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A Guidance Program for Gilbert School District

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A GUIDANCE PROGRAM FOR GILBERT SCHOOL DISTRICT

A Thesis

Presented to

the Faculty of the School of Education
Central Washington College of Education

In Partial Fulfillment

of the Requirements for the Degree
Master of Education

by

Joseph F. Lelinski

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION

Gilbert School District is located outside the city limits of Portland in southeast Multnomah County. The school district, which is mainly residential, started with thirty-eight students in 1885 and today has grown to eleven hundred thirty with the end seemingly nowhere in sight. The district has two plants. One is located at 12500 S. E. Ramona Street where grades three through eight are housed. The other is located at 13132 S. E. Ramona Street for grades one and two.

The Gilbert teaching staff consists of forty-eight members, forty-one women and seven men. The educational training and years of teaching experience of the staff are above the average. Many of the staff members have participated in the development of the district and have watched it grow from an eight room school to its present size. The Gilbert staff has the lowest turnover of teachers in the area; most of the new teachers are additions to meet the increased enrollment.

Most of the children in the area are transported to school. The district now has five buses in operation. All but one of the buses make three trips each morning beginning at eight o'clock and completing the runs at nine o'clock. The buses also make three runs in the evening beginning at

two-thirty with grades one and two; grades three, four and five dismiss at three-fifteen, and grades six, seven and eight dismiss at three-forty.

Because most of the children are transported, the district has provided a cafeteria in each building. Hot lunches may be purchased for twenty cents. Some children elect to go home for lunch; all children remaining at school eat in the cafeteria. Approximately sixty-two per cent choose to buy lunch at school.

The school district provides for youngsters the standard curriculum outlined by the State Department of Education. In addition to these requirements they are given the opportunity to receive training in the following fields:

1. Music - Vocal
2. Band and Orchestra
3. Home Economics
4. Manual Training
5. Library Instruction
6. Physical Education and Rhythms

In addition to the above, each child in the sixth, seventh and eighth grades is given an opportunity and encouraged to participate in an activity of his own choosing. Some of the activities which are directed by teachers after regular school hours are:

1. Physical Education Activities

badminton	ping pong
baseball	softball
basketball	tennis
football	volleyball
horseshoes	

2. Library and Audio-Visual Clubs

3. Folk Dancing

4. Junior Red Cross

5. Music

6. Inter-school competition

The participation in these activities is voluntary, but the per cent of boys and girls choosing to take part has often reached eighty per cent.

The school organization is self-contained classrooms, except in the areas of health, physical education, music, industrial arts and library. In these areas, the children are allocated time under specially trained personnel. Each classroom in grades four through eight is given three forty minute periods in physical education, two of which are gym classes where the boys and girls are separated and one rhythm class of combined boys and girls. Each room in the sixth, seventh and eight grades is given a forty minute health class per week. In music, grades four through eight have two thirty minute periods per week in vocal music.

Each classroom also has a forty minute library period under the supervision of a school librarian. Grades one through three are completely self-contained rooms.

When the children arrive at school, they go to their classroom until eight-thirty o'clock, at which time they are allowed free play either in the gym, auditorium, or on the playground. Each teacher is assigned regular playground duty with the two physical education people helping in the gym or auditorium. During the noon hour children are again allowed free play in the gym, auditorium or on the playground. In so arranging the play activities the child is allowed to choose the activity he desires during this time. Whatever activity he chooses he is to remain there until that play period is over. All equipment necessary for this free play is furnished by the school district. Children may choose any of these activities: basketball, softball, football, tether ball, tennis, playground equipment, court games, folk dancing, marbles or library work.

The social-economic conditions of the district can be described as ranging from the lower-upper class to the lowest extreme, the lower-lower. The majority of the home owners would be considered in the lower-middle group. The majority of the wage earners commute to Portland where they are employed. There are a few small businesses consisting mostly of service stations, grocery stores and the like, in

the community.

The social activities are centered primarily at the school and the community churches. All of the churches in the district are Protestant. The churches sponsor social hours and activities for young and old alike. They also have sport events such as softball, basketball and the like. Most of these activities are carried on at the school plant. The Parent - Teachers Organization is well established and well attended by the parents of the community. This group sponsors many activities for the youth of the area. Boy Scouts, Girl Scouts, and high school age youth groups are some of the activities which are helped by this organization. The Community Club is another organization in the area which sponsors youth activities. This group is made up of individuals in the area who wish to belong. The Club sponsors 4-H activities, youth groups and entertainment for adults. Much of the activity of both groups centers at the school because it is the only means available for housing large groups.

Because the area is a residential one, most of the patrons go to Portland for the recreational activities which are not provided in the district.

The area is fast growing and unless other developments occur, the school will continue to be the source of social activity.

I became interested in guidance work during the fifth year of my college education. I enrolled in an introductory class in guidance and found the area was to my liking.

When I began teaching at Gilbert there were many opportunities to help boys in my physical education classes. They were faced with problems of all types and were in need of advice in solving them. It was felt that adequate time and help was not being given to many that needed the help. Many problems, which seemed minor to adults, were very real in the minds of the young children. Helping them was of great concern to me.

A good classroom teacher spends much of his time in the guidance of his pupils. This is perhaps the greatest strength in the elementary school. However good the classroom teacher may be, he will find some children who "baffle" him. He should have the opportunity to seek special help when this occurs.

Every school must have some type of guidance program to help each child in school. To meet the needs of individuals, organization is essential. The following facts should be considered:

1. To help each child have a more enjoyable time during his youth which he can carry over into adulthood.
2. To help children realize and accept their

potentialities.

3. To give parents a better understanding of their children and their problems.
4. To aid the child solve problems within his own range of experiences.
5. To provide a classroom of experiences and examples to move the imagination.
6. To promote consideration of the whole child as well as subject matter.
7. To use specialists more effectively.
8. To co-ordinate the findings of the nurse, psychologist, administrator, parents and teachers in child case studies.
9. To give information to parents of children beginning school for the first time.
10. To assist pupils transferring to the school adjust to the new situation.
11. To promote healthful mental hygiene among the teachers.

These needs do not constitute all that is vital to a guidance program, but I believe they are the most vital to the school and are a necessity for a successful program.

The individual and his personal development must be the goal to be achieved as a result of the educational programs in a democracy. This development cannot take place or be planned without knowledge of the individual characteristics.

Guidance in itself is not something that is new. Good schools have always tried to help children adjust to

problems. The schools may not have called it guidance but it could so be classified. Guidance is a word often used with many meanings depending primarily on one's philosophy. Guidance can be helping children with problems, or helping problem children. No term has been so loosely used as guidance. Many authors have given their views on the subject as will be shown in this paper.

"To know an individual in terms of quantity of information does not assure an understanding of that individual. Understanding the personality is difficult and complex."¹ How often have we had a great deal of known facts about an individual and still could not understand the person's actions! We have often heard teachers say that a child has intelligence but does not apply himself. Yes, it is true that to understand personality is indeed difficult and complex.

The thing that must be considered when we discuss guidance is what constitutes general behavior and normal growth. Then of course we must also consider what causes a variation from this norm.

When we stress the fact that everyone at one time or another may be in need of guidance, we must be sure that we understand thoroughly just what it is that he needs and should have made available for his use.

¹ Raymond N. Hatcher, Guidance Services in the Elementary School (Dubuque: Wm. C. Brown Co., 1951), p. 2

Guidance is not direction. It is not the imposition of one person's point of view upon another. It is not carrying the burden of another's life. Rather guidance is assistance made available by competent counselors to an individual of any age to help him direct his own point of view, make his own decisions, and carry his own burden.²

Very often we find teachers trying to impose their point of view on a child without really first trying to show the child a reason for this. Every child wants to please someone he admires. A child needs to be given freedom to accept or reject the many experiences he faces each day. This is often trying for the teacher but a good teacher realizes this is normal growth and behavior and sets an environment in her classroom to bring about this growth.

Guidance is education focused on personal development. It is the process of helping every child discover and develop his potentialities. Its end result is personal happiness and social usefulness.³

Guidance does not only consist of advice. Children in primary schools may accept whatever teachers say, but a pre-adolescent has a tendency to reject advice. The adolescent, moving as he is into maturity, wishes to develop his independence and make his own decisions. Both of these involve the possibility of mistakes. It is natural for the

²Lester D. Crow and Alice Crow, An Introduction to Guidance (New York, Cincinnati, Chicago, etc.: American Book Company, 1951), p. 6

³National Elementary Principals, Guidance For Today's Children (Washington, D. C.: N.E.A., 1954), p. 2

parents to be anxious as the adolescent becomes impatient and over confident. Parents may ask teachers for advice but often never use it. As you can see, guidance should be concerned with helping both parents and children develop their own means of solving problems in their own best way, through their own efforts.

Guidance is usually thought of as those activities which are provided for the individual in his present status to assist him to achieve the most advantageous position he is capable and desirous of reaching. It is assumed that it is socially desirable for the individual to arrive at such a goal. One might assign all educational activities to fulfilling this function.⁴

Depending on one's point of view and at what grade level he is working, guidance can or cannot be considered a separate part of his program. From all the practical points, it is not feasible for guidance to be separated or put aside from a sound educational program in the elementary school. We must consider that each child is an individual who reacts to a given situation in his own way, depending on his previous experiences.

The goals actually realized as a result of school experiences are conditioned by the degree to which the guidance of these experiences takes account of the nature of children and youth and the way in which learning takes place.⁵

⁴Franklin R. Zeran, Life Adjustment Education in Action (New York: Chartwell House Inc., 1953), p. 372

⁵Florence B. Stratemeyer, Hamden L. Forkner, Margaret G. McKim, Developing a Curriculum for Modern Living (New York: Columbia University, 1947), p. 13

Today's schools are challenged with giving children experiences in the democratic manner of living. This means that we must consider the whole child, as he is, hoping to make the best of his potentialities. In guiding children the work must be done by all who have direct contact with these children.

In schools in which guidance is viewed as a supplementary service the content of the subjects taught is largely set in advance and permits of but little flexibility. On the elementary school level this means, for example, that children promoted to the fourth grade are tacitly assumed to be ready for the fourth grade work. If the work in reading, arithmetic, or other subjects content proves too difficult for a given child, or if for any other reason he fails to make a satisfactory adjustment to the prescribed fourth grade pattern, he is generally referred by the teacher to someone who is supposed to be responsible for the guidance of pupils. In many schools, this person is the principal. In some it may be the school psychologist, a remedial reading specialist, or a speech correctionist. The usual expectation is that after referral the child will be better able to measure up to fourth grade standards. If, as too frequently happens, this does not work out as it is supposed to, the teacher may resolve the problem by simply allowing the child to sit and fail, then send him on to the next grade where he may sit and fail.⁶

This can be the result of a program when guidance is merely a supplementary area. Guidance is not something that is apart from the school program, but is in itself inseparable from a good sound educational plan.

Guidance should be directed toward bringing the results of past experiences in similar situations, in and out of school, to bear in planning the solution.

⁶Association For Supervision and Curriculum Development, Guidance in the Curriculum(Washington: National Education Association, 1955), pp 3-4

Questions may be necessary to recall these experiences.⁷

Guidance is concerned with the whole life of the child; what he does at school, at home, and other activities with the community. It deals with his behavior patterns, desirable or undesirable, and his reactions to given situations. In order for an individual to become a member of society he must be given assistance in the art of living. After all it is he who must face the world as he grows older. It is up to us to see that he knows how to face problems and learn proper ways of solving them. This assistance should take the form of helping him identify, understand, and solve his problems by facing facts and using them in making decisions. It is through good guidance that our schools can help each child achieve in life what he is capable of doing.

In trying to establish a criteria for the guidance program, the school should strive to keep these to a point of practicability. By this is meant not to establish such a list of criteria that the scope of what is really trying to be covered is overlooked. In any program certain standards are required and must be followed. However if too many standards are set up, there is a tendency on the part of

7

Arthur D. Hollingshead, Guidance in Democratic Living (New York and London: D. Appleton-Century Company, 1941), p. 161

those trying to follow them, to side step and use only the ones they can successfully say are being met. These, however, may not always be the most important to the success of the over-all program.

1. All members of the school staff should participate. It should not be a "specialist" program. Each should have a specific duty.
2. It should concern all children, not only "problem" children.
3. It must be acceptable to the community.
4. It should grow from a recognition of needs.
5. Time and space should be provided.
6. Specialists should be a part of the program.
7. The program should be planned for the local situation. It should not merely be a copy of a program from another school.
8. Clear cut objectives should be established.
9. In-service training for teachers should be provided to improve the guidance service.
10. The evaluation of the program should be continuous.

I have given my ideas on what I think is guidance.

From research it has been shown what others believe guidance tries to accomplish. Where, then, at the present time is the school limited as far as guidance is concerned.

Time, space and finance are always items of great concern to us. At the present time our schools are crowded and a building program is needed. Can we provide the space which will be needed for the guidance service? Will we be

able to obtain financial support? The residents in the area are greatly concerned about these two factors. They are in favor of seeing that the best is provided for their children, but are doubtful that they can afford to pay for it. Time, space and finance is a limiting factor.

At the present time a psychologist is on the school staff. She is not being used to the greatest advantage. This is perhaps due to the fact that some teachers are not certain as to the functions of a psychologist. Others believe that they can do as well with out her help.

All teachers are not qualified to give adequate guidance to children. Perhaps better use of teachers who qualify in guiding children would help. In-service training could be a factor here.

We do not have a student government organization for the school. Students can do a great deal of self-guidance under a good student organization. They must have an understanding leader to advise them.

These are some of the factors which are limited in the present school program. In setting up the guidance program these factors will be taken into consideration to make a program practical for our situation.

CHAPTER II

RESPONSIBILITIES IN THE GUIDANCE PROGRAM

If a guidance program is to help provide better educational opportunities, there must be certain elements operating in the school. The work of a guidance program cannot be carried on in any school, no matter how well provided with specialists on the staff, unless the entire faculty understands the objectives of the program and participates in many of the activities required. There must be an acceptance by the administrator and the staff of guidance principles. Not only must they accept these principles but they must see that they are fulfilled in the school program.

The responsibilities of the guidance program is in the hands of the people directly concerned with its outcome. These people are the life of a good guidance program:

- (1) administrator, (2) classroom teacher, (3) special teacher, (4) specialists, (5) parents, and (6) community organizations.

It is only through their joint efforts that a sound program can operate. The responsibilities will vary depending on the part they play, but the over all responsibility will be one of teamwork. In any type of work, harmony is the key to success. In guidance this is absolutely necessary.

ADMINISTRATOR

A guidance program cannot flourish in a school system unless the administrator shows a favorable attitude towards it.

The administrator must, in the first and last analysis, assume the major responsibility for the success or failure of the guidance program. As a result of his interest, support and participation in the program, others will become interested. Teachers, students, parents and lay public are important groups to have supporting the guidance program. The administrator is often the key to getting their support.⁸

The duty of the administrator is to plan, organize and co-ordinate the efforts of all, in order to place emphasis on the guidance program. To achieve these goals, it will be necessary to carry out the following functions.

1. Administrative

- a) To gain the support of board of education and and the community.
- b) To provide time, space and finance to carry out the functions of guidance.
- c) To see that personnel and facilities are available.
- d) To develop a cumulative record system which is readily accessible to the teachers.
- e) To provide in-service training for the staff.
- f) To make an evaluation of the program.

⁸Edgar L. Harden, How to Organize Your Guidance Program (Chicago: Science Research Association, 1950), p. 1

2. Organizational

- a) Recognize the importance of guidance and support it.
- b) Provide time for teacher-parent discussions.
- c) See that curriculum is flexible and allow time for special help when it is needed.
- d) Choose leaders from the staff.
- e) Select a committee for the organization of the program.
- f) Provide suitable facilities for the counseling service.
- g) Work with community agencies in setting up the guidance program.
- h) Give publicity to improve the school-community relationships.
- i) Make use of existing activities and services which can be considered as serving the guidance program.
- j) Flexibility in the present school curriculum to allow for a change when it is needed.

Guidance is related to the whole school program. In order for it to be a success there must be a close working relationship of all that are concerned. This then implies that the administrator must take the lead in seeing that guidance is functioning to the greatest advantage in the school. This does not imply that it must originate with the administrator, but that he should give it his leadership, which is essential in the attainment of its objectives. The success or failure of the program will be the direct

responsibility of the administrator.

CLASSROOM TEACHER

The teacher is really the person who can see that a guidance program functions in a school. Without his cooperation and endeavor the guidance of children cannot be accomplished. His main objective should be one of guidance.

Teaching is the stimulation, guidance, direction or encouragement of learning. It is setting the stage upon which learning takes place, giving opportunities for learning to arise. It is the guidance of such spontaneous learning as appears in the natural activities of children or older students. It includes all activities performed in the direct furtherance of learning.⁹

In the classroom the teacher must create an atmosphere that will make each child have a feeling of belonging. His role with respect to the individual child will vary according to the child's needs. The teacher must always be ready to offer constant emotional support. How he does this will come with the training he has had and with the experiences he has faced. In this role he must do the following:

1. To plan a child-centered curriculum.
2. To make a contribution to the personality growth of pupils.
 - a) social graces
 - b) maintaining friendships
 - c) wholesome boy-girl relationships
3. To help each child develop a stable emotional life.

⁹William H. Burton, The Nature and Direction of Learning (New York and London: D. Appleton & Co., 1929), p. 56

- a) promote situations where children receive social approval and recognition.
 - b) relieve stress, tension and frustration.
4. To develop each child's interests.
 5. To promote understanding and acceptance of physical growth and body development.
 6. To assist every child with his problems.
 7. To evolve in each child high moral standards.
 8. To guide wholesome attitudes in each child.
 9. To nurture in each child a sense of personal worth.
 10. To keep the cumulative record up to date.
 11. To make parent contacts.
 12. To recommend when special help is required.

The teacher in the modern school needs to be able to perform many functions other than that of the basic subject matter. Not all teachers will be able to give the necessary guidance to all children. The reason for this may be a lack of experience or training. Some teachers may not have the personality required to do good guidance work. Some authorities go as far as to say that a school is fortunate if one-fourth of its teachers can be trained for guidance work.¹⁰

If this is true, and the figure seems to be a little high, the institutions training young teachers must take into account the importance of guidance and provide courses which will help these teachers do a better job.

The role of the classroom teacher in the guidance

¹⁰ Arthur E. Traxler, Techniques of Guidance (New York and London: Harper Bros. Publishers, 1945), p. 7

program is one of major importance regardless of other factors and conditions present which might affect this role. He may lack many of the qualifications, but he can be of great assistance in seeing that the services of guidance are being met. In guidance work a teacher must keep in mind that he is trying to help a child learn how to solve a problem correctly. Children do their own thinking and we must help them to think clearly in all situations they face. Through careful planning and thorough understanding of children, the classroom teacher can help the child to guide his behavior patterns toward desirable goals. Through teacher guidance the child will be able to face the problems of everyday living.

SPECIAL TEACHER

By special teachers it is meant those teachers who do not have a classroom but teach in specialized areas. Schools that have a well rounded educational program find that they have fewer discipline problems. Teachers in these fields can find they have many opportunities to work with the guidance program. Through their classes they can provide many opportunities for personality development, occupational exploration, leadership and the ability to follow, and the formation of good wholesome habits. These teachers in a school teach in the arts, home economics,

physical education, music, industrial arts, and the school library departments.

Many of the contributions or responsibilities will be the same as the classroom teacher. The following should be considered by these teachers:

1. A program which meets the needs of all children.
2. Opportunities for each child to have some success at an activity in class.
3. Activities which give opportunities for leadership as well as the ability to follow.
4. Help so that a child can understand his potentialities.
5. A democratic classroom.
6. Assistance to the classroom teachers in planning special programs for certain children.
7. Opportunities for teaching sportsmanship and the ability to win as well as to lose.
8. Occasion for self-expression.
9. Vocational opportunities in specific areas.
10. Special materials for students as well as teachers.
11. Activities which will have carry over value in later life.

It must be remembered that the whole child goes to school: the reading and the number child, the subject-learning child, the gaining child, the physical child, the socio-moral child, the family, neighborhood and gang child, the personality child.¹¹

¹¹Lawrence A. Averill, The Psychology of the Elementary School Child (New York, London, Toronto: Longman, Green & Co., 1949), p. 1

Activity is a necessity for children. The value of any area is the way it enriches life of the individual, then of course it enriches the life of the school and the community. If this concept is true then provision must be made in the school to meet the child's needs. These special teachers can contribute a great deal toward meeting these needs through the program they provide in guiding the child to secure the personality he must have in order to live in this complex world.

SPECIALIST

Certain functions of the guidance program can best be carried on by trained specialists. How these functions are carried out depends largely on the competencies of the specialist. He must have a broad background of experiences with children. He must also have extensive training in guidance work.

A specialist is a resource person who is at the service of teachers and parents. He helps to gather information about pupils, his family, his home, his physical and mental health, aptitudes, abilities, needs and interests. By classroom visitation and observation, and conferences he aids in interpreting facts. A specialist never relieves the classroom teacher of the central responsibility of guidance but helps to analyze and interpret facts gathered and to plan a therapeutic attack leading to more desirable adjustment.¹²

¹²Roy De Verl Willey, Guidance in Elementary Education (New York: Harper and Brothers, 1952), pp. 14-15

Specialists are very essential to a guidance program. However, they must be used to the greatest advantage and be accepted as a part of it. These people are the school psychologists, the counselors, and the visiting teachers. Each has a specific responsibility in the guidance program. Many of the responsibilities will be the same. Included is a general list dealing with duties of all specialists on the school staff.

1. Work with the administrator and teachers in a school system.
2. Serves best as leader and co-ordinator and consultant.
3. Individual remedial help to those children where specialized help is needed.
4. Making specialized evaluation of individuals and groups for purpose of other school personnel.
5. Consulting, collaborating and advising with other staff members on problems of joint responsibility.
6. Know the community and its resources.
7. Integrate and co-ordinate all of the guiding principles.
8. Assist in providing an in-service training program for the staff.
9. Assist in developing a better working relationship with parents.
10. Make follow-up studies of children.

The best specialists are those who understand the student, and who aid him in solving his own problems. A specialist must be sympathetic with the problems of all

people he works with, whether it be the administrator, teacher or parents. He must be able to adjust to given situations and not be discouraged when change is slow. He must share the views of others and see their point of view. By this method he can stimulate change.

If the specialist is to be successful he of course must have the full co-operation of the people with whom he works. His training must be such that he can aid the staff in improving themselves and in turn improve the work of the guidance program. The functions and activities undertaken by the specialist will vary and depend upon the school situation in which he works. He must determine the nature of his activities and set forth to achieve them. The specialist is a very important member of any guidance program. His ability to help, however, depends on how he is being used in the guidance program.

PARENTS

Without the sincere help of parents a school program can be severely handicapped. In the field of guidance their understanding is a necessity. The parents must be instilled with the idea that they are needed in the school program and that the school doesn't have all the answers. They must be shown, that we as educators, firmly believe that the parent is doing good things for his child. When shown that modern

education is doing a good job, they will support their school to the limit. Through the guidance program many parents will need to be consulted. Without their help we cannot say we are able to do the best for all children.

Parents think of education in terms of their own schooling. Since all have gone to school, all assume an understanding of schools. Unless principals encourage parents to visit schools, attend study groups, see exhibits, confer with principals and teachers, read books and other publications, the parents tend to perpetuate an educational lag. Changes and improvements in education have accompanied technological advances in the social scene.¹³

Parents want to help and will help when given a chance. When shown that guidance is a necessity they will support it to the fullest extent. Regardless of any attempt made in child guidance, it will not be successful without the co-operation of the parents. Without co-operation confusion reigns. Very often the guidance procedure will have to be modified in proportion to the parents co-operation.

The parents can give useful information about:

1. The health of the child.
2. His study habits at home.
3. His special interests.
4. Home jobs.
5. General traits.

¹³ California Elementary School Administrators' Association, Home and School Work Together For Children (Volume 21, 1949), p. 31

6. After school and vacation jobs.
7. Educational likes and dislikes.
8. School problems.
9. Relationships between parents and the child.
10. Family life.

When parents realize that the guidance program of the school will be improved if they and the school work together, we can safely say that the children will then benefit by the program. When the parents understand that by working together a happier and more enjoyable child will be the end result, they will make every effort to see that this can be accomplished. Schools cannot ignore the parent nor can the parent ignore the school. Working jointly the guidance program can be a success. Both have the responsibility in seeing that it is successful.

COMMUNITY ORGANIZATIONS

Closely related to the responsibility of the parents are the community organizations. In these organizations you have people who have children in school as well as those who do not. Both have a vital part in the school program. Both have the responsibility of supporting the school.

These organizations are the Parent-Teacher Association, Community Clubs, League of Women Voters, businessmen organizations, fraternal organizations and others.

Most of these organizations are interested in what the school is doing for the children, because they know that they are future citizens and members in their organizations.

They can help in the following ways:

1. To see that the board members are well qualified.
2. To give support to the schools.
3. To work with school personnel in improving the local situation.
4. To acquaint themselves with the problems of the school.
5. To help gain support of all citizens in the community.
6. To provide recreational facilities for the community.
7. To foster good teacher-parent relationships.
8. To investigate the possibilities of improving the school program.
9. To understand what guidance is trying to accomplish.

When community and the educators work together this is in itself guidance.

Citizen co-operation is on the highest level when it challenges the best and most conscientious efforts of capable people who believe in the importance of public school education, who proceed on the basis of careful study, and who seek to make the public schools the best possible educational institutions for American life.¹⁴

¹⁴National Society for the Study of Education, Citizens Co-operation for Better Public Schools (LIII Year-book, 1954), (Chicago: University of Chicago Press, 1954), p. 8

The guidance program is the responsibility of all members of a school district. The school and community must work jointly if the program is to obtain the success it is capable of accomplishing. Guidance can be completely successful only when we secure complete and continuous co-operation between administrator, classroom teacher, special teacher, specialists, parents and the community.

CHAPTER III

WORKING PROGRAM

In the elementary school most of the guidance will be carried on in the classrooms by the classroom teacher. This fact must be kept in mind, if the program is to be a success. Also it must be remembered that all teachers either because of lack of training or experiences, will not adequately help all the children. Still the program can be successful if these facts are taken into consideration and a plan is set forth to help overcome them. The primary objectives must be set up, and taking what we have on hand, we must work toward the fulfilment of these objectives.

In setting up the program we should start with the things which we feel are good in the school. It must be remembered that many of the guidance services are now available in the school. Whether they are being used to the greatest advantage is the important thing. Very often in setting up a program, we meet resistance because of the fact that the objectives we are trying to accomplish are not clearly stated. Also nearly all of the services may already be present but organization may be lacking. Sometimes only an evaluation is necessary.

Any guidance program worthy of the name has evolved out of an honest and enlightened attempt on

the part of a school system - both its administrators and its teachers - to meet better the school and life needs of its pupils. In attempting to do this, it was inevitable that the guidance function, regardless of its name designation, should occupy much of the spotlight, along with improved instruction and enriched activity programs.¹⁵

Guidance cannot be approached in any school system, unless the program is carefully planned. For a school to fulfill the needs of every child it will be necessary to have knowledge of the child. The school will also need to help the child in selecting experiences which will meet these needs. Closely connected to these two is an evaluation to see just how much the school has done in meeting these needs. This information can be provided by the guidance program.

In the working program for Gilbert School District, it would be advantageous to organize the guidance program in the following grade divisions: grades one, two and three; grades four, five and six; and grades seven and eight. These groups will have many of the same problems and many of the services will be the same in all groups. When special areas are shown for the above groups it will be so stated. Otherwise it can be considered that the procedures and services will be the same for the entire school.

¹⁵ Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance For Teachers (Scranton, Pennsylvania: International Text Book Company, 1949), p. 1

CLASSROOM PROCEDURE

No two teachers will use exactly the same approach in organizing their classrooms. It would be unreasonable to think that this could be done. Each will organize according to previous experiences. However, some phases of organization will be the same. Regardless of how the rooms are organized, these factors must be taken into consideration.

Room Atmosphere:

An atmosphere conducive to learning is perhaps one of the most important factors to a teacher in the improvement of instruction and the adjustment of the children in her room. This can be divided into three headings: (1) the physical appearance of the room; (2) the organizational patterns and (3) the instructional method.

1. Physical appearance

The teacher's appearance is very important to boys and girls, especially in the seventh and eighth grades. She does not have to be a "bobby-soxer" but should wear clothing which is neat and attractive. The teacher should have a sense of humor and be able to joke. She should also be able to participate in the activities of the group. She can be a "regular fellow", and still not lose the respect of the group.

The room should contain things of beauty and well planned displays. Every room should contain a bulletin board where up to date materials can be displayed.

The material should be changed often to stimulate the children's interests. A well planned bulletin board will show the children's work as well as professional work. The bulletin board can be used as a means to help children express themselves where they could not otherwise do so. The boy who can't read, can't write well and can't keep up with his classmates academically can perhaps express himself and receive recognition through this media.

The library corner in the room should have a cheerful, quiet atmosphere. The state department of Oregon recommends that each classroom have a room library of at least one book for each child. There should also be several magazines to suit the age level of the children in each grade. These magazines should be in addition to the ones that are in the regular school library. The library corner in the classroom should be a place where children are allowed to read during the school periods when their regular classroom work is completed.

The floor display is also a good means of helping children in expressing themselves by working together and displaying their abilities. This display should be well organized and will take some extra help.

A portion of the room should be set aside for children to do busy work without disturbing the entire class. Children who are high strung and need to move about can use this area to overcome the "pent in feeling" which so often can cause friction in the classroom.

The physical environment of the classroom is a guiding factor in the adjustment of children. A child who can begin the day at school with a pleasing environment has a better chance of adjusting for the remainder of the day. The beauty that some children see, will come only at school. To satisfy this need the classroom appearance is very important. A happy child will need happy surroundings. Thus the classroom appearance is an important factor in the guidance of children.

2. The organizational patterns

A democratic room is very important. This does not mean democracy in theory only, but in actual use. The teacher must assume the responsibility by giving leadership but not in an autocratic manner. In the upper grades 5 - 8, class officers are desirable. Class officers should be chosen by the students of the room and run either for a half year or the whole year depending on class wishes. The half year is good as many more children have the opportunity to be leaders.

Rules and regulations should be a teacher-pupil affair. A good teacher can help children to see why rules and regulations are necessary. Some rules, however, will have to be teacher rules and children will understand this when explained.

The class officers can act as an executive committee and aid the teacher in the room organization. This will be useful in leadership training and at the same time relieve the teacher of many tedious tasks. The executive committee can appoint weekly monitors to help in the room. Some suggested monitors are: a flag monitor to lead the flag salute each morning; a host or hostess to seat visitors and introduce new students; a housekeeper to see that the room is kept neat and attractive; a librarian to take care of circulation of the room library; a lunch monitor to take charge of the cafeteria tables; and a handyman to run errands.

By keeping a record of the monitors who have served, the secretary of the class can see that every student has a chance to participate in the class organization in some way. Each child will then have a feeling of belonging. Discipline is much easier to control in a democratic classroom organized in this manner. Children, especially in the upper grades, want approval from their peers, and when their peers are responsible for the class organization each one usually wants to do his best to

gain this approval.

Each child must have a feeling of belonging. There should be freedom to move about, yet each child should be self-controlled and business-like. Each child should know what his responsibility is toward the class. Each child should be expected and challenged to do the best with his ability. Above all the organization should be such that the teacher and child can have the feeling they are working toward one common goal and that a feeling of "esprit de corps" can come about.

3. Instructional methods

If a teacher is to teach and guide children intelligently she must know at what level each child is capable of working. Only when she knows the capabilities of children can she successfully set her instructional methods to meet the individual needs.

The work must be presented to stimulate the interest of the class as a whole. Perhaps showing a child why he can benefit from a subject will be necessary. Teaching on the basis that subjects will be of value to the child in everyday life will change his attitude. We cannot take it to be a fact that each child understands this. Very often it will have to be shown how the material can be useful in his everyday life. Every assignment should have meaning to all children and every child

should be expected to complete the assignment at his own level of achievement.

Working in groups on projects can be a helpful method of stimulating the child's imagination. Group work must be well planned so as to not become a period of "play". Each member of the group should be expected to contribute to the class. An alert teacher can see which children are able to work well in small groups and which ones cannot.

Class reports can be a helpful device in helping children gain confidence in front of a larger group of children. Perhaps the shy child could start off on a committee or panel discussion before being placed completely on his own in front of the group. A certain amount of help will be needed, but each child should be expected to make reports in front of a group. In the primary grades story telling time would be an example.

Socio-grams can help the teacher in seeing where a child stands with his peers. This information can be helpful to her in the assignment of committees, group leaders, etc.

The instructional methods used by teachers should be such that, the children are motivated to achieve what they are capable of. The teacher must be willing to change, when the need is apparent. Whatever method used, the teacher must always keep in mind that each child is

an individual, who will work at his own rate of speed, and find success when the teacher and pupil work together.

Classroom procedure will be the key to success in any sound guidance program. Every teacher will achieve her goals in the manner best suited to her. If the teacher will always keep in mind, that each group she has will be different from any other previous group, and she accepts this, then guiding the child will become easier. Teachers must accept the daily variations of children. The teacher's success or failure will depend primarily on her ability to accept the situation as is, and handling problems in accordance to her ability. When choosing methods and procedures for any group, the teacher must always remember the above facts. She must set up her program, taking into consideration the ability of her children, and proceed to achieve the very most from that group. Capabilities must be considered at all times.

TESTING

In order to help children in school, we must have some means of finding their characteristics and potentialities. This means that an effective testing program is necessary. The purpose of the testing program should be to help the administration see how effective the educational program is in the school, and to find ways of improving the

program to benefit the children; to help the teachers understand each child and arrange a program to meet the needs of each child; to help the student in understanding himself and finding how to improve himself; and to show parents the progress their child is making in school.

To achieve these goals these tests will be needed.

1. Achievement test

The achievement test should be given with these points in mind: (a) to discover strength and weakness of children; (b) to show whether a child has the ability in certain academic areas; (c) to help in the grouping of children according to their ability in certain given subjects.

The following tests can be used:

Iowa Every Pupil Tests of Basic Skills -

Houghton Mifflin Company: Boston

Metropolitan Achievement Tests - World Book

Company: New York

Modern School Achievement Tests - Bureau of

Publication: Columbia University

Stanford Achievement Tests - World Book

Company: New York

The above list of tests, and the lists to follow,

may be helpful in choosing the test desirable for the school. The final decision on any tests to be used should be done by a committee of teachers and administrators.

If an intelligent learner is to be adequately motivated he must know where he is in his work, have some idea as to where he should improve, and know his position in his progress toward this goal. The main source of difficulty in having teachers alone make this appraisal is that most teachers do not have an adequate idea as to what the results should be. Therefore standard achievement tests are a necessity. A good standard test is one where the material is carefully selected on the basis of curricular research. Individual teachers would not have the background or the time to compose an adequate achievement test.

When using the achievement test it must be kept in mind that we are attempting to measure scholastic attainment in the various fields or subjects in the school. Some will be easy, but other more difficult. The score of the test will be helpful only when the teacher completely understands what is to be measured.

2. Intelligence tests

The intelligence tests aid the teacher in discovering the child's ability to do academic work required of him by the school curriculum. It must be

remembered however, that in order to do this, the test must be properly administered and the results used correctly. These tests can be given either in groups or individually. Most will be given as group tests, with any doubtful results being tested individually.

California Test of Mental Maturity - The Psychological Corporation: Los Angeles (Group)

Chicago Tests of Primary Mental Abilities - Science Research Association: Chicago (Group)

Kuhlmann - Anderson Intelligence Tests - Educational Test Bureau: Minneapolis (Group)

Revised Stanford - Binet Scale - Houghton Mifflin Company: Boston (Individual)

3. Personality tests

Perhaps of all the tests given, the personality tests will be the most difficult to obtain an accurate score. The test is perhaps best used in individual counseling. When dealing with the personality of individuals, you will find that children will reveal only those factors they choose to reveal. The list presented here will deal with the age group 9-14 but does not necessarily include all tests in this area.

Personality Inventory for Children -
Psychological Corporation: New York

Tests of Honesty - Association Press: New York

Aspects of Personality - World Book Company:
New York

A Test of Personality Adjustment - Association
Press: New York

California Test of Personality - California
Test Bureau: Los Angeles (All grades)

For primary grades a reading readiness test may be helpful in determining the child's readiness to read. Mental age is a factor but by no means is it the conclusive answer to the problem. These tests are available:

Gates Reading Readiness Test - Bureau of
Publications: Columbia University, New York

Van Wagenen Reading Readiness Tests - Educa-
tional Test Bureau: Minneapolis, Minn.

The testing program in the school can be very important when the teachers understand how to use and interpret the results. The tests I have listed are not the only ones the teachers in the school can use. They are only a

suggested list. Many tests used by the teacher will be teacher made. When this is the case, the teacher must remember that her tests are to be constructed in such a manner so as to meet the needs of the members in her particular group. She may find that she wishes to change the tests she uses from time to time.

All these various methods of appraisal are essential for effective teaching, and even more so, for effective learning. They point out the objectives and make them clear by showing the goals to both teacher and student. They give partial knowledge of progress in reaching the goals. They help in locating difficulties for both teacher and pupil. When used correctly they are also a profitable educational experience.

The validity of tests will probably always be a controversial subject. Teachers will always find them helpful when used in the proper way. Do not expect them to be the final analysis of the individual. Whenever the test results are doubtful then it is time to test again and try to obtain the most accurate result possible. Even by using the best tests available, we cannot predict individual behavior in complex learning situations with great accuracy. Test scores seldom over-estimate, but do occasionally under-estimate the ability of the child. When using the results of tests we must remember this, and be sure that

the results of a test will not be the final solution to any given problem.

COUNSELING

Counseling is perhaps the most important phase of the guidance program. A teacher will find that a great deal of her time will be spent in helping children adjust to situations arising in the classroom. The majority of the counseling should be done by the teacher in the classroom. A great deal of it will be group counseling. Class discussions on personal appearance, behavior, school problems and many others are forms of counseling. The objective of counseling should be that of assisting the student to help himself adjust to situations that arise.

When speaking of counseling it does not necessarily mean that we counsel children only when problems arise. It is a continuous thing done at all times with the idea in mind to prevent certain unfortunate situations from arising.

A certain amount of time will need to be set aside by the teacher to do individual counseling of students in the classroom. Nearly all children at one time or another during the year will have a problem with which they will need individual help. Each teacher should see to it that she has the opportunity to meet with each individual child

for some type of counseling as often as possible. The free period a day we now have could be used in many instances.

To do a good job of counseling, the teacher will need to make preparation in advance. Things she should consider are (1) background of the child, (2) family, (3) health, (4) interests and (5) scholastic ability. These can be found in the cumulative record folders. Discussing the problem with the administrator may be helpful. Also if the child's previous teacher can be reached, she may give some helpful information. The better the organization, the better is the chance for successful counseling.

Following are suggestions which may be helpful when interviewing a student.

1. Help the child to be at ease. Be friendly.
Talk about topics of mutual interest.
2. Be sincere. Try to understand the child. Let him talk.
3. Use a variety of approaches. Let the child set the pace. Follow his every lead.
4. Try to find the real problem. Encourage the child to talk freely. Observe his expression when key points are inserted.
5. Try not to let the interview lag. Be on the lookout for answers to certain questions.
6. Be sure that your own feelings or attitudes do not enter into the picture when they are not needed. Don't pry.
7. Close the interview with either a plan to follow or arrangements for more help.

There are many facts that can be obtained from interviewing children. The above suggestions may be used to better understand the child and his reactions at school.

When special help is needed, for certain problems which confronts the classroom teacher, then a specialist should be called in. This should be taken up with the administrator and a program worked out to help with these special cases. To help in this situation a record kept by the teacher can be of great assistance to the specialist. Such items as his behavior patterns, his class status and his general attitude, are of value to a specially trained person. It will seldom be that a classroom teacher has over three or four children who require this special help. However when the need is there this specialist should be obtained. The county office has such specialists who are available when requested by the school.

In order that a sound job of counseling can be done some basic elements are needed. These are:

1. Family background, home and neighborhood environment
2. Scholastic achievement
3. Results of intelligence, achievement and aptitude tests
4. Result of personality and interest inventories
5. A health history
6. Co-curricular and leisure time activities and hobbies

7. Work experiences and other significant non-school activities
8. Facts about leadership positions in and out of school
9. Anecdotal records or other teacher comments will contribute to a better understanding of pupils

Counseling will take a considerable amount of planning. Often the interview does not go as the teacher expected. A problem which seemed large may disappear completely when examined; a problem which seemed so minor may "skyrocket". The outcome is never known until after the counseling process has begun.

Not just any relation between teacher and student will produce desirable changes in behavior. The relation must follow sound principles and procedures and must operate within the framework of sound beliefs about how human nature may be affected by the face to face relations. The counseling process is characterized by several attributes upon which its effectiveness depends. We can not single out any one of these characteristics as being more important than any other. If all are not considered the counseling service can be seriously hampered.

The forms which follow will be helpful in counseling:

Personality And Interest Inventory

Date _____ Grade _____ Teacher _____

Term _____ Student's Name _____

Check the activities participated in:

SCHOOL ACTIVITIES

_____ Football	_____ Folk Dancing
_____ Basketball	_____ Audio-Visual Club
_____ Track	_____ Library
_____ Baseball	_____ Band
_____ Individual Activities	_____ Orchestra
_____ Softball	_____ Equipment Manager

SCHOOL SUBJECTS

Those Liked

Those Disliked

READING MATERIALS

Books - Type You Like

Books - Type You Dislike

Magazines

Ones You Like

Newspapers

Name The Ones You Read

PERSONAL HABITS

Hobbies

Types of Movies or TV Programs
You Like

Your Best Friends

People You Dislike

Type Of Work You Want To Do

Vacation - Activities

Home Life Inventory

Date _____ Grade _____ Interviewer _____

School _____ Student's Name _____

Check Statements Which Apply To The Home Situation.

_____ Parents are happy

_____ Broken home

_____ Grandmother or Grandfather live in the home

_____ One parent overly strict with child

_____ Parent reject the child

_____ Parents are not concerned with child's behavior

_____ Father is never home when child is home

_____ Mother works

_____ Parents do not speak English

_____ Child has no home jobs

_____ Child shows no respect for Mother

_____ Child has no playmates of same age near his home

_____ Child is an only child

_____ Child does not get along with brothers and/or sisters

_____ Child does not have a room of his own

_____ Child's diet is unbalanced

_____ The home is untidy

_____ The home does not have radio or television

_____ The home does not have magazines or newspapers

_____ The home facilities are in-adequate

Health InventoryPHYSICAL

Date of physical examination _____

Height _____

Hearing _____

Weight _____

Speech _____

Vision _____

Childhood Diseases

Vaccinations or Inoculations

Date _____

Date _____

Date _____

Date _____

Personal Health Habits - Check ones that apply.Neatness

Clothing _____

Combs hair _____

Desk _____

Nails _____

Person _____

Hankerchief _____

NutritionPosture

Eats Hot Lunch _____

Good _____

Eats Cold Lunch _____

Needs Help _____

Eating Problem _____

Seems Tired _____

EMOTIONAL - Check ones that apply

Bites Nails_____

Stable_____

Temper_____

Tensions_____

Cheerful_____

Lacks Confidence_____

Cries Easily_____

Nervous_____

Permanent Record Data

The following should be a part of the permanent record folder. This material will be helpful when counseling a child.

1. Full name and nickname
2. Home address and telephone number
3. Birthdate, place and means to verify this
4. Number of brothers and sisters in order, by age
5. Parents or guardians name, ages and occupations
6. Date entered school
7. Previous schools attended
8. Name of family physician and telephone number
9. If both parents work an address and phone number in case of illness or emergency.
10. Test Data -
 - a) Name of test
 - b) Form
 - c) Chronological age
 - d) Mental age
 - e) I.Q.
 - f) Date given
 - g) Placed on one card with results of all tests given
11. Photograph
12. Teacher comments and observations
13. Report card
14. Health card
15. Any other material you feel might be helpful

Social Needs Of Children

Name _____ Date _____ Teacher _____

Answer the following questions--(By students)

1. Which boys or girls get along best with others in the class?

2. Which boy or girl do you think needs the friendship of others?

3. Which child smiles at everyone?

4. Which children are grouchy?

5. Who are the least helpful ones?

6. Who are the most helpful ones in the room?

7. Which one fights a great deal?

8. Who are the ones who tease?

9. Who is the best liked in the room?

10. Who is the most honest and trustworthy?

11. Which boy or girl is especially good at sports or outdoor activities?

12. Which boy or girl is thoughtful of others in the school?

13. Which boy or girl do you think is too shy?

FILMS

These films will be helpful to the teacher and her class in group counseling.

How Friendly Are You. (for intermediate grades and junior high school) 16MM, sound, 10 minute. Coronet Films, Chicago, 1951. This picture presents some of the values of being friendly and encourages the broadening of one's range of friends through generosity, consideration, and a sincere interest in other people.

The Fun Of Making Friends. (for kindergarten, primary, and intermediate grades), 16MM, sound, 10 minute, Coronet Films, Chicago, 1951. This film helps teachers of young children guide them to a realization of what friends are and how easy it is to be friendly.

The Outsider. Discussion Problems in Group Living Series (for grades 5 to 9), 16MM, sound, 11 minute, Young American Films, Inc., New York, 1951. This film presents the problem of a girl who feels rejected by the group and leaves the situation open for class discussion.

Other Peoples Property. Discussion Problems in Group Living Series (for grades 5 to 9), 16MM, sound, 11 minute, Young America Films, Inc., New York, 1951. This film presents a situation in which a boy becomes angry because he is kept after school and tries to get revenge. It offers no ready made solution but leaves a problem to be discussed by students.

Ways To Settle Disputes. (for primary and intermediate grades), 16MM, sound, 10 minute, Coronet Films, Chicago, 1950. This film suggests compromise as one of the simple ways to prevent and settle disagreements. Other ways are presented as a guide for students to follow while maintaining a co-operative attitude on the part of both parties.

How Honest Are You? (for intermediate grades and junior high),

16MM, sound, 13 minute, Coronet Films, Chicago, 1950. This film deals with some of the deeper aspects of honesty and suggests ways in which a person may apply the test of honesty to his thoughts and actions.

Cheating. Discussion Problems in Group Living Series (for grades 5 to 9), 16MM, sound, 11 minute, Young America Films, Inc., New York, 1951. Gives students an insight into a life problem and brings it out into the open for discussion without suggesting a ready-made solution.

Science and Superstition. (for intermediate, junior, and senior high school), 16MM, sound, 11 minute, Coronet Films, Chicago, 1947. The students in this picture prove that superstitions about the groundhog, the rabbit's foot, and other such things are inaccurate. They base their conclusions on research and experimental evidence.

Beginning Responsibility: Taking Care Of Things (for pre-school and primary grades), 16MM, sound, 10 minute, Coronet Films, Chicago, 1951. This film explains how and why children should care for their possessions at home and at school. It shows the importance of having definite places to keep things, of putting articles back where they belong, of cleaning up after play time, and storing and handling things properly to prevent accidents or damage.

Developing Responsibilities. (for primary, intermediate, and junior high school), 16MM, sound, 10 minute, Coronet Films, Chicago, 1948. This story is of a boy and a dog, teaches that although responsibilities often entails hard work, difficult decisions, and missing out on some fun, the rewards more than compensate.

How To Co-operate. (for intermediate grades and junior high school), 16MM, sound, 10 minute, Coronet Films, Chicago, 1950. From this film students learn what co-operation is, the value to be derived from it, and some of the situations where co-operation is most necessary.

Ways To Good Habits. (for primary, intermediate, and junior high school), 16MM, sound, 10 minute, Coronet Films, Chicago,

1950. Through real, clearly understandable situations this film demonstrates how to substitute good habits for bad ones and motivates students to build good habits of their own.

Let's Play Fair. (for primary, intermediate, and junior high school), 16MM, sound, 10 minute. Coronet Films, Chicago, 1949. Two brothers discover that sharing, taking turns, obeying rules, respecting the property of others, and being considerate of the feelings of others are some of the basic elements of fair play.

Good Sportsmanship. (for intermediate and junior high school), 16MM, sound, 10 minute, Coronet Films, Chicago, 1950. Through lively story situations, this film clearly demonstrates the importance of sportsmanship in all phases of daily living.

Let's Share With Others. (for primary grades) 16MM, sound, 10 minute, Coronet Films, Chicago 1950. Various examples are shown in this film to demonstrate to children the new values and pleasures that come with sharing.

The House I Live In. (for elementary, junior and senior high school), 16MM, sound, 11 minute, Young America Films, Inc., New York, 1947. This film stars Frank Sinatra in a plea for racial and religious tolerance as he talks to a group of boys who thoughtlessly have started to persecute a boy of another religious group.

Every Day Courtesy. (For intermediate grades and junior high schools) 16MM, sound, 10 minute, Coronet Films, Chicago, 1948. This film shows a school exhibit of pupil's work on courtesy. It deals with written invitations, acceptances, regrets, proper introductions, telephone manners, and the use of polite phrases in everyday situations.

Good Table Manners. (for intermediate grades and junior high school) 16MM, sound, 10 minute, Coronet Film, Chicago, 1951. This film stresses the point that good table manners depend primarily on attitude. It shows a fourteen year old boy brought face-to-face with himself as a young man of twenty-one entering an adult world in which he is constantly concerned with making a good impression.

Parties Are Fun. (for primary and intermediate grades), 16MM, sound, 10 minute, Coronet Films, Chicago, 1950. This film gives an understanding of the work involved in planning and preparing for a party and offers guidance in accepted standards for party behavior among students of the lower grades.

Appreciating Our Parents. (for primary and intermediate grades), 16MM, sound, 10 minute, Coronet Films, Chicago, 1950. This film helps to promote a more genuine appreciation of parents and the sacrifices they make, to establish attitudes of respect and affection for mothers and fathers, and to give boys and girls an insight into their own role in the parent-child relationship.

Family Life. (for junior and senior high school), 16MM, sound, 10 minute, Coronet Films, Chicago, 1948. This picture outlines a program for achieving happiness in the family through good management of schedules, responsibilities, privileges, and finances.

Family Teamwork. (for elementary, junior and senior high school), 16MM, sound, 18 minute, Frith Films, Hollywood, Calif., 1947. This portrays a family in which there is affection, understanding, and co-operation, and in which parents and children share both home and outside activities.

Patty Garman, Little Helper. (for elementary grades), 16MM, sound, 11 minute, Frith Films, Hollywood, Calif., 1946. This portrays a self-reliant and helpful little girl in her relationships with her family on the farm.

Sharing Work At Home. (for junior and senior high school), 16MM, sound, 10 minute, Coronet Films, Chicago, 1949. This film shows the importance of co-operation in the home and offers some good suggestions for improved family living.

Your Family. (for primary and intermediate grades), 16MM, sound, 10 minute, Coronet Films, Chicago, 1948. This is a delightful story of a happy family in which there is mutual understanding and acceptance of responsibility.

FILM STRIPS

(Conduct for behavior series intermediate grades), Colored, 27 frames in each film strip, Curriculum Films, New York, 1950. This series includes these titles:

In School: Shows a normal class in which the children are neat, quiet and orderly when the teacher is out of the room, when there is a visitor, during morning milk time and while passing through the halls.

On The Playground: Shows how children observe the rules of safety, share the playground equipment and play fair.

On The Street: Depicts the consideration of a boy for his small sister, Mother, a blind man, and a woman with many packages.

Visiting Friends: Introduces the rudiments of polite behavior for both guests and hosts.

Travelling: Illustrates politeness and consideration on train and bus trips.

Shopping: Demonstrates courtesy and consideration when shopping in a clothing store, fruit store, and candy store.

At Home: Pictures two children helping their Mother keep the home clean and neat, taking care of their own clothes and toys, showing consideration for the baby, and being careful not to disturb their father when he is busy.

In Public Buildings: Shows thoughtfulness and respect for property in the library, the museum, and the theater.

IN-SERVICE PROGRAM

In-service education should be planned to meet the needs of the school staff so as to improve guidance skills and techniques. Good guidance practices do not come about by chance. There must be careful planning by the administration concerning the "how", and the "when", to inaugurate the program. Many factors will be involved in the in-service training program. These must be considered:

1. Determine the right time to begin the program.
2. Know and understand the background of the staff.
3. Choose group leaders who show an interest in guidance work.
4. Make the program a co-operative effort of the majority of the staff and not administration only, if it is to succeed.
5. Use as many local sources as possible before obtaining outside help.
6. Organize in a continuous manner, not only for a six week period.
7. Inform those who are a part of the program as to what is expected of them.
8. Have leadership under the direct control of the administrator.
9. Provide continuous evaluation for the program.
10. Obtain resource people when needed.

Even though the in-service program is desirable, it does not necessarily mean that it will be readily accepted. Teachers may feel that they are already overloaded with work.

Some may have had previous experiences along this line which ended in turmoil and therefore want no part of this type of program. Regardless of how the program is introduced, it must be remembered, that the administration must make careful plans and give continuous leadership, if the program is to have any success.

The in-service program can do many things for the staff when organized properly. The suggestions which follow will give some features of the program to be used. Teachers will want to add some others as the program progresses.

1. Teachers meeting

The teachers meeting can be an effective means of in-service training when used correctly. Many teachers are dissatisfied because the meeting is all administrator and no teacher participation. Some suggestions are:

- a) Make the planning of these meetings the responsibility of a committee representing the various levels and sections of the faculty.
- b) Have meetings provide group experiences needed to carry forward an official program of the school.
- c) Furnish teachers with background materials on matters which are to be discussed before teachers meeting.
- d) Have work done at meetings evaluated by all, and then it should become a part of the school program.

- e) Require attendance at a regular faculty meeting at which the program related to welfare of school system.
- f) Begin on time and end on time.
- g) Use a variety in programs to add vitality to the meeting.
- h) Don't hold a meeting just to give a speaker a chance to talk.
- i) Don't hold a meeting on an afternoon or night before a holiday.
- j) Don't permit any one teacher to usurp the discussion time in a meeting with a prolonged expression of personal opinion.

2. School visitation

This can be done on grade levels. Visiting of rooms in your own building is often overlooked. Seeing how others are working is often helpful. Seeing how other children react may give a new light on problems.

3. Formal classes

These classes can be for college credit if desired. They should not run over two hours in length. Local people may be of help.

4. Workshops

The workshop can be arranged by members of the staff such as counselors, psychologists and teachers. Many ideas can be exchanged. One hour of school time and one hour of the teachers time is advisable.

5. Group meetings

Teachers working on the same grade level may want time to discuss common problems with the special teachers, administrators or parents.

6. Professional library

A corner in the school library for teachers own professional books on guidance, as well as other areas, should be provided. Professional magazines are desirable.

7. Demonstrations

These can be in the field of interviewing and testing to show teachers the proper methods to use.

8. Conferences

Money is available to pay expenses of teachers to conferences which deal with the subject of guidance.

9. Audio-Visual aids

Films are available for teachers as a means of helping teachers in the guidance of children. This list may be used:

Feelings of Depression. (for adults), 16MM, sound, 30 minutes, National Film Board of Canada, New York, 1950. This is a psychological film which gives the case history of a sensitive, despondent, insecure adult whose trouble stems from jealous feelings toward a younger brother.

Children's Emotions. 16MM, sound, 20 minutes, McGraw-Hill Book Company, Inc., New York, 1950. This film for parents of young children is correlated with Elizabeth B. Hurlock's book, Child Growth and Development, McGraw-Hill Book Co.,

Inc., New York, 1949. It shows through living examples how adult influences, both bad and good, affect children's emotions.

Feeling of Hostility. 16MM, sound, 27 minutes, National Film Board of Canada, Ottawa, 1948. (Distributors, 620 Fifth Avenue, New York City.) This is the case history of Clare, an outwardly successful woman who is lonely and unhappy because of the many disappointments which she experienced during her childhood.

Feeling of Rejection. 16MM, sound, 23 minute, National Film Board of Canada, Ottawa, 1947. (Distributors, 620 Fifth Avenue, New York City.) This is a visual case history of a neurotic young woman whose troubles began when parents who did not understand her needs sheltered her too much and molded her into a model child.

Helping The Child Accept The Do's. 16MM, sound, 11 minutes, Personality Development Series, Encyclopedia Britannica Films, Inc., Wilmette, Ill., 1948. This picture portrays the young child learning to live in a world of convention and proper behavior and explains how his personality is shaped by the way he accepts his parents' methods of training him.

Helping The Child Face The Don'ts. 16MM, sound, 11 minutes, Personality Development Series, Encyclopedia Britannica Films, Inc., Wilmette, Ill., 1948. This film shows how a child meets a world of "don'ts" and how their personalities are affected by the ways in which restrictions are imposed upon them.

Life With Junior. 16MM, sound, 18 minute, March of Time Forum Edition, New York, 1949. This picture shows a typical day in the life of a ten-year-old boy and presents some of the aspects of child training in the home, the school, and the community.

Meeting Emotional Needs In Childhood. 16MM, sound, 33 minute, New York University Film Library, New York, 1947. This film illustrates the fact that adults are products of their

childhood and that children who have a satisfactory home life are better equipped for social relationships at school.

Over-dependency. 16MM, sound, 32 minutes, National Film Board of Canada, Ottawa, 1949. (Distributors, 620 Fifth Avenue, New York City) This is the case history of a young man whose life is crippled by behavior patterns carried over from too dependent childhood.

Preface To A Life. 16MM, sound, 27 minutes, Castle Films New York, 1950. This film dramatizes the influences which neighbors, friends, associates, and especially parents bring to bear on the personality of a child from the very beginning of his life.

Learning To Understand Children: A Diagnostic Approach. 21 minutes, This picture shows a case study of an emotionally and socially maladjusted fifteen-year-old girl and the techniques used by her teacher in diagnosing her difficulties. These include observation of the child's behavior, study of her previous records, personal interviews, home visits, and plans for remedial measures.

Learning To Understand Children: A Remedial Program. 23 minutes, This is a continuation of the same case, showing remedial procedures which may be used in dealing with many types of maladjustments.

Maintaining Classroom Discipline. 14 minutes, This film shows a case in which the work is neither instructive nor pleasant because the teacher has failed to stimulate the interest and the students have sought relief from boredom in misbehavior. Then, by contrast, it shows how the same situations could have been handled by using approved techniques of class control.

Broader Concepts of Methods: Developing Pupils Interests. 13 minutes, This film presents a comparison of the effects on student attitudes, responses and learnings when there is a formal, teacher-dominated, lesson-hearing type of recitation and when there is an informal group-discussion type of lesson in which students are permitted to share in the planning of an interesting class project.

Broader Concepts Of Method: Teacher And Pupil Planning And Working Together. 19 minutes, This picture shows how the teacher can provide tactful guidance when students are learning to work together, to organize themselves into functional groups, to make and carry out plans for investigation, to present their findings in a final report, and to put into practice some of their recommendations.¹⁷

For the success of the in-service program, over-all planning by the school staff will be necessary. Any or all of the techniques mentioned in this section will not work unless there is complete co-operation by all. These techniques will work only when they are adapted to the current level of the guidance program with the expressed and felt needs of the teaching staff.

SPECIAL SERVICES

All problems that confront the school staff cannot adequately be solved without some special aid. To help out in these areas certain specialists will be needed. These shall include the counselors, the doctors and nurses, and the psychologist. All of these need not be full time members of the staff, but can be obtained through other channels. The ability of classroom teachers, parents and administrators to use specialists effectively will be of great assistance in the workings of the guidance program. These will be discussed individually.

¹⁷Detjen, op. cit., pp. 130-260, passim

1. School Counselor

a) Duties

- (1) To be in charge of the program and directly responsible to the administrator.
- (2) To aid teachers in selecting children who need special counseling.

(a) Types of problems to send to him:

- 1) Problems of behavior
 - ii) School problems
 - iii) Home condition problem
- (3) To organize the testing program.
- (4) To bring together information about the child and to work with the teacher in trying to reach a conclusion.

The counselor should be a full time staff member who is trained in this area. However, for the coming school year, this person will be our physical education teacher who will be allotted time to carry out these functions. It is hoped that in the near future a full time person will be made available.

2. Psychologist

The psychologist will be a service rendered this year by the county school superintendents office. He is available upon request by the school administrator.

a) Procedures to use to obtain services of psychologist:

- (1) Refer only those cases which you believe need help other than counseling.

- (2) Talk over these cases with the counselor.
 - (3) Arrange a meeting with the counselor and administrator.
 - (4) Call a meeting with parent, counselor, teacher and administrator in attendance.
 - (5) Call county office if everyone is in agreement that help is needed. (The administrator will take charge of this.)
- b) Types of problems to refer:
- (1) Failure in school
 - (2) Superior ability not readily used
 - (3) Reading disabilities
 - (4) Physical handicaps
 - (5) Maladjustment

3. Health department

The school nurse will be the main person to contact when problems arise where medical help may be of great assistance in solving certain problems. She is from County Health Department and is at each school once a week.

- a) Procedures to use in obtaining services of school nurse:
- (1) Complete a referral slip whenever a physical defect is suspected.
 - (2) Arrange for home calls when needed. (The school nurse can very often do this with great ease and less resentment from parents.)
 - (3) Arrange meeting with nurse in urgent cases. (This should come through administrators office.)

- (4) Refer children when a physical check-up is required. (This should be arranged through the school nurse.)
- (5) Have the nurse arrange for medical help for needy families.

In elementary schools which have the services of a modern trained guidance worker, or teacher-counselor, almost every teacher in the school functions better in the guidance of her children, than in schools where no such services are available. But she needs the assistance and advice of that guidance worker.¹⁸

The special services program is necessary for a successful school guidance program. Co-operation between all parts of the program will be essential. If everyone understands what is expected of them a more efficient program will function. The special services are organized for the purpose of aiding teachers in helping children to adjust to school life.

¹⁸Krugman, Morris, "Why Guidance in the Elementary School?", The Personnel & Guidance Journal, Vol. 32 (January, 1954), p. 272

CHAPTER IV

EVALUATION

Evaluating the guidance program should be considered in terms of the objectives by which it was established. It must be comprehensive in scope and method. As a starting point, an evaluation of the present guidance services available may be used. Once the program is inaugurated the evaluation of it must be a continuous process. All members of the school staff should join together in forming the criteria for the program. These areas should include administrative as well as operational aspects of the program.

The guidance program should be evaluated in terms of its effect on the over-all school program, by the response or adjustments made by the children, the professional growth made by the teaching staff, and by the reactions and attitudes of the parents. These persons are directly affected by the program and so should have a part in evaluating it.

Evaluation is broader than mere measurement. It calls for accepting and defining of certain values which one expects from a program of guidance services; the program needs to be set into operation under conditions favorable to the attaining of those goals and objectives to which the values are attached; methods and techniques must be devised to ascertain whether the goals and objectives have been attained and the extent of attainment; and, finally, a redefining of values; setting of new goals and objectives, and, next steps must be determined in

the light of the new goals and objectives.¹⁹

Evaluation of the guidance program is a complex matter. When dealing with the individual, as the guidance program does, it is difficult to set up criteria which measures how the program has benefited the individual. No one check list can deal with it. Even after the data is collected it will be difficult to determine where the program needs improvements. Many areas will stand out as showing need for improvement or as being satisfactory.

The administrator will have the direct responsibility of seeing that the program is evaluated. He may use many methods of evaluation. He can use questionnaires which can be answered by children, parents and teachers. Check-lists can also be used. He can use the interview technique if he desires. Whichever method or methods used they will take careful planning and consideration.

Seven different methods of evaluating guidance procedures have been revealed by the survey of published studies. On the basis of this review, it is impossible to identify one of the best methods. There is, therefore, a need for research to discover the relative efficacy of methods.²⁰

¹⁹Harold Bernard Wright, C. Evan James, and Franklin R. Zeran, Guidance Services in Elementary Schools (New York, N. Y.: Chartwell House, Inc., 1954), pp. 331-32

²⁰Glenn E. Smith, Principles and Practices of the Guidance Program (New York, N. Y.: The Macmillan Company, 1951), p. 350

This indicates that there is a need for further research in the area of evaluation of the guidance program. It further indicates that the results of an evaluation must be studied and examined with care. Only when this is done can the results be used.

The evaluation of the program must serve the purpose of seeing that the results will help to improve the program as a whole. Merely to evaluate by any method and not use the results to advantage is both wasteful and discouraging to the persons involved. Very often this is the result of evaluations with no real gain accomplished.

In a recent study of secondary schools in southeastern New Hampshire, it was shown in certain aspects that schools with formal organized guidance programs did slightly better than those without a formal organized program. The reason given was this:

Although the findings of the present study may not be wholly representative of guidance programs across the country and may not reflect some very effective programs, they point up the fact, whether established formally or informally, guidance services need to be studied to determine whether they are achieving their goals.²¹

Although this is on the secondary level the fact remains that it could also be present in the elementary school.

²¹ Ronald F. Gray and Howard S. Bretsch, "Formal Guidance Programs Deserve Study", The School Review, Vol. 60 (April, 1952), p. 236

The best approach to evaluating the program will be the method which comes as close as possible to giving a picture of the over-all guidance program.

The forms which follow are suggestive methods to use in obtaining an over-all evaluation of the school guidance program. How they are used will determine the success or failure of the program. The forms will be completed by the people they affect: the administration, the teachers the children, and the parent of the community.

ADMINISTRATOR

Date _____ School _____

Check The Items Which You Believe Need To Be Improved.

_____ Has the guidance program helped to improve the over-all school program?

_____ Do all members of the staff participate in the program?

_____ Is sufficient time made available to carry out the functions of the guidance program?

_____ Are the tools being used that are available for the program?

_____ Cumulative records

_____ Tests

_____ Specialists

_____ In-service training

_____ Others

_____ Is the space adequate?

_____ Are all children being helped?

_____ Do parents approve of the program?

_____ Do children seem to be gaining self-direction?

_____ Are specialists used effectively?

_____ Are teachers seeking more information about the adjustment of children?

Comments:

TEACHER

Name _____ Date _____ School _____
 (optional)

Check The Following:

Yes

No

- ___ ___ Has the program been helpful to you?
- ___ ___ Do you need more time for counseling children?
- ___ ___ Do you need help in any of the following?
- ___ Testing program
- ___ Interviewing
- ___ Gathering Information
- ___ ___ Do you use the cumulative records?
- ___ ___ Can the cumulative record folder be improved?
- ___ ___ Do we need more specialists?
- ___ ___ Has the in-service training been of help to you?
- ___ ___ Has there been a change in the children under the program?
- ___ ___ Have you taken a class in guidance recently?
- ___ ___ Are the teachers meetings helpful?
- ___ ___ Have you referred a child to a specialist?
- ___ ___ Do we need more reference books on guidance?

ANSWER THE FOLLOWING:

What part of the guidance program has been most helpful to you?

What improvements can be made?

What type of workshops should be held next year?

List materials you need for the guidance program?

What methods do you use in helping children adjust in your classroom?

Can we improve teachers' meetings from a guidance point of view?

STUDENTS

Name _____ Date _____ Grade _____

Give **An Answer To The Following Questions:**Who do you go to when you have a problem? _____

Does this person usually help you? Yes ___ No ___

Are you afraid to ask your teacher for help? Yes ___ No ___

Do you know how to help yourself when facing a problem?

Yes ___ No ___

Is your teacher fair in her treatment of all children in the room? Yes ___ No ___

Are you happy? Yes ___ No ___

Have you ever been a class officer? Yes ___ No ___

Do your parents visit school? Yes ___ No ___

Do you like school? Yes ___ No ___

Do some students make you nervous and you find you cannot work well? Yes ___ No ___

Do you believe most people like you? Yes ___ No ___

Do you take part in school activities? Yes ___ No ___

Do you find it hard to speak before the class? Yes ___ No ___

What part of school work do you like the best? _____
_____Which ones do you dislike? _____

Do you feel that teachers or parents do not understand you?

Yes ___ No ___

What changes would you like to come about at school?

What changes would you like at home? _____

Do you find it hard to concentrate on certain school subjects?

Yes ___ No ___

What do you do in your spare time?

What activities do you and your parents take part in together?

What school activities do you like? _____

PARENTS

Name _____ Date _____ Grade of Student _____
 (optional)

We are attempting to evaluate our guidance program at school. Answering the questions will assist us greatly in helping the children in the school.

1. Do you feel your child is happy in school? Yes ___ No ___
2. Does your child feel that his teacher is unfair in class? Yes ___ No ___
3. Do you feel he is right? Yes ___ No ___
4. Are you aware of the services available to you and your child? Yes ___ No ___
5. Have you ever visited school? Yes ___ No ___
6. Do you understand what we mean by guidance? Yes ___
No ___
7. Does your child have work at home? Yes ___ No ___
8. What type? _____

9. Do both parents work? Yes ___ No ___
10. What changes would you like to see in the school program? _____

SPECIAL TEACHERS

A form to be used by special teachers to see which and how many activities a child participates in through-out the school year.

NAME	FALL	WINTER	SPRING
	Football	Basketball	Baseball
	Softball	Volleyball	Ind. Activities
	Ind. Activities	Audio-Visual	Audio-Visual
	Aud. Visual Club	Library Club	Library Club
	Library Club	Jr. Red Cross	Jr. Red Cross
	Jr. Red Cross	Folk Dancing	Folk Dancing
	Folk Dancing	Safety Patrol	Track
	Safety Patrol	Equip. Manager	Music
	Equip. Manager	Var. Basketball	Var. Baseball
	Var. Football	Music	Var. Track
	Music		Safety Patrol
			Equip. Manager
			Others

CHAPTER V

CONCLUSION

In the research I have conducted in working on the Guidance Program For Gilbert School District it was found that guidance as such, can not be set aside without regard for the total school program. Guidance, to be effective in the elementary school, must be carried on to the greatest extent by the classroom teacher. Only when difficult cases are encountered will the specialist be called upon. This, however, does not mean that specialists are not needed. As pointed out in this research paper previously, not all teachers will be able to do a good job of guidance.

In setting up the program, objectives were chosen which would meet the needs of this particular school. No one list of objectives can be drawn up, to fit the needs of all schools. As stated, in order to set up objectives it is necessary to start with the situation that is present and attempt to work toward fulfillment of broader objectives.

Guidance should be focused on the individual. It should help him to better understand himself and through this understanding, help him to adjust to life situations. Throughout the research, authors stressed this point in one way or another. The concept that guidance will show the child how to do certain things can be misleading. We

cannot live the life of another individual; we can however help him to face reality and try to have him solve his own problem. This is primarily the thinking in this research paper.

It was found that much of the present material written on guidance has been done on the secondary level. To find a program for the elementary school has been difficult. Much has been written on theory of guidance on elementary level but little of this has been put into a working program which would be helpful. This does not mean that the elementary schools are not carrying out programs of guidance. Many are, but they have not organized in detail how the program is to function. To be successful means that a written, well planned, organized program is essential. We cannot meet the needs of children haphazardly. The stakes are too high. Within the classrooms of today are the leaders of our nation of the future. In the complex world we are living in, it will take encouragement, guidance, and all the help we can possibly give to see that they can carry through. This can be done through education, and guidance is a vital part of this education.

Schools at the present time are over-crowded and classrooms are badly needed. Situations of this type are in existence throughout the United States. Gilbert School District is no different from the rest. To carry out the

functions of guidance will mean that finance and space will be needed. Will the program be accepted under these circumstances? Will all of the program be adopted? Space to carry out the program will definitely be a handicap. Perhaps the space needed will not be adequate but it can be provided. When shown that a guidance program is necessary to do a sound job of educating their children, the people will back this program and see that it is provided. They, however, will need facts and figures which show that it is a necessity. Public relations will have to be the best. The administration will need to take the lead in seeing that the people are made aware of the needs. The program must speak for itself. If all of the program is not accepted in its entirety, then the portion that is will need reorganization, and with the hope that the total program can be adopted in the near future.

In this research it is concluded that:

1. The administration will need to furnish leadership to have a successful program.
2. The planning and working of the program must be a joint effort of all members of the school and community.
3. Guidance is present in elementary schools but there is a lack of over-all organization.
4. The teacher training institutions will need to require more work in guidance for elementary schools.

5. Guidance and education are similar in many respects at the elementary level.

6. Guidance although informal and incidental is not casual or haphazard.

7. To be effective guidance must be centered around the classroom teacher.

8. There is no one set pattern of development to follow in organizing the guidance program. There are, however, some elements common to all schools that can be considered. You must take the situation as is, and build a program to meet the needs of that particular school.

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