give additional assistance to "drop-outs" and graduates.

It is important that the follow-up service be tailor-made for the school, and that the follow-up information is recorded on the cumulative records.

Referral Agencies

There are times when the school will be unable to meet all the problems confronted by its students or parents. It is advisable to have at hand a directory of outside referral agencies to which such cases can be immediately referred. These agencies may have different names and will offer various services in different communities; therefore, it is important that a survey be made to determine the type and extent of such services in the local community, county, and state from which your school may derive service.

The following agencies, with a sampling of services performed by them, as found in the state of Washington are presented here merely for suggestive purposes.

1. Children

Care of children:

Washington Children's Home Society, 6516 32nd Ave. N. E. Seattle. KE 8696

Seattle Children's Home, 2143 9th Ave. W. Seattle AL 3300

Seattle Police Dept., Juvenile Bureau, 416 Yesler Way, Seattle. MA 7810

Delinquency and other behavior problems:

King County Juvenile Court, Probation Dept., 200 Broadway, Seattle. SE 2800

School Guidance Dept., 810 Dexter Ave., Seattle. AL 0900

Seattle Guidance Clinic, 211 New World Life Bldg., Seattle. MA 6083

Medical care of children:

State Dept. of Health, 1412 Smith Tower (provides hospital care for crippled children) Seattle. EL 3892

Health and Sanitation, Dept. of Health, Public Safety Bldg., for preschool, parochial school children up to 14; (provides dental care, glasses, nose and ear care, etc.) Seattle. MA 600 Ext. 362

Curative Work Shop for Spastic Children, 1531 14th Ave., Seattle. EA 1800

Mental or emotional difficulties:

School Guidance Dept. (for children in public schools), 810 Dexter Ave., Seattle. AL 0900

Seattle (State) Guidance Clinic (children under 21) 211 New World Life Bldg., Seattle. MA 6083

The National Committee For Mental Hygiene, Inc. 1790 Broadway, New York 19, N.Y. has published a Directory of Psychiatric Clinics and Related Facilities for twenty-five cents which contains referral agencies in each of the states.

Orientation Activities

The teachers engaged in an effective guidance program in a specific school would attempt to contact the pupil prior to his admittance. Some of the activities carried on during this orientation process are:

1. Teachers from "receiving" room or school contacts pupils and teachers in "sending" room or school.
2. Teachers provides needed information to pupils and cooperates with "sending" room or school representatives in helping pupils plan their future program.
3. Teachers in "sending" room or school pass on cumulative records and other types of important information.
4. Pupils from "sending" room or school spend a day visiting the "receiving" room or school.
5. Pupils meet their new counselors and teachers and learn about the school.
6. Pupils have an opportunity for individual counseling on problems that develop during the first semester.
7. The school begins to collect much information about the pupils.

Guidance Films

Since projectors for 16 mm. sound film are now standard equipment in many elementary schools, principals should be alert to opportunities to use guidance films in promoting understanding of pupil behavior, problems encountered by young people, and procedures of organizing and administering guidance. Films such as those listed below can be used to advantage in educating counselors and teachers in guidance procedures. Titles of other films which might be useful in a school's guidance program can be checked in the Educational Film Catalog, published monthly during the college year by the H. W. Wilson Company, 950 University Avenue, New York City.

Choosing Your Vocation, by Harry D. Kitson. 10 minutes. Sound. Chicago: Encyclopaedia Britannica Films, Inc., 1931.

Guidance in Public Schools, by Richard D. Allen. 20 minutes. Sound. Chicago: Encyclopaedia Britannica Films, Inc., 1931.

Guidance Problem for School and Home. 18 minutes. Sound. New York: Bureau of Publications, Teachers College, Columbia University, 1935.

Helping The Child Accept the Do's. 9 minutes. Sound. Chicago: Encyclopaedia Britannica Films, Inc.

Helping The Child To Face the Don'ts. 9 minutes. Sound. Chicago: Encyclopaedia Britannica Films, Inc.

Learning and Growth. 10 minutes. Sound. Chicago: Encyclopaedia Britannica Films, Inc.

PRACTICES AND CONDITIONS ESSENTIAL IN AN EFFECTIVE CHILD STUDY PROGRAM

I

Make Child Study an Integral Part Of Teaching

1. Provide time every week for testing, studying records, interviewing pupils and parents, and visiting home.
2. Provide remedial instruction for pupils with disabilities in reading, arithmetic, spelling, and other specific skills.
3. Make use of all available means--tests, interviews, home visits, inventories, anecdotal records, specialists--to locate causes of problems.
4. Record and analyze each day those symptoms which reveal problems and disabling factors.
5. Base instructional procedures and curricular assignments upon a study of cumulative records, case summaries, and careful diagnosis.
6. Determine the proper grade placement for each pupil through the use of intelligence and achievement tests, and adjust assignments accordingly.
7. Locate an area in which the dull child is successful and allow him to display his achievements in this field to the other pupils.
8. Locate disabilities in vision and hearing, and make proper adjustments in seating.
9. Maintain a wholesome attitude toward child behavior in all instructional activities.

II

Establish Permanent Developmental Histories Through Cumulative Records

10. Provide for each child a cumulative folder that is developmental, functional, and usable.
11. File the behavior inventories in the pupil's folder together with the results of tests, interviews, home visits, parent conferences, and anecdotal records.
12. Study the cumulative records as a developmental history, in order to gain a better understanding of the child.

III

Employ Administrative and Instructional Practices Which Promote Child Development

13. Teach pupils how to study more effectively.
14. Through observation and analysis, discover and point out pupils' wasteful procedures.
15. At the time of making an assignment, point out special difficulties that may be encountered and give suggestions as to how to meet them.
16. Help the pupil discover the method of study best suited to him.
17. Instruct pupils in the efficient use of an index, the library, and the dictionary.
18. Teach pupils how to read maps, graphs, charts, etc.
19. Provide ample opportunities for every child to receive wholesome social experiences.
20. Encourage pupils to take part in home-room and auditorium programs.
21. Appoint every pupil to at least one special committee during a specific period of the school term.
22. Provide an adequate extra-curricular program and guide the pupil in choosing appropriate extra-curricular activities.
23. Make use of aptitude tests and special interest inventories to discover the pupil's special talents and interests.
24. Have the officers of the various school clubs and extra-curricular activities outline their programs at an assembly program. Ask the pupil to tell you which program sounded most interesting and why.
25. Administer a basic testing program which will provide a record of intelligence, achievement, aptitude, social adjustment, and physical development for each pupil.
26. Administer survey achievement tests annually in the basic subjects in grades one through eight.
27. Administer diagnostic tests of achievement as needed.
28. Administer group intelligence tests at the beginning of the first grade and every second or third year thereafter.
29. Administer aptitude tests in mechanical ability, clerical skills, vocational pursuits, art, and music in grades seven through nine and as often as needed in the high school for individual cases.
30. Administer tests of personality and adjustment to individuals as needed.

31. Encourage flexibility in the grouping of students.
32. Administer a reading-readiness test, and conduct a reading-readiness program for those pupils receiving low scores.
33. Administer a promotion policy in the first grade based on readiness.
34. Promote democracy through the school.
35. Allow the pupil to have a part in making and enforcing regulations for the home-room group.
36. Allow the pupil to participate in the student council organization.
37. Provide for the periodic election of officers by the home-room and club groups.
38. Take the pupils to visit the county court, city council, etc., to observe democratic government in action.

IV

Establish Teacher-Pupil Rapport

39. Reflect optimism and friendliness toward pupils.
40. Be ready to give the child due credit and a word of encouragement or praise.
41. Participate in the pupil's social and extra-curricular activities.
42. Keep the child's confidence.
43. Avoid the use of ridicule, sarcasm, scolding, or nagging.
44. Avoid domination or "bossiness."
45. Reflect fairness and sympathetic understanding.
46. When a pupil comes to you with his problems, be a sympathetic listener without constantly contributing advice.
47. Judge all pupils or situations objectively on the basis of facts, not emotions.
48. Display sympathetic understanding of pupil needs.
49. Regard all pupils as equally deserving of advice, guidance, and recognition.
50. Extend privileges to all children who earn them.
51. Do not make light of a problem which may seem very important to the child.
52. Use disciplinary measures that are wholesome, constructive, and corrective, rather than punitive.
53. Arrange for a correct response to bring its own reward so that correct behavior patterns are strengthened and wrong ones eliminated.

54. Make sure that the punishment is not an activity to which the child can attach a pleasant feeling.
55. Make participation in certain pleasurable activities dependent upon improvement in some respect, such as attitude, cooperation, social behavior, etc.
56. Be ready and willing to tell a pupil he is improving, whether it be in scholarship or social behavior.
57. Write personal comments of praise on some especially good written work turned in by a pupil.
58. Inform the pupil's parents of some particular accomplishment of his in such a way that he will learn of it.
59. Commend the pupil in the presence of the principal or supervising teacher for marked accomplishment.
60. Make comparisons between the present and past achievement of the pupil and point out specific improvements which he has made.
61. Accept and encourage constructive criticism and suggestions from pupils as to how conditions might be improved.

V

Establish Teacher-Parent and School-Home Rapport

62. Promote parent-teacher conferences and home visitations as a basis for better understanding between the school and the home.
63. Invite and urge the parents to visit the school and to ask for conferences with the teachers.
64. Show the parents objective evidence to substantiate your judgments of pupils.
65. Interpret the pupil's scholastic record for the parent.
66. Call on the parents at home--sometimes when the child is present, at other times when he is not--to learn all you can about the parents, the pupil, and the home environment.
67. Get acquainted with the problems and the point of view of the parents in order to learn what understanding they have of the child's problems.
68. Reveal to the parents the social problems encountered by the child.
69. Help the parents acquire a wholesome attitude toward success in school.
70. Make the child's health record available to the parents.
71. Through stories of actual cases, show the parents the relationship between school success and success in later life.

72. Inform the parents of any special talents, aptitudes, or interests possessed by the child.
73. Demonstrate to the parents the necessity for the pupil's regular and punctual school attendance.
74. Secure the parents' cooperation in encouraging a reasonable amount of home study and proper work habits, attitudes, and ideals.
75. Encourage the parents to provide regular home duties for the child.
76. Suggest that the pupil be given a room of his own and that he be made responsible for keeping it in order.
77. Demonstrate to the parents the desirability of requiring the child to perform certain tasks well each day.
78. Discuss with the parents the value of training the child for cooperation and responsibility.
79. Encourage the pupil to help in the home--setting the table, dusting, wiping dishes, gardening, etc.
80. Help the parents plan a better social life for their child.
81. Urge the parents to permit and encourage the child to participate in the school's social and extra-curricular activities.
82. Persuade the parents to send the child to a vacation camp.
83. Urge the parents to participate with the child in the social activities of the school.
84. Urge the parents to spend more time with the child, gain his confidence, and become acquainted with his problems, interests, needs, desires, and achievements.
85. Impress upon the parents the need for and the value of character-building agencies. Urge them to study the child (or make suggestions on the basis of your own observations) to learn what community agency can benefit him most, such as scout work, supervised recreation, hobby club, etc.
86. Urge the parents to make use of community services, such as health clinics of various kinds, free dental work, behavior clinics, and other special agencies.
87. Point out to parents the ill effects that specific home conditions are having on the pupil.
88. Collect all available data on the home environment by personally visiting the home, conferring with the visiting teacher, nurse, welfare worker, or any other persons acquainted with the home conditions.
89. Explain to the parents the effects that are noticed in a child's behavior when home conditions are altered. Cite specific examples, if possible.

90. Show the parents how a child's worries about home conditions affect his behavior outside the home.
91. Work out a cooperative plan with the parents to alter certain home conditions for a certain period of time, i.e., a month or two, and confer with the parents from time to time on the results.
92. Convince the parents that correct eating and sleeping habits are essential to success in school.
93. Explain the advantages of giving the child a room of his own for privacy and study either during the day or during the night.
94. Make a study of the home to determine the cause (s) of the conflict in relationships within the home.
95. Interview the child and attempt to gain insight into relationships existing in the home between parents, parents and child (or children), child and child (or children).
96. In conference with the parents, discuss the family situation and suggest ways in which the causes of conflict may be removed.

SUPPLEMENTARY ADMINISTRATIVE PRACTICES AND CONDITIONS ESSENTIAL IN AN EFFECTIVE CHILD STUDY PROGRAM

1. Consider all pupil records as confidential, and make them accessible only to teachers and administrators engaged in child study.
2. Before the opening of a new semester, give teachers an opportunity to study the folders as a basis for further testing and diagnosis.
3. Provide time for child study by relieving teachers of the clerical details involved.
4. Sponsor school clubs and parties to encourage social contacts among pupils of different groups.
5. Arrange for close cooperation between the school and other social groups, such as Boy Scouts, Girl Scouts, YMCA, etc.
6. Have representatives of the various special services, i.e., school psychologist, guidance department, health service, psycho-educational clinic, etc. explain to the teacher their functions and objectives and how cases may be referred to them.
7. Have a qualified person instruct the teachers in the proper methods of recognizing children who need to be referred to specialists or special agencies for remedial treatment.
8. Organize teachers' study groups under the direction of a qualified person to study the problem of selection and administration of tests and interpretation of test results.
9. Provide instruction in the use of the interview as an effective method of child study.
10. Provide instruction in the technique of effective home visitations.
11. Provide instruction in the use and interpretation of anecdotal records.
12. Point out to teachers the advantages of the case study technique in determining the causes of pupil maladjustment and cite specific instances of its successful use.
13. Schedule regular meetings for round-table discussions of pupil problems.
14. Promote panel discussions by small groups of teachers for the purpose of studying the techniques and results of completed case studies.
15. Have the school nurse visit the home, or see the parents at school, to explain to them the nature of the defects and the recommended treatment.

16. If the parents are financially unable to pay for the correct treatment for the child, assist them to secure aid from some community agency or fund.
17. Provide a thorough medical examination at least once a year.
18. Encourage home visitation by providing relief teachers.
19. Promote special activities in the school in which the parents and teachers may cooperate, such as study clubs, lectures, and discussions.
20. Acquaint the parents with the objectives of the school and the level of achievement expected of the pupil.
21. Conduct a "go-to-school" night at which parents go through a typical school day of their child.
22. Provide for curricular adjustment or reclassification of a pupil whenever it is shown by his achievement or by test results that his grade placement is improper for optimum growth and development.
23. Make pupils responsible for order in the halls, on the playgrounds, and in assembly programs.
24. Arrange for school organizations made up of pupils to take over or to observe the functions of city government for a day.[1]

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1. Torgerson, Theodore L. Studying Children. pp. 216-25.

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