THE FEASIBILITY OF AN ELEMENTARY SCHOOL GUIDANCE PROGRAM

by 45

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INTRODUCTION

Much has been written in the area of the knowledges and skills necessary for the elementary guidance-couselor to develop an effective program. This is, to a large extent, the type of material mastered in the graduate training of the guidance counselor. At the present time, however, there seems to be a disagreement as to how to use those knowledges and skills in guidance counseling. Opinions differ as to whether there should be a team of specialists including, the psychologist, social worker, nurse and couselor or whether one specialist, the child development consultant, can serve in all of these capacities.

Some educators believe that early guidance is an extension of the elementary school teacher's job; others believe that there is no functional difference between the role of the secondary and elementary school counselor. Still others maintain that guidance of elementary school children requires the knowledge, insight and techniques possessed by the school psychologist, school social worker, clinical psychologist, psychiatric social worker, or school nurse.[1]

Background

The education of children has been a major concern of

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[1]Hyrum M. Smith and Louise Omwake Eckerson, "Elementary School Guidance: The Consultant," School Life, July 1962, pp. 27-29.

every civilization. But in future years, as people look back, they may very well characterize our times as marked by unusual interest in children. Probably at no other period have so many adults recognized that the events of childhood determine each person's destiny and consequently the destiny of the nation.

The people of the United States have repeatedly insisted that their schools serve all the children of all people. In 1964, President Johnson and Congress allocated $1.3 billion to expand education to those who had previously been neglected.[1] Schools are therefore, no longer selective, eliminating those who do not qualify for certain learnings, but are developmental, providing experiences adapted to the individual needs of all children.

As schools strive to attain these goals and to serve all children and youth, emphasis upon guidance activities has steadily increased. Guidance helps teachers to understand the needs and abilities of individual children. Through guidance, teachers are enabled to utilize the dynamics of learning so that each child realizes his potential. Guidance concepts also aid the teachers' efforts to develop mentally healthy and well adjusted personalities.

The school must also recognize and meet contemporary conditions in society which affect children's lives. Many broken homes exist with the resulting emotional problems for both parents and children. The expanded population has brought many newcomers to the schools which often results in overcrowded classrooms. In

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[1] "A New Era of Educational Expansion - NDEA and Title I", NEA Journal, September 1965, p. 38.

addition to the population expansion is the population mobility. The writer has experienced this especially in the Junction City and Fort Riley schools. The child who has left familiar faces behind and must adjust to new surroundings, new children, and new teachers (sometimes 2 or 3 times in a school year) often needs special help. Pressures of housing, transportation, and limited space have created tensions which are often reflected in children's lives. Waiting wives and children of army personnel have many problems. Changes in the distribution of racial and ethnic groups and in rural and urban living affect many families and consequently, the behavior of their children. All of these conditions make new demands upon teachers to understand each child and his background as quickly and thoroughly as possible. In the face of these changes, teachers and administrators have recognized many needs for additional psychological and guidance services in the schools.

The teachers, although she is a key worker in the guidance program, cannot do the job alone. The explosion of knowledge in all subjects and the increasing complexity of choices and decisions youngsters must face make each teacher's job more difficult. She needs help in meeting the needs of individual children and in planning learning experiences for them.

Evidence from many sources has shown that the root of the high school dropout problem lies in the child's experiences from babyhood to adolescence. At the high school age it is more difficult to change attitudes and habits or to influence character. In addition, the youngsters who need guidance most may have quit

school. For example, in a summarized report of twenty-eight different studies of California drop-outs and graduates, the main recommendation was that the identification of potential drop-outs should begin in the elementary grades.[1] If the problem is not dealt with until junior high school, it cannot be successfully solved.

Evidence also indicates that the problems of underachievement and the waste of talents of many gifted children begin in the early years. A lack of values and purpose, low aspiration, a sense of worthlessness--all these are attitudes that begin forming in early life.

Need for Elementary Guidance

Children in elementary school can change patterns more easily because they are in early stages of development and their problems have not had a chance to become deep-seated. There are also many years of development ahead in which to help the child. In addition, children are not so subject to pressures to be like their classmates as they are in adolescence. Then, too, parents are closer to the school and teachers are closer to the child. Parents can approach contacts about their children more optimistically because there has not been time to build up discouragement over failures. Teachers who work with the children on an all-day basis can know them better and more easily identify their problems.

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[1]David Bogen, Executive Secretary, Los Angeles County Probation Committee, Annual Report, Los Angeles, 1958.

There is increased knowledge of the influence of the home environment and the attitudes of parents and community on a youngster's development. Educators believe that elementary schools in underprivileged neighborhoods have a special need for professional guidance workers. It is very difficult for boys and girls who are products of poor environments to rise above these surroundings unless they have special help and guidance at school. Psychologists and sociologists are alarmed at juvenile court statistics, and educators are worried about serious discipline problems and don't care attitudes among students. But if anything can be done to help such boys and girls, the help must begin earlier, and parents as well as children must receive guidance. For all these reasons, educators are urging a full-view approach to guidance and the introduction of organized services and counseling personnel into the elementary schools.

Purpose of Report

The purpose of this report is twofold. First, because the teacher is expected to assume a role in the guidance services, it is necessary to know what responsibilities should be delegated to him in the various areas of the program. The opinions of several authorities in the field of guidance were examined concerning the role of the teacher as a participant in the guidance services.

Secondly, and more significantly, is the problem of how teachers and specialists working together can attain the goal of a fully developed child emotionally, socially, physically and academically.

Procedures and Problems Involved

This report was designed as a problem in library research. The following list of source materials for suitable information were consulted: Encyclopedia of Educational Research, Educational Index, Review of Educational Research, Reader's Guide, Psychological Abstracts, Dissertation Abstracts, Personnel and Guidance Journal, Journal of Consulting Psychology, and Educational and Psychological Measurement. General education periodicals were also consulted including The Instructor, Grade Teacher and NEA Journal. In most instances, the research studies were made after 1960.

The first section of this report was made by reviewing books and current periodical literature dealing with the subject, by interviewing counselors and teachers, and by drawing upon the personal experience of the writer while serving as an elementary school instructor.

The second section gives the theoretical viewpoints of outstanding people in the general area of elementary counseling.

The third section is a resume of the writer's opinions on how to best serve the child in the elementary school through a team approach to guidance.

Two actual cases, with information that was compiled for counseling purposes and for special services to the school are found in the appendix. One was used to identify a mentally disturbed student. The other is a case study of an adopted seventh grade girl. The information was gathered from permanent records, test scores, interviews with a psychiatric team, sociometric

devices, informal visits with the parents, formal visits to the county welfare office and by observation.

DEFINITION OF TERMS

Guidance

> Guidance is an educational process by which we assist individuals in the making of choices and adjustments in significant situations in their lives in which they need help. It has various aspects which are interrelated, yet we should recognize these as educational, vocational, and personal-social, in nature. Guidance involves a point of view which influences other educational procedures such as classroom teaching, administration, curriculum construction, and provision for extra-class activities, yet it is not synonymous with such procedures.
>
> In addition to a point of view, guidance includes provision for specific services. These guidance services include (1) development in the individual of an accurate and objective evaluation of himself; (2) of his environmental opportunities, especially those which are educational and vocational in nature; (3) counseling to bring the individual into an optimum relation to the opportunities in his environment; (4) placement; and (5) follow-up when he drops out or is graduated, that his life may bring a maximum of satisfaction to himself and be of service to others.[1]

Instruction

Curriculum development and the management of the learning process.

Pupil Personnel Services

> The non-instructional professional school services many elementary and secondary schools provide for their students. These services, as outlined in a policy statement by the Council of Chief State School

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[1]Ruth M. Martinson and Harry Smallenburg, Guidance in Elementary Schools. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1963.

> Officers, are attendance services, social work services, guidance services, health services and psychological services.[1]

Guidance Counselor

Works with students on educational and vocational planning and personal problems common to each age group: helps them gain insight into problems and to make judicious decisions. The counselor must be trained in the administration and interpretation of standardized tests. He functions as a school staff member and is directly responsible to the principal. He confers regularly with other staff members on student progress, group test interpretations and curriculum development.

> In terms of other activities, the counselor is most easily distinguished from other pupil personnel specialists in his concentration on all pupils rather than a selected portion of the school population. The counselor must relate closely with all other pupil personnel specialists primarily as referral sources who are better able to meet both the guidance and the broader pupil personnel needs of certain students.[2]

School Psychologist

Works with students who have serious learning or behavior difficulties because of physical, mental or emotional handicaps. He must be skilled in giving an intensive psychological diagnosis of a problem and in interpreting it to the school and home.

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[1]Kenneth B. Hoyt, "A Constellation of Services," Personnel and Guidance Journal, p. 691.

[2]Louise Omwake Eckerson and Hyrum M. Smith, "Elementary School Guidance: the Consultant," School Life, July 1962, p. 27.

Guidance in the Elementary School

> A program to assist all children directly and indirectly through their teachers and parents, to make maximum use of their abilities for their own development and for the good of society. The emphasis is on the early recognition of intellectual, emotional, social and physical strengths and weaknesses, on the development of talents, on the prevention of conditions which interfere with learning and on the early use of available resources to meet the needs of children.[1]

Child Development Consultant (CDC)

Includes counselors, school psychologists and school social workers who spent at least an average of 1 day per week in an elementary school.

Identification

Consists of two processes--screening and selection.[2]

> Screening. The process whereby all the children in a group are tested or observed under as standardized conditions as possible and ranked from the highes to the lowest in ability according to their tests or observed performance.
>
> Selection. The process of determining which of the children observed should be included in a specialized program.

REVIEW OF LITERATURE

The question of whether or not to have a guidance specialist on the elementary school staff has caused a great deal of debate

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[1]Louise Omwake Eckerson and Hyrum M. Smith, op. cit. p. 27-29.

[2]Donald F. Williams, Identifying and Counseling the Superior Student in the Secondary School, unpublised masters report, Kansas State University, 1959, p. 12.

among interested educators, particularly classroom teachers. Many believe that counseling and guidance should be done by the teacher. Arbuckle summed it up this way:

> One of the great benefits of the educational program at the elementary level is the intimate relationship the teachers establishes with his pupils. In most instances, the elementary teacher becomes all things to the children--friend, counselor, and confidant, as well as the teacher. He is usually more familiar than anyone else in the school with the child's family situation and problems related to it. It would seem rather foolish therefore, to take the job of counseling away from the one person who is probably best qualified to do it.[1]

Many believe that guidance counselors are only frills and fads. Ferris expressed his feeling in the NEA Journal:

> If elementary schools utilized to the fullest the personnel now available to them, how necessary would a full-time guidance counselor be? Many school systems throughout the country already employ trained psychologists, social workers, and persons with special training in the area of individualized testing. School systems that cannot afford these essential services could hardly afford a full-time guidance counselor. If they did hire one, chances are his services would be available only to those children with special problems.[2]

> Fink agreed with Ferris: Frankly the orientation of the majority of psychologists and social workers with whom I have come in contact has been toward the individual, not as a member of the group but as one isolated person with special problems. It becomes apparent that the school has neither facilities, finances nor time for this highly individualistic approach.[3]

Many teachers are appointed by the school administrator to

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[1]Dugald S. Arbuckle, Guidance and Counseling in the Classroom, Boston: Allyn and Bacon, Inc., 1957, p. 57.

[2]Robert R. Ferris, "Guidance in the Elementary School-A Teacher Can Do It Best", NEA Journal, September, 1965, p. 29.

[3]D. D. Fink, Personnel and Guidance J. 38:736-8, Nov. 1959.

perform counselor duties, as Henry Weitz stated:

> For years to come we may see the guidance worker as more of a curriculum consultant than a counselor, as the leader in in-service training of teachers in the guidance point-of-view more than as a ready source of help to kids with special personal needs. Promoting the guidance point-of-view without the technical and scientific training essential for its implementation may do and probably is doing, more children more harm than good.[1]

Many experts view guidance as so intimately related to the other educational services as to be inseparable from it. The following excerpts indicate the feeling that the guidance worker cannot perform adequately without training as a teacher. Weitz stated:

> We take the position that persons who are to function as counselors should be acquainted with the public school situation, understand the problems and needs of the classroom teacher and the role which the teacher must play in the over-all guidance process.[2]

Fink reiterated his stand on the contrality of the teacher and the classroom:

> It is irrevocable, infallible fact that schools exist for one purpose, and one only--to teach and to educate the people. Every counseling and guidance function must grow out of that basic tenet. When one envisions a school, he must basically see a classroom of two to 35 children under the guidance and direction of a teacher, and every other service provided within the school setting must enhance that situation and make more efficient and effective the work of the classroom teacher.[3]

Some looked hopefully for research, but not infrequently this hope was tempered with skepticism. The following excerpt suggested

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[1]Henry R. Weitz, "Counselor Shortage," Personnel and Guidance Journal, 37:266-272, December, 1958.

[2]Weitz, Ibid.

[3]Fink, op. cit., p. 236-8.

this view:

> We need more than "arm chair" research. We usually find with such studies that college personnel are more interested in brief basic research types of problems that can be carried out on a campus from which they attempt to infer, rather than research carried on in a live setting. We need more research in the field. Recommendations which have followed such campus studies seem to be highly speculative in nature and require follow-up studies in the field that most school personnel are unable to do.[1]

A Kansas High School counselor reports:

> The basic elements of a sound process of identifying gifted students should include close and continuous liaison with the feeder schools. The better this liaison, the earlier the identification of talented students, the more prepared they are for the next educationsl step; the more complete are the records the schools transmit about students; and the more clear is the knowledge about higher education. It is reasonable to believe that appropriate counseling will increase the self-realization and independence of the student.[2]

Dr. Lawrence H. Stewart made a survey of ninety four counselors and one hundred sixty nine teachers in San Francisco to learn whether these groups had different conceptions of guidance services which would be most appropriate for particular problem situations. His findings on Robinson's "What Should Be Done?" showed a decided tendency for both groups to suggest intensive counseling or referral for students characterized by social or academic deficiencies. However the identification of talented students was neglected:

> On the other hand, less than ten percent of the members of either group suggested intensive guidance

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[1]Weitz, opl cit., p. 266-272.

[2]Williams, op. cit.

> services for superior or well adjusted students (Athlete, Bright Engineer). This finding runs counter to one of the purposes of the NDEA: to use guidance services as a means of helping talented students to make optimal contributions in the interests of national defense.[1]

California recommends elementary counseling beginning with kindergarten for all students.

> Guidance in elementary school should emphasize the developmental rather than the remedial and preventive. If the prevention of delinquency and emotional disorder are set as the primary function of an elementary guidance program, only a small percentage of children will benefit from its services. Society therefore, can better profit from an attempt to optimize the potential of all children.[2]

While it is true that there are obviously certain kinds of personnel work that require the attention of skilled professionals, such as nurses, doctors, dentists, psychotherapists, and so on, it is also true that the greater part of the personnel work and guidance that must be done with children will be done by the classroom teacher, or will not be done at all. Arbuckle wrote:

> To try to prevent teachers from doing such work is to prevent them from functioning effectively as teachers... The classroom teacher is concerned with the welfare of children, and his special area of study is, or should be the realm of human behavior and human adjustment. That we teach "children and not subjects" is a cliche' oft repeated, but the repetition does not render it any less accurate. Nor does it apparently have much effect on the fact that far too often in school we teach subjects and skills and not children.[3]

In discussing the evaluation of a guidance program, Davis and Norris said:

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[1]Hyrum Smith and Louise Omwake Eckerson. Guidance for Children in Elementary Schools. U. S. Office of Education Bulletin, 1966 Washington, D. C., U. S. Government Printing Office.

[2]Ibid.

[3]Dugald S. Arbuckle, Guidance and Counseling in the Classroom op. cit. p. 57.

> Guidance is probably the most discussed subject in the field of education. Hardly a professional meeting in that field is without its guidance section or division. A school system today without something called a "Guidance program" is considered a definite anachronism. A grave danger for the future and a probable reason for the slow progress in guidance is the tendency to assume that when a guidance program has been set up its success has been ensured.[1]

Dunsmoore and Miller, in discussing this point further, stated:

> Once a program of guidance objectives and activities is formulated, means of implementation provided, personnel prepared and assigned, and the program launched under seemingly favorable conditions, the proglem of evaluating its effectiveness begins to come to the fore. Evaluation is essentially a process whereby we attempt to determine the outcomes or values of an activity or project being undertaken.[2]

THEORETICAL VIEWPOINTS

Organizing for Guidance in the Elementary School-Patouillet

Education anticipates strides in communicating a vast increase of knowledge to students through the use of independent study, television, language laboratory equipment, and other new teaching equipment and teaching techniques. It is logical to expect the schools to meet the bombardment of knowledge with new techniques and personnel. The most efficient cannot do the job that the times demand and also serve as guidance consultant as well as psychologist and social worker. These persons are needed

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[1]Frank G. Davis and Pearle S. Norris, Guidance Handbook for Teachers. New York: McGraw-Hill Book Company, Inc., 1949, p.322.

[2]Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers, p. 375.

by the significant number of children who have major problems and by the much larger number of children who occasionally need specialized assistance. In addition, all children profit indirectly from the continuous presence of a guidance consultant who helps teachers understand the preplexing phase of a normal child's development and the danger signals of trouble.

Guidance consultants are at the center of guidance programs in elementary schools. Patterns of selection and preparation of these persons now are varied. As the movement grows, experimentation and evaluation should determine the preparation which can contribute most effectively to the needs of children.

When school social workers and school psychologists are selected as guidance consultants, they may wish to retain their identity in name. However, many people have the mistaken belief that social workers help only the poor and that psychologists work only with the unbalanced. For this reason, it might serve the purposes of public acceptance as well as uniformity if such noninstructional specialists, who are engaged in helping children learn in school, were known by a single title such as counselors, child consultant, or guidance consultant. The term guidance consultant is used here to differentiate between guidance personnel in the elementary school and counselors in secondary school because Patouillet sees an increasing number of similarities and a decreasing number of differences among their respective roles. In discussing the role of the elementary school guidance consultant, Patouillet adds:

> The term counselor therefore no longer adequately

> describes his function if we think of counseling as a one-to-one relationship. The guidance worker is essentially a consultant in human relations who involves in a cooperative enterprise all those who affect the development of the child.[1]

A Focus for Public School Guidance Programs: A Model and Proposal

Succinctly seated the basic purpose of the guidance specialist is to maximize the learning of all students and to enable them to use their learning effectively. "The guidance specialist is perceived as a quasiadministrative functionary by both teaching and administrative faculty."[2] Unfortunately, guidance workers have often rightfully earned this dubous distinction by frequent and unprotesting acceptance of administrative responsibilities. However they do not help the students enough. The variety of administrative tasks dealt to guidance specialists is varied but often includes discipline, work related to attendance, tardiness, maintenance of cumulative folders and files of various types, evaluation of teaching personnel to extracurricular functions, public relations and so forth. Is it any wonder that teaching faculty often do not perceive guidance specialists as being related in any direct way to the education of children, or that many lay persons regard guidance services as a frill or fad?

The second situation that distinguishes the association of

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[1]Raymond Patouillet, "Organizing for Guidance in the Elementary School". Teachers College Record, p. 435. New York, Columbia Univ., May, 1957.

[2]Merville C. Shaw and John K. Guel, "A Focus for Public School Guidance Programs: A Model and Proposal". Personnel and Guidance Journal, April, 1966, p. 824-27.

guidance workers with their administrative and teaching colleagues is typified by the actual physical separation of such services from the vicinity of the classroom. This tendency can be seen in both large metropolitan centers with a great many resources, and in smaller school districts that combine with each other to establish guidance centers which may be completely removed, not only from the school, but possibly from the district as well. It is difficult for teachers to understand how a function completely removed from the physical school plant can have much impact on what goes on in the schools.

Three essentials are involved in understanding children.

1. One is the knowledge of the scientific principles affecting human development. These principles come from research in several sciences-physiology and biology, psychology, psychoanalysis and psychiatry, sociology and cultural anthropology.

The principles which teachers consider as they guide children are:

Behavior is caused and is continuously influence by multiple, complex, and interrelated forces. A child's behaviors, therefore, can be understood only as these influences are understood.

Each child is unique and unlike any other human being. He needs, therefore, to be studied and understood as an individual.

Children, however, are alike in many ways, since they have the same basic human needs. As teachers understand the characteristics of their groups, they can plan an appropriate environment and experiences.

Every child has worth and value. This value relates to his

personal uniqueness and to the ideals of our society.

2. Another essential is factual information about the individual child--his life experiences, his behavior, and his uniqueness. But sheer quantity of facts is not enough. We need information which is carefully gathered and which represents all facets of the child's development. His physical being and development, the emotional climate of his home, the social-cultural influences around him, and the impact of his age-mates must all be considered. Looking at all this information, the teacher begins to sense the child's most significant needs and how the school can meet these.

Year by year, as a child is in school, the school team of teachers, nurses, psychologists, curriculum supervisors, and administrators can gather a telling body of facts. As these team members share the information, they come to understand the child much better. This results in happier, better adjusted children.

3. The third essential is the counselors' continuous development of the skills of the scientific method of solving problems. In any science, after a problem has been defined, the first step is systematically to collect objective information. In most public schools, many sources of information are easily available to teachers. No single way of studying, testing or appraising children's behavior gives complete or accurate understanding. Use of the scientific method calls for many kinds of unbiased information. This all builds a foundation for later study, interpretation, and action.

As questions are raised, the making of hypotheses, that is, suggesting "best guesses," is another step in the scientific method. The hypotheses are checked and tested against the available facts. Additional information if often needed to arrive at valid conclusions and to make tentative plans for action. The results of these plans are considered in the light of new knowledge. Naturally conselors can guide children more safely as they use the scientific method of check and recheck. This is far sounder than relying merely upon intuition or hunches.

Elementary School Counselor or Child Development Consultant

The preponderance of current opinion appears to be that there is little, if any, need or place for counseling or counselor in elementary schools. The movement seems to be toward providing consultants or child development specialists rather than counselors in elementary schools. The basis for this trend are as follows:

First, counseling is considered to be inappropriate or not feasible with elementary school children because they are not verbal, or not capable of verbalizing their problems.

Second, it is maintained that elementary children do not have the conceptual ability to benefit from counseling.

Third, it is contended that counseling children is ineffective because children cannot change or control their environments, and most of the problems of children are environmental in nature.

These assumptions are not supported by either experiment or experience. They are patently false to anyone who knows children. It is perhaps true that the socially disadvantaged child becomes less verbal as he grows older or progresses through school. This

is probably a direct result of his school experience. The child with different habits of speech, with an accent, with a different pronunciation, with poor grammar learned at home, soon learns to keep quiet to avoid criticism and ridicule. In general, our schools reduce rather than encourage verbalization in children.

If children are lacking in conceptual ability then our whole educational effort would be ineffective, since it depends upon verbal conceptual ability. For a child who is unable to verbalize sufficiently well to engage in a counseling relationship, play therapy should be provided. Dr. C. H. Patterson, superivisor of elementary school counseling students at the University of Illinois, indicates that the great majority (over 90 per cent) are able to engage in verbal counseling.

As for children not being able to control their environment, any parent can give examples of the ways in which children do and can influence and control their environment. In addition, counseling is not useless where control of the environment is not possible, and of course even with adults such control is limited.

In short, there is no basis for concluding that counseling is not possible or appropriate with elementary school. This conclusions is based upon the thinking of armchair specialists and counselor educators who have had no training or experience in child psychology. Counseling with elementary school children is successful. This was proven by NDEA institute for the past two years at the University of Illinois.[1]

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[1]C. H. Patterson, "Elementary School Counselor or Child Development Consultant," American Personnel and Guidance Journal, September, 1967.

Meaning and Purpose for Elementary School Guidance

> Guidance services in secondary schools and colleges came into being to meet the needs of the individual -- both the individual student and the individual teacher. Guidance services in our elementary schools are developing for exactly the same reason.

The development of guidance services and the appointment of staff counselors in elementary schools has been stimulated by five forces:

(1) the acceptance of the educational implications of what has been learned about child development.

(2) the education of the whole child has become a reality in terms of the common effort of most teachers in most schools.

(3) the increasing complexity of choices, and thus of decision-making and the growing awareness that basic attitudes and choices begin early in the child's life, makes teachers and administrators see the need for a critical evaluation of childhood education as to the impact of these factors upon the child's growth in life-planning and choice-making.

(4) the forerunners of the high school dropout problem, of the problems of underachievement, and of the waste of the talents of girls and of children from minority groups, lie in the child's experiences from babyhood to adolescence.

(5) there is increased awareness of the impact of home life, parental attitudes, and community influences in the determination of the child's sense of self, his aspirations, his values, his achievements.

These five developments have formed the basis for the introduction of organized guidance services in the elementary schools. As it is now developing in elementary schools guidance is emphasizing the following goals:

(1) to enhance and make more functional our understanding of all children and to enhance and make more functional all children's understanding of themselves.

(2) to help children with their goal-seeking, choice-making,

and life-planning, all good teachers are finding the building counselor a ready aid in several aspects,

(3) to help children develop socially, to mature in their relations with others, requires all the skill, patience, and ingenuity that any teacher can command. Here the classroom teacher may value the assistance of a skilled counselor for an ongoing developmental program and not just a remedial or adjustment effort.

(4) to help children begin early to grow in their understanding of the role of education in their lives and to help them mature in their own life-planning as a result of early vocational guidance.

The preparation of counselors for elementary schools must be broadly based, inter-disciplinary, so that this person becomes:

(1) a sound applier and interpreter of what we know about child development,

(2) an effective consultant and colleague with teachers and other instructional leaders,

(3) an effective collaborator with parents,

(4) an effective counselor of children.

(5) an effective applied research worker, a constant student of what the educational process do to children, and thus a vital contributor to better educational programs.

Hill concluded his speech with the following encouraging statement:

> Thirty years ago we did not "know enough" to move ahead in secondary school guidance. But hardy souls pushed ahead and great gains have been made! I am confident that the progress of guidance in the elementary school will be more rapid and more fruitful than was true of the guidance movement in the secondary schools.[1]

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[1]George E. Hill, "Meaning and Purpose for Elementary School Guidance," position paper presented at ALL OHIO GUIDANCE CONFERENCE 1964. Ohio Department of Education, Joint Committee on Pupil Services. Guidelines for the Organization of Pupil Services in Ohio Schools. Columbus, Ohio.

Guidance: A Constellation of Services

A constellation of pupil services would be staffed by a group of pupil personnel specialists prepared to serve educators and education through meeting pupil personnel needs of students. This staff would include the school counselor, the school psychologist, the school social worker, the school health officer and the school attendance officer. It is hoped that no one subscribes to the total plan for if adopted it would mean the end to the school guidance movement.

There are three activities in which school counselors must engage: (1) relating directly with pupils-one-half time; (2) relating with other contributing to total complex of activities called guidance-one-third time; and (3) assembling, studying and interpreting data required for successful accomplishment of activities one-half to one-sixth time.

In terms of other activities, the counselor is most easily distinguished from other pupil personnel specialists in his concentration on all pupils rather than a selected portion of the school population, and in his emphasis on developmental objectives.

The counselor must relate closely with all other pupil-personnel specialists in the school. In so doing, he regards other pupil personnel specialists primarily as referral sources who are better able to meet both the guidance and the broader pupil personnel needs of certain students. As one committed to all students in the schools, the counselor is interested in and concerned about every student working with the school psychologist,

the school social worker, and the school attendance officer. At the same time, he does not pretend to function as an inferior version of any of these specialists any more than he expects classroom teachers to function as inferior versions of the counselor. He recognizes the functions of all pupil personnel workers to be supplementary and complementary to each other, not substitutive and duplicative. He regards himself as part of the pupil personnel team, but does not regard this relationship as indicating in any way a lessening of the close relationship he maintains with the teachers and students. He is also an educator with a teaching certificate.[1]

An Experimental Study Within the General Field

Counseling and guidance service was extended into the elementary schools in 1964 by the National Defense Act. The most cogent argument, based on observation, is that many problems and difficulties displayed by adolescents seem to develop before the entrance into secondary school and that many adolescents are "just too far gone to be helped", at least without extended and expensive therapy.

An attempt was made to assess results of counseling with fourth grade students, using sociometric status as the criterion. A sociometric device was administered to four fourth grade classrooms. Students of low sociometric status were randomly assigned

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[1]Kenneth B. Hoyt, "A Constellation of Services", Personnel and Guidance Journal, 40, p. 690-697.

by classrooms to one of three treatment conditions: (1) counseling, (2) teacher guidance, and (3) control. When treatment conditions were compared, the evidence indicated significant differences in the relative frequency with which subjects increased or decreased in sociometric status, that the differences favored the counseling condition, and that these differences persisted over a period of seven months.[1]

Studies of students with outstanding aptitudes and abilities, the prime initial target of NDEA, Title V-A, have pinpointed the elementary schools as a crucial educational level in the guidance of talented children. It is in the early grades that children acquire work habits, attitudes toward school, and basic preparation which determine the quality and often the extent of their formal education. It is also during this period that parents should be alerted to their children's abilities and become involved in educational planning.[2]

The Baltimore Public School report of 1950-51 indicated the following values of their guidance services in the elementary grades:

1. Supplemented and enriched teacher's role; the trained counselor can work extensively with children on social, physical, emotional, and educational problems.
2. Enlighten parents on values of occupational opportunity

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[1]"A New Era of Expansion-Title I", NEA Journal, September, 1965, p. 8.

[2]Hyrum M. Smith and Louise Omwake Eckerson, Guidance Services in Elementary Schools OE-25045: U. S. Government Printing Office, Washington: 1966.

and shop-center classes.

3. Stimulated teachers' interest in studying human growth and development.

4. Aided in bringing educational opportunities to the attention of pupils and parents.

5. Increased number of parents who come to school for conferences and meetings.

6. Augmented work of visiting teacher and home visitor by early recognition of pupils who need referral to Division of Special Services.

7. Aided doctor and nurse in securing corrections of physical defects.

8. Supplied more adequate information for the cumulative record of each pupil.

9. Improved school and community services relationship.

10. Interpreted school to community and community to school.[1]

Little more than a decade ago, counseling particularly when viewed as psychotherapy was something that could take place only in the hands of psychiatrists; it was generally considered to be a long-term experience that often went on for years and years and it was only for those who were extremely disturbed. Rogers' publication of Counseling Psychotherapy sparked the movement that seriously questioned this concept, although many medical men are apparently still quite unaware of the role of the present day counselor in the field of psychotherapy.[2]

Dunsmoor and Miller stated:

The argument that the teacher should not and cannot

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[1]Hyrum M. Smith and Louise Omwake Eckerson, Guidance Services in Elementary Schools OE-25045; U. S. Government Printing Office, Washington: 1966.

[2]Carl R. Rogers, Counseling Therapy, Boston: Houghton Mifflin, 1953, p. 82.

> participate is no more valid than that which states that the teacher can perform all the guidance functions and thus obiate the need for any specialized guidance personnel. The extent to which one feels that the teacher must be a guidance worker is obviously affected by his concept of the functions of the teacher. Certainly if one were to accept the more traditional concept of the teacher as an individual who has amassed a good deal of knowledge in a certain area and whose function it is to pass this information on to the next generation, then there would be little debate on the differences between teachers and guidance personnel. This concept is probably accepted hardly at all by elementary school teachers, but to some extent by secondary school teachers and almost completely by liberal arts college professors.[1]

When one thinks of the teacher's function, however, as being related to such concepts as "student-centered" learning rather than teaching, the "total development" of the child, "individual differences", the "adjustment of the child to his society," and so on, then it becomes difficult to see how the teacher can be effective if he is not a personnel worker. This again, does not mean that there is no need for specialized guidance personnel. However, the basic objectives of the specialized guidance worker and the modern teacher differ very little if at all, and the attitudes, the general personality, and the concepts of the teacher and the counselor are very similar.

Obviously the counselor or specialized guidance worker has certain tasks that will be performed by him alone, just as the teacher has certain tasks that only he will perform but the overlapping of functions between the two are increasingly great. The teacher <u>can</u> function as a counselor; in many modern schools

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[1]Clarence C. Dunsmoor and Leonard M. Miller, <u>Principles and Methods of Guidance for Teachers</u>, <u>op. cit.</u>, p. 380.

he is functioning as a counselor, and if our children are to undergo the educational experiences that should be a part of their living in a democratic society, then he must function as a counselor.

That this attitude toward the guidance role of the teacher is by no means uncommon was well illustrated by the deluge of replies to an article by Carleton,[1] which indicated that teaching and guidance, like oil and water, just couldn't be mixed. The rebutting replies all reflected the general concept that good teaching is impossible without the elements of guidance being involved in the process.

> The day has surely passed when the modern teacher in the public schools of American could describe his function as being merely "to teach". It may well be, as a matter of fact, that the reason some teachers are relatively ineffective is that they have become so engrossed in the process of teaching that have forgotten the far more important problem of learning. It may be impossible for good teaching to occur without positive learning, but certainly a good deal of what goes on in the classroom under the name of teaching results in little real learning. Similarly, the modern counselor is hardly one who offers or gives counsel or advice, but he does attempt the much more difficult and complicated procedure of trying to help the disturbed individual to get to the place where he can see himself more clearly, supply his own answers, and make his own decisions.[2]

However, the teachers are too busy to counsel.

> America's children will be cheated out of the quality education they deserve. Curricula will be standardized rather than individualized because schools

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[1]R. E. Carleton, "Teaching and Guidance Can Be Mixed: Oil, Water, and Baloney", The Clearing House 25, 408-416, March, 1951.

[2]Arbuckle, op. cit., p. 57.

keep their teachers busy collecting money, recording attendance, and supervising lunchrooms instead of counseling with students, planning learning experiences with colleagues, and analyzing recent teaching efforts.[1]

DUTIES OF STAFF

Duties of Teachers

The following list of duties shows what is demanded of teachers today:

1. Remain alert to significant developments in academic specialties and continue general education in order to avoid obsolescence of knowledge.
2. Be a continuing student of the educative process and keep current with respect to innovations in teaching methods and materials.
3. Plan with students and fellow teachers.
4. Work with curriculum committees.
5. Experiment with different content, methods, and materials and keep systematic records of such studies.
6. Read and evaluate student work.
7. Confer with students and parents regarding pupil progress.
8. Counsel and advise students on academic, vocational and personal concerns.
9. Maintain a cumulative file of significant data on each student.
10. Develop reading lists, outlines, study guides, drill sheets, and visual materials.
11. Prepare tests appropriate to the range of objectives established.
12. Type and duplicate tests and other materials for classroom use.

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[1]George W. Denmark, "The Teacher and His Staff", NEA Journ: December, 1966, p. 70.

13. Arrange for field trips, outside speakers, and other programs relevant to the learning objectives of the class.

14. Supervise homeroom, study hall, or lunchroom.

15. Supervise playground or recess periods.

16. Advise student extracurricular groups; chaperone school functions.

17. Keep attendance and academic records.

18. Collect money for various drives and sell tickets for school events.

19. Order and return films and other visual aids and operate equipment involved.

20. Participate in professional-association and learned-society activites.

21. Maintain an active interest in civic and community affairs and represent the school in the community effectively.

22. Orient and assist beginning teachers.

23. Supervise student teachers and cooperate with area colleges in providing opportunities for observation and demonstration.

Elementary Counselor's Duties

A counselor's duties can be rougly divided into three parts: acting as a resource person, testing, and couseling children.

A. As a resource person

1. Interpret to teachers, parents, and administrators the results of group intelligence tests and achievement tests.

2. Discuss with teachers, children who have problems and help teachers who have such children develop techniques for aiding them to solve problems.

3. Give talks at PTA meetings, service clubs, and whereever there is interest in learing about the counseling program.

B. Testing responsibilities

1. Testing children who may be candidates for special education classes.

2. In the spring, testing kindergarten children who, according to their teachers, have emotional problems or are not of average ability.

3. Testing children new to the district.

4. Administering individual intelligence tests to children whose scores on group tests are very low or very high or are open to question.

C. Counseling Services

1. Counseling children who have minor personal problems that interfere with school progress.

2. Working with underachieving children.

3. Giving diagnostic reading tests to children with reading problems and making specific recommendations for correcting difficulties.

4. Meeting with parents of children for whom the district provides no school services, for the purpose of finding ways to get special help.

5. Studying children considered emotionally disturbed, giving personality tests to determine the severity of the problem, and conferring with the parents.

6. Working with psychiatrists and various agencies in behalf of the individual children.

7. Interpreting to the teacher of a typical child the findings of psychiatrists and the recommendations of therapists.

8. Assisting teachers with children who consistently require some form of discipline.[1]

Duties of a Teacher-Counselor

The term teacher-counselor usually describes the teacher in a junior or senior high school who has time off from some of his

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[1]Mary Lee Bechtole, "Why a Full-Time Counselor", The Instructor, August-September, 1967, p. 48-49.

teaching duties for guidance work. The teacher-counselor may sometimes be the only person in the school who has any time off for specific guidance duties. Thus, on a part-time basis, he may find himself administering and interpreting test batteries, counseling unhappy children, parents, and teachers, advising children as to academic and vocational choice, and so on. The teacher-counselor often does much the same work as the full-time counselor, but he has less time in which to do the work.

The basic functions of full-time counselors are much the same in both elementary and secondary schools with some noted differences:

1. The counselor in both schools helps emotionally disturbed children to come to a happier and more satisfying solution of their problems.

2. The counselor in both schools helps children with their academic difficulties, although the elementary school counselor is more involved in the academic experiences of the children than is his secondary colleague.

3. Counselors in both schools are concerned with the preventive and the remedial, but in the elementary school there is particular stress on the preventive so that there may be less need for the remedial later on.

4. Both counselors work with teachers to help them come to a greater understanding and appreciation of their children, although most elementary school counselors are probably more involved in the problems of the home. The smaller child has less control over his activities and any marked home problems tend to show up quite soon at the elementary school level.

5. Both counselor help parents to come to a greater understanding and appreciation of their children.

6. Both counselors develop testing batteries for diagnosis and counseling purposes. The types of tests administered will, of course, vary for different grade levels.

7. Both counselors maintain extensive and up-to-date records on the children for whom they are responsible.

8. Both counselors do vocational counseling although it is not one of the major functions of the elementary school counselor.

9. All school counselors work closely with other specialized guidance personnel such as remedial reading teachers, special class teachers, speech therapists and so on.[1]

Duties of Child Development Consultants

Teachers and principals have provided guidance services for a long time but with crowded classrooms and non-teaching duties, the teacher needs specialized help. Now schools from California to Connecticut have staffed guidance programs especially for elementary children.

Following is a composite of twenty-four elementary school guidance programs considered outstanding by state directors of guidance. The program is one part of a broader organization of services offered by the school system and community. These are usually called pupil personnel services, and in addition to guidance consultants, utilize school psychologists, school social workers, physicians, nurses, attendance coordinators and other professional personnel such as speech and hearing specialists and reading specialists. The program serves all children--not just those with problems. The guidance consultant is at the center of the program which involves the entire school staff--the team approach to elementary guidance.

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[1]Dugald S. Arbuckle, Pupil Personnel Services in American Schools, Allyn and Bacon, Inc., 150 Trement Street, Boston, Mass. 1962.

Following are some successful practices:[1]

A large city which had 180 full-time guidance consultants working in elementary schools was experimenting with this procedure.

> To achieve the objects of early identification and prevention, forty two teams consisting of a counselor, a half-time social worker, and a half-time psychologist have been assigned to forty seven schools. They will work exclusively in grades K-3 concentrating on grade 2.

A project on the West Coast led to these conclusions:

> ...the traditional roles of the psychologist, psychometrist, social worker, or counselor in the elementary school needs modification...Our investigation indicates a need for a staff specialist to serve teachers, principal and parents relating to the child's intellectual and personal development. A minimum of professional training is seen as that of the clinical psychologist, psychiatric social worker, or the pupil personnels specialist from the field of educational guidance and counseling with clinical experience...

In discussing the role of the elementary school guidance consultant, Patouillet added:[2]

> The term counselor therefore no longer adequately describes his function if we think of counseling as a one-to-one relationship. The guidance worker is essentially a consultant in human relations who involves in cooperative enterprise all those who affect the development of the child.

The school guidance worker (counselor, psychologist, visiting teacher) counsels with children through the class setting, although individual conferences with parents, and children are held if

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[1]Louise Omwake and Hyrum M. Smith, "Elementary School Guidance: the Consultant," School Life, July, 1962, p. 27.

[2]Raymond Patouillet, "Organizing for Guidance in the Elementary School," Teacher's College Record, Columbia University, New York, May, 1957.

referral to an outside agency is indicated.

Opinions differ on just what a child development consultant is. Patterson stated that the child development consultant would not be prepared to engage in counseling. He would consult about children with parents and administrators without ever having counseled with the student. Patterson further stated that it borders on the unethical when decisions and recommendations are made about a child without adequate knowledge of the individual child. It is similar to a physician making a diagnosis and recommending treatment without examining the patient:

> It would appear that there should be no question about the choice between a counselor or a child development consultant. The counselor can perform all the functions of the consultant, but the consultant cannot counsel ...Let it be clear that the acceptance of child development specialists means the death of elementary counseling.[1]

According to Piaget, the development of knowledge is a spontaneous process, tied to the whole process of embryogenesis. Embryogenesis concerns the development of the body, but it concerns as well the development of the nervous system and the development of mental functions. In the case of the development of knowledge in children, embryogenesis ends only in adulthood. It is a total developmental process which we must resituate in its general biological and psychological context. In other words, development is a process which concerns the totality of the structures of knowledge.[2]

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[1]C. H. Patterson "Elementary School Counselor or Child Development Consultant," American Personnel and Guidance Journ., Sept., 1967.

[2]Jean Piaget, The Origin of Intelligence in the Child, Routledge & Kegan Paul Ltd. Broadway House, 68-74 Carter Lane, London, E. C. 4. 1953. p. 11.

The U. S. Department of Health, Education and Welfare described a "child development consultant" as follows: "Child development consultants (CDC's) include counselors, school psychologists, and school social workers who spent at least an average of 1 day a week in an elementary school". A child development consultant, or CDC works in several phases of elementary school guidance. Thus, a counselor is usually responsible for a comprehensive guidance program. A school psychologist whose function may be limited to giving individual intelligence tests and making recommendations for educational placement is engaged in the identification of abilities, an essential part of the elementary school guidance program. Or, like the counselor, he may be involved in the total program. Likewise, a school social worker who works with parents and children in the home is helping to solve pupils' problems. Often, he works in the total program.[1]

The spheres of activity and techniques of these specialists overlap at the elementary level. Each specialist often assumes, in part, the role of another. Some social workers, for instance, give individual intelligence tests, usually a function of psychologists, and many psychologists and counselors use casework techniques, a social worker's main function.

Furthermore, these three specialists are currently working in programs labeled "elementary school guidance". Many, but not

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[1]Hyrum M. Smith and Louise Omwake Eckerson. Guidance Services in Elementary Schools OE-20402: U. S. Government Printing Office, Washington: 1966.

psychologists and social workers so employed have had teaching experience or have acquired teaching certificates. Inasmuch as administrators select specialists whose competencies in guidance are needed to help children succeed in elementary school, all of these professionals should logically be included in a national survey of elementary school guidance.

The survey made in 1966 by Smith and Eckerson for the U. S. Department of Health, Education and Welfare showed the following findings:

1. Almost 13,000 or one-fourth of elementary schools with enrollment over 100 had CDC's in 1962-63.

   A. The proportion of schools with CDC's was found to be highest in the North Atlantic region (31 percent) and the lowest in the Southeast (11 percent).

   B. CDC's were employed in 40 percent of schools with enrollment over 800 but in only 15 percent of schools with 100 to 349 pupils.

   C. CDC's were found in schools with kindergartens two to three times as frequently as in schools without kindergartens.

   D. Schools located in advantaged and disadvantaged areas had CDC's more often than schools located in average communities. However, CDC services were available to children in only one-third of schools located in disadvantaged areas.

2. Three-fourths of principals in schools without CDC's expressed need for their services. CDC's were needed most in large schools, in disadvantaged areas, and in the Southeast region.

3. One-fifth of elementary schools with CDC's started their programs before 1948. Forty percent of the programs with CDC's started during the period 1958-63.

4. CDC's described as having a background in psychology were more numerous than any other group of behavioral specialists; teachers with guidance preparation ranked second.

5. Three-fourths of elementary school principals expressed

6. By far, the largest number of elementary school principals reported that their CDC's worked more with children than with teachers or parents.

7. Three-fourths of principals mentioned children with emotional-social problems as one of the three groups receiving the most attention from CDC's.

8. Consultation with parents, consultation with teachers, and counseling of children were included among the six most important functions of a CDC by about 8 out of 10 principals.

9. The median number of CDC days needed (3.6 days) per week according to the principals was almost twice the median number provided (1.9 days) in their schools.

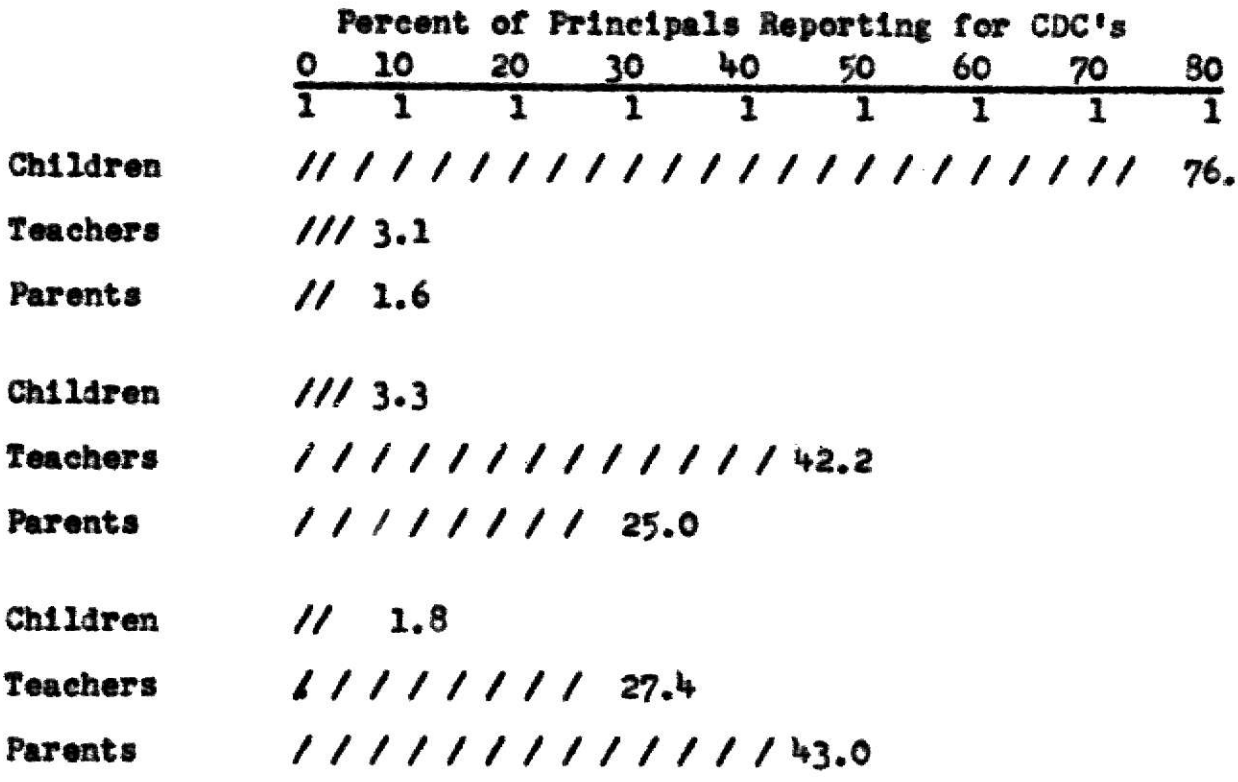
10. The median number of pupils per CDC was 789 in schools that had CDC's. The median number cited by principals as need for adequate service was 609 pupils per CDC.[1]

Prior to this national survey, in 1963, the Office of Education published a review of twenty-four successful elementary school guidance programs. The report revealed that in a broad sense guidance in these programs was a function performed by (1) elementary school teachers with guidance preparation, (2) school psychologists, and school social workers. These are among the varied specialists who are now helping to provide guidance for young children.

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[1]Hyrum M. Smith and Louise Omwake Eckerson. Guidance for Children in Elementary Schools. OE-25032: U.S. Government Printing Office, Washington: 1963.

CHART I



Implications of Chart I

In interpreting the chart, consideration should be given to the large nonresponse rate.

By far, the largest number of elementary school principals reported that their CDC's worked more with children than with teachers and parents.

These date relative to practices do not support the judgment of some leaders in elementary school guidance who believe that CDC's should spend more time with teachers and parents than with children. Also, emphasis on work with children may imply a problem centered program instead of a program to help all children.

COST OF ELEMENTARY SCHOOL GUIDANCE

It has been established that school guidance logically begins when a child enters school. An organized, comprehensive guidance program at the elementary level contributes much to the well-being of all--children, teachers, and parents.

An organized guidance program goes beyond good intentions. It requires that some individual or group of individuals coordinate the guidance activities of the school to insure an effective program. The organized program requires, too, certain basic materials and facilities.

Comparison With Secondary School Guidance

Since guidance programs in elementary schools are relatively new here in Kansas and since the organization of such programs varies tremendously, any discussion of cost must be based upon recommendations and their implementation. Although comparison to high school guidance costs is admittedly hazardous because of differences in programs and materials, application of secondary guidance costs to the elementary school is interesting in consideration of what might be done.

In a survey by Crosby of approximately eighty nationally known guidance specialists, it was determined that the following items are chargeable to guidance at the secondary level:

1. Salaries paid to directors, counselors, clerks, social workers, and psychologists for performance of guidance functions.
2. Tests and the scoring of tests.
3. Research material for the counselor's library and for the students.

4. Record-keeping devices used for guidance services.

5. Expenses for follow-up programs.[1]

Of the above items the first would be equally true at the elementary level; the second would vary only in terms of types of tests and test scoring. Machine scoring costs would occur only at the upper-grade levels. Research material, (item 3) materials for the counselor, student, and parent record-keeping expenses (item 4) would be similar at all levels; and expense for follow-up programs (item 5) would be less at the elementary level, although follow-up programs of individual pupils certainly should be carried on.

Comparison of guidance programs and their costs at the elementary and secondary level should be made only with a full recognition for both similarities and differences. The comparison made is logical in one sense because of the following findings by Crosby: (1) the major cost was for personnel, and (2) teachers administered group tests in the majority of schools, as they do at the elementary level. Differences between the guidance programs surveyed and those at the elementary level occurred in the following instances: the smaller high schools utilized homeroom guidance programs; the guidance directors spent all of their time in supervising the guidance program; and much counselor time in all of the schools was devoted to program planning. None of these would be true of the typical elementary program.

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[1]Joseph Wallace Crosby, "The Cost of Guidance Services in Selected High Schools," CTA Journal, March, 1964, p. 32.

One additional word of caution is necessary. The costs of elementary guidance shown in the table that follows are less than those of the secondary schools. One should not assume that secondary schools should therefore pare their guidance budgets. Thoughtful persons realize that secondary schools do much with vocational guidance, program planning, and with accumulated problems that is not done in elementary guidance.

In Table 1 the personnel were listed in the ratio recommended by the California Association of School Administrators. Test scores were taken from the 1954 catalogue of a nationwide test company. The costs of cumulative records were based on an admittedly theoretical 25 cents per folder. However, the allocation for records was more than generous, since the 1955 price lists of one publisher indicated that the amount allocated for 2,400 pupils actually would purchase more than 4,000 records in quantity orders.[1] The clerical estimate is based upon the assumption that a psychologist and a counselor will use the equivalent of half-time clerical help during the year for test scoring and recording, write-ups of case studies, ordering of materials, and keeping records, and the counselor alone will need quarter-time. The salaries of the counselor and psychologist are the writers' estimates of equitable current salaries for positions that require school experience plus one to two years of additional specialized training.

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[1]Listed Prices for California State Cumulative Record Forms, Elementary, A. Carlisle & Co., 645 Harrison Street, San Francisco, Calif., Bulletin 23382, (Los Angeles, Calif.: Division of Research and Guidance, Los Angeles County Schools, May, 1955).

TABLE I

ESTIMATED YEAR'S COST OF MINIMUM
ELEMENTARY GUIDANCE PROGRAM

	Per 1,200 Pupils				Per 2,400 Pupils			
	Group Int. Tests	Group Ach. Tests	Cum. Records	Personnel & Misc.	Group Int. Tests	Group Ach. Tests	Cum. Records	Personnel & Misc.
Kindergarten			43.25				86.50	
First		13.84 (Reading Readiness)				27.68 (Reading Readiness)		
Second	13.84				27.68			
Third		22.49				44.98		
Fourth		24.22				48.44		
Fifth	13.84	24.22			27.68	48.44		
Sixth		24.22				48.44		
All Grades:								
Counseling Personnel 2 @ 7,000.00				14,000.00				4 @ 7,000.00 28,000.00
Psychologist 1 @ 14,000.00				14,000.00				1 @14,000.00 14,000.00
Library				100.00				200.00
Supplies Incl.art media and play therapy				100.00				200.00
Clerical (quarter time)				1,000.00		(half time)		2,000.00
Administrative supplies incl. indiv. tests				100.00				200.00
Added cumulative records (new pupils-replacements)			43.25				86.50	
Totals (sub)	27.68	108.99	86.50	22,300.00	55.36	217.98	173.00	44,600.00
Total per 1,200 pupils:				22,523.17	Total per 2,400 pupils:			45,046.34

Although Table I is admittedly theoretical, it may provide a basis for estimating guidance costs at the elementary level that is somewhat better than pure guess. If one compares the per-pupil cost to the average cost in California high schools during 1957-58, it can be seen that the present elementary program could be planned at a cost that is roughly two-thirds the figure for the high school program. It should be recognized, too, that costs have presumably risen somewhat since that time.

Organized guidance programs at the elementary level are a new concept in all but a few places. Many school administrators tend to think of guidance personnel for their schools in relation to the use of interested teachers, nurses, or principals. Such use of these individuals is excellent. Their effectiveness is directly related to their time and training, however, and they probably would be the first to welcome trained resource personnel with whom they could work. Probably an assistant superintendent will be in charge of all pupil personnel services.

Specialized Services for Small Districts

The day is past when a district needs to reach a certain size before it can employ experts in special services. For one of the larger districts that can afford special services there are fifty that cannot. This leaves three possibilities (1) continue to expect the impossible from the superintendent; (2) employ a full-time-specialist who in too many cases doesn't have enough to do in a full-time capacity; (3) employ part-time individuals who have the training, the experience, the time and are available only as far away as the nearest state college or

university.

These services can be secured on a part-time basis and would result in a tremendous savings to the district, yet make available quality that, in many cases, is not available on even a full-time basis.

These men are in contact with the latest developments... tempered with experience in other districts. They are available for a minimum of cost as they can be secured on an hourly, daily, or weekly basis. They may continue to supervise a program or be used as consultants, depending on the need of the district.

These services are available for the smallest as well as the largest district. Areas for part-time services include: guidance personnel; psychologists; community relations specialists; psychometrists, special education personnel; and specialists in providing for gifted children.[1]

For those schools which are large enough or affluent enough to provide full-time elementary guidance services, a guidance worker would fulfill all the positions of psychologist, social worker and counselor. National surveys have grouped counselors, psychologists and visiting teachers together under the general heading of guidance worker because there is an increasing number of similarities and a decreasing number of differences among their respective roles.

Some school people identify the notion of resource personnel

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[1]Lyle Hanna, "Special Services for Small School Systems," School Board Journal, July 1962, p. 8.

at the elementary level with segmentation or departmentalization of the program. Such a notion becomes untenable if one focuses his thinking upon a co-working relationship of all adult personnel, with the efforts of all devoted to the best adjustment of the children. Adults who work together, plan together, and learn together to build the best possible educational program in their schools do not operate in compartments.

The importance of some serious thought concerning organized guidance facilities for elementary schools may become more apparent through the examination of statistics which show that the cost of caring for one child for one day in juvenile facilities, including special services, is $7.76 for girls and $7.63 for boys.[1]

The ratio of one resource person per 600 children seems highly conservative, too when one reads of the counselor-child ratios in correctional facilities. These range from one counselor for every seven boys to others in which one psychologist and four counselors serve 580 boys. Institutions requested six psychologists per 300 boys in one instance, and four psychologists and eight counselors per 580 boys in another.[2]

When we look at the costs and recommendations of institutions, we inspect them with full recognition of their essential nature. We do believe that examination of guidance costs in secondary schools and remedial institutions may cause us to feel that some

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[1]David Bogen, Executive Secretary, Los Angeles County Probation Committee, Annual Report (Los Angeles, 1960), p. 42.

[2]Los Angeles Times, July 3, 1960, part 1, p. 2.

economies might be effected through allocation of funds on a planned basis for early prevention. Perhaps the need for expansion of custodial facilities might be reduced somewhat through the efforts of adequate and trained personnel when the children are still young and hope still exists! In other words, emphasis must be placed on the early years when the problems are just beginning.

THE IMPLEMENTATION OF A GUIDANCE PROGRAM

The counseling service is the heart of the guidance program. The extent of the counseling service will, to a major degree, affect the scope and effectiveness of the other services. The importance of counseling in a program of guidance services cannot be underestimated; and by the same token, the role of the counselor is one of major importance to the total program.

The primary responsibility of the counselor is counseling. Additional duties serve as diluting agents and may result in a teacher or administrator with the title of counselor. A situation of this kind is a prostitution of the counselor's abilities and results in an inadequate or imaginary foundation.

The following factors are essential in the implementation of a guidance program: information about pupils shall be collected, organized, and interpreted on both a group and an individual basis; educational, vocational, and career information shall be provided and made available to all pupils; individual counseling shall be provided which may aid pupils in understanding and solving their educational, vocational, and emotional problems; group counseling may be utilized whenever this technique may help solve educational,

vocational, emotional, and social problems; and evaluation of results of observations of guidance personnel shall be made available to the school administration.

It is further recommended that each school have a guidance committee. The guidance committee is advisory and may recommend policy to be implemented by the specialists in the program. The school counselor is often chosen to serve as chairman of a school guidance committee. Committee members may include the counselor, speech therapist, principal, teacher(s), nurse and psychologist.

Establishment of Building Guidance and Counseling Committees now would provide a working, informational group which would acquaint teachers with the counseling concept and give them the feeling that they were contributing to the long-range goals.

A "type" Flow Chart to depict the above follows. Placement of personnel in the "command" positions would be the responsibility of the Superintendent of Schools as he utilizes his personnel to the best advantage of the pupils, teachers, and parents to be served.[1]

Although the teacher is responsible for working with groups of children, effective learning is always adapted to the individual needs, interests, and abilities. It is only natural that within the normal range at every age, there is appreciable diversity.

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[1]Emmett W. Crabtree, Sidney R. Hinds Jr., Loretta Marvin, Don Wallace, Herbert E. Kaiser, Findings of the Advisory Committee on Reorganization of the Shawnee Heights School District #450 Counseling and Guidance Services, College of Education, Kansas State University, Manhattan, Kansas, 1967.

Sample of Long-Range Plan

CHART II

BOARD OF EDUCATION
Unified District
#???

Superintendent of Schools

Coordinator of Guidance and Counseling Services

Building Guidance Committees
Principal
Counselor
Teacher
Nurse

School Psychologist

Guidance and Counseling "Team" or "Council"
Counselor
Sch. Psych.
Principal(s)
Nurse
Rep. from Menningers
Rep. from Social Welfare

Shawnee Heights 9-12

Principal
Ass't Prin.
Teachers
2 Counselors
Nurse

Shawnee Heights "Middleschool" 6-7-8 (500)

Principal
Ass't Prin.
Teachers
2 Counselors
Nurse

Barryton K-5 (350-400)

Principal
Teachers
½ Counselor
½ Nurse

Tecumseh South K-5 (350-400)

Principal
Teachers
½ Counselor
½ Nurse

AVAILABLE COMMUNITY SERVICES

CONSULTING
Menningers
Washburn U. Guidance Bureau
State Dept. Guidance Services
US Dept of Health

PLACEMENT
USES
KSES
US Civil Service
Kan. Civil Service

REFERRAL
Menningers
Kans. Neurological Ins.
Vocational Rehab.
Kan. Children Serv. League
Pub. Welfare
Vet. Admin Hospital
Juvenil Court
District Attorney
Rotary Club
Capper's Foundation
Air Force Diag. Center
Florence Crittendon Home for Unwed Mother

Teachers recognize that some children need special study and help. As schools include more and more children of school age, the teacher's attention is drawn to a few who differ markedly from the normal range. The teacher's sensitivity to these children leads to early study and plans for their best development.

Guidance is a "built in" part of all teaching. To know each child and to adapt experiences to meet his needs are skills which are essential for every teacher. Guidance helps teachers to see each child as a complete person and to relate what is taught to his entire life.[1]

The entire staff periodically evaluates the school's guidance service. As new characteristics and needs of children emerge, the school's guidance services are carefully reviewed and extended to meet the demands of modern living.[2]

Our folkways are resistant to change. The district school board following the ways of their fathers, have little incentive to take initiative in making changes in what should be offered in the schools, even if they could envision them. To introduce a new method into the educational mores requires some great force, personal, environmental, or economic. Even such firmly entrenched subjects as arithmetic, English grammar, and Latin, were introduced

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[1]Guiding Today's Children, Los Angeles County Superintendent of Schools Office, California Test Bureau, Los Angeles, 1959, p. 6.

[2]California State Department of Education: Good Guidance Practices in the Elementary School, Bulletin of the California State Department of Education, Vol. XXIV, No. 6, The State Department of Sacramento, August, 1955.

against intense opposition. But their proponents could show that they would serve an immediate purpose. And so against tradition and privilege, subjects needed at the time were introduced into the curriculum, where they remain to this day, though the need for them may have passed.

Progressive schools, however, have changed to meet the times. Knowledge about human development and learning has made teaching a specialized profession.

It has been established that the success of the school's guidance program rests largely with the classroom teacher. But the teacher needs assistance; he needs information. He sometimes needs relief from impossible demands made on him by children and parents with problems. Children sometimes need more than the ordinary procedures that the teacher can offer them of the school's goals for them are to be realized.

This is where a mental health program comes into focus. A mental health program should exist for one reason only: to help the school carry out its assignments: to see that the children get the most they can from what the school has to offer. What is most important is that the school comes to see that the mental health program is a logical extension of its educational program; the mental health and educational goals are highly compatible, and that mental health specialists can become valuable sources of strength in the school, once the school and the specialists realize what they are there to accomplish together.[1]

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[1]Jack I. Bardon, "The Scope of a School Mental Health Program," Elementary School Journal, January, 1963, p. 210.

THE ELEMENTARY SCHOOL COUNSELOR'S UNIQUE POSITION

"Counseling" is a complicated and delicate process. It could hardly be otherwise. The foundation of counseling lies in the fact that there are personal choices to be made; thus, the whole person is at once involved. The counselor cannot lay down rules and arrive at prompt or authoritative decisions. He is at best a wise friend who helps in the analysis of personal situations. He has at his command facts obtained in interviews which might otherwise not be available, answers to questions the student might not think of asking for himself, scores on tests particularly selected for him that he might not otherwise have had the chance to take, an assembly of marks and observations which no one else would have brought together or had the time to study. These are the counselor's advantages.

A definition of guidance given by Lefever, Turrell, and Weitzel[1] as being the process that gives intelligent attention to the needs of students, considered as individuals, and that helps students to become progressively more able to guide themselves--comes very close to defining what many modern educators would consider to be the function of the classroom teacher. The day has surely passed when the modern teacher in the public schools of America could describe his function as being merely "to teach".

The idea that teachers are the key persons in guidance has

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[1]Lefever, D. Welty, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance, rev. ed., (New York: Ronald, 1950), p. 130.

led many to presume a natural ability to counsel. To draw a dividing line between the work of the teacher and that of the counselor in guidance has thus become next to impossible.

But there is a clear distinction. The teacher as a guidance person can as Arbuckle says, function as follows:[1]

1. Provide in the classroom a climate and atmosphere such that learning can take place.
2. Provide a psychological atmosphere conducive to mental health.
3. Help the child adjust to his environment.
4. Provide the child an example of healthy, ethical and moral behavior.
5. Provide the child an accurate, objective and truthful picture of the knowledge and understanding of mankind and help the child to use this knowledge for his own good and for the betterment of mankind.

Counseling in the Elementary School

These precepts of guidance could and should be practiced in every schoolroom, but they are not to be confused with the professional service called counseling. Along with the professional training and practice mentioned above the following differences are to be found:

1. The counselor functions as a professional in the interview, as opposed to the lay person, who in conference, used advisement, persuasion and even, at times, threats and cajolery.
2. The counselor engages in a professional diagnosis, as opposed to the lay person's mere recognition that a problem exists.

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[1]Dugald S. Arbuckle, Guidance and Counseling in the Classroom, op. cit., p. 93.

3. The counselor functions in professional treatment using sound psychological methods, as opposed to the hit-or-miss efforts of the lay person.

4. The counselor functions as an expert in prognosis, as opposed to the lay person, who makes unstudied predictions.

5. The counselor functions as the professional leader of a small informal child-centered groups, as opposed to the lay leader, whose classroom group situations are larger, more formal and leader-centered.

Counseling in the elementary school is in danger of being watered down to the level of everybody's business. Ruth Strang has written a comprehensive definition of counseling:

> All forms feature a face-to-face relationship in which the client develops understanding of himself and others and ability to cope with his personal problems and other life situations. All forms aim to help personalities attain a higher level of personal and social development.

In the typical classroom the teacher does not have the time, the training nor the skill to adequately counsel his students.

Functions of the Elementary School Counselor

To clarify further the responsibilities of the elementary school counselor as opposed to the duties of the elementary school teacher, one might describe those functions the counselor performs as director of guidance services as follows:

> 1. The counselor acts as consultant to the principal. McIsaac[1] suggested that the counselor study factors that might lead to teacher and curriculum improvement, that he provide administrators with information that will help them identify students' needs which may not be served by the present program, and handle many of the opportunities for promoting public relations. He may also recommend and

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[1]Robert H. McIsaac, Guidance Services (Wichita). In Lester C. Crow and Alice Crow, (Eds.) Readings in Guidance. New York: David McKay, 1962.

> participate in the placement of children and assist in their orientation into new situations. He may counsel with the principal on personal matters when invited to do so.

Hoyt voiced the need for professional autonomy in performing a unique service in a professional manner: "The true professional has to have elbow room...He needs and can countenance no supervision in the exercise of his own professional actions and judgements".[1]

Friesen, Danskin and Kennedy used the concept of ecology in describing professional autonomy:

> The counselor who is going to be committed to ecological frame of reference is likely to need freeing from thinking about his work in terms of five or six traditional guidance functions. He is going to have to bargain for an open system in which often he travels in uncharted directions.

The counselor has the responsibility to safeguard the interests of the public he serves. There is no place in his counseling situation (the interview) for a third person. The principal is his supervisor in an administrative capacity only. Together the principal and counselor set the direction of the guidance program.

In an administrative sense the counselor is a member of the principal's staff. However, as a specialist the counselor determines the specific means by which desired objective are met. This is another clear distinction between the position of the teacher and that of the counselor in their relationships to the principal of the school.

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[1]Kenneth B. Hoyt, "Guidance: A Constellation of Services," Personnel and Guidance Journal, 40, 690-697.

2. The counselor acts as consultant to teachers. He assists the teachers in their interpretations of pupil data. Providing the environment that would be of benefit to elementary school pupils in their study of occupations, the counselor may suggest talks by certain parents who take pride in their jobs and can thereby remove the stigma that may surround the "blue-collar" jobs in the community. He encourages teachers to work individually with children in classroom guidance activities, holds in-service training periods for teachers with specified objectives in view, and counsels with them personally when invited to do so. In return, the counselor receives help from teachers in the knowledge of pupils through observation and conversation within the classroom. He works with the teacher in group situations based upon the developmental needs of the children, using the small informal child-centered groups for the purpose of furthering children's growth in human relations. He plans frequent conferences with teachers in small groups, and singly in order to carry out objectives and evaluate results.

3. The counselor acts as consultant to parents. He may counsel them concerning family relationships that have a bearing upon the behavior of the child or upon certain stages in his development. Or, if the seriousness of the situation so indicates, he may refer them to agencies outside the school for family consultations. He brings influence to bear upon the attitudes and feelings of parents toward the school and its staff to effect cooperation in the interests of the child.

The Team Approach

As a consultant to other members of the school staff, the counselor often calls together a team for purposes of holding a case conference concerning a child with whom each member of the team has worked. The team may be composed of principal, teachers, school nuse, speech specialist and parents, with the counselor as chairman. The counselor may sometimes work with a committee to plan certain aspects of the guidance program that involve various members of the staff.

The five aspects of the counseling function are the professional earmarks of the counselor and are used in the various guidance services as necessary. Sometimes the elementary school counselor must also be psychometrist and social worker, depending upon the circumstances in which he finds himself. Some counselors feel that the individual testing situation gives them a better insight to a child's essential character than a series of interviews, but most prefer to leave social work to the professional in that field.

In short, being a counselor in the elementary school is not a job for any other member of the staff, no matter how guidance-minded that member may be.

Wrenn[1] made a most pertinent observation: "No counselor need be a superman but he must be a person who is able to live with the awareness that he can never quite live up to his job.

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[1]C. Gilbert Wrenn, "The Counselor in a Changing World." A Preliminary Report of the Project on Guidance in American Schools. Washington, D. C.: American Personnel and Guidance Association, 1961.

All who want a placid self-contained life should apply elsewhere."

THE COUNSELOR DETECTS THE EMOTIONALLY DISTURBED

In a research study made by The Instructor[1] "a degree of disturbance requiring professional aid" ranged from 3 to 13 per cent of the child population. Dr. Richard Mencken in St. Louis said that he had all the patients he could possibly accommodate plus a waiting list, and he felt this is typical of most psychiatrists specializing in children's problems.

School psychologists on the other hand are reluctant to brand a child as emotionally disturbed. However, despite the school psychologists' understandable reluctance to brand children as ED, despite notable gains in the number of elementary schools having full-time counselors, despite additional help for ED's coming from tutoring and small-group programs financed by Federal funds, The Instructor researchers could only conclude that the number of emotionally disturbed children is indeed increasing. The rate of increase is at least 5 percent higher than that of the general child population.

Dr. Willard Auby, a Chicago psychiatrist suggested that an increase in the number of ED children now being helped may result in a decrease in ED adults some ten years hence. If these children gain a realization of their integrity and worth, they will learn how to cope with defeat and bypass restrictions. They will set up

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[1]The Instructor, "Emotionally Disturbed Children", August-September, 1967. p. 22-24.

checkpoints and security measures that should give them needed insulation in adult life.

Critics accuse educators of trying to sweep the problem under the rug. "Schools show the same reluctance to isolate and help the ED child that they did twenty years ago with the slow learner,"[1] said an annoyed psychiatrist.

The Instructor researcher asked the assistant superintendent of a Philadelphia suburb school district if that were true. "Partially," he admitted. "We have sensitive parents to whom we must turn for support and we don't want to alienate them."[2] (These were the sentiments expressed by the principal in the case study of "Jack" in the appendix.) We refer our ED's to the Child Guidance Clinic at _____ College. Not only do they get expert attention--it also takes some of the pressure off the school district.

That same superintendent also had positive defenses. "Our elementary schools now have counselors as well as the services of a psychologist, and this is helping. Besides, we're trying to avoid labeling children as we did in the early days of the slow-learning program. The more normal and natural we can make the school day for the ED child, the better off he is..."[3]

Patrick J. Kissane, coordinator of the ESEA Tutorial Program says:

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[1] Ibid. p. 22-24.

[2] Ibid. p. 22-24.

[3] Ibid. p. 22-24.

> Chicago has been deeply concerned with ED children for many years, but Federal money means fresh hope for hundreds of children. These tutorial programs include any child who cannot fit comfortably into regular school environment.[1]

A district superintendent can recommend opening a class for the socially maladjusted in his district. This is usually done with the cooperation of the principal whose school will house the class. A child is placed in the class after he has been carefully surveyed and tested, and the case properly staffed.

Minneapolis is attempting to construct an "educational model" of special services for children for whom normal education is not adequate. An emotionally disturbed child by their definition, is one manifesting a behavioral reaction to the predicament in which he finds himself - the immediate solution is to relieve the predicament.

A California superintendent who preferred to remain anonymous said that he questioned frankly whether the schools could continue to bear the total cost of caring for emotionally disturbed children. He estimated that in comparison to $860 his district is spending per normal child, the cost is $2,600 per ED child, and says that the community had no realization of the amount being spent. "If it had, it would balk", he said as he outlined his total program. "Something has to happen. Expenditures for normal children have risen 91 percent in the last five years. For ED children it is up over 400 percent."

These same kis are knocking out windows, setting

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[1] Ibid. p. 22-24.

> fires, harming animals--really rebelling against the authority or lack of authority of the home. Yet the school must handle them.[1]

The case study of "Suzie" in the appendix illustrated a rebellious, possibly disturbed child who was almost beyond the stage of change. Her behavior had been deviant for years but no one had bothered to find out what her problems were. Most of them centered around her being adopted and a feeling of insecurity.

Nationwide, expenditures for ED children are about two and a half times the amount spent on normal children. Early detection is one answer to saving these children. The case of "Jack" in the appendix illustrates how early identification is made. It also shows the waste of three years in the child's development because the parents refused to help the child and the school had no provisions for helping him.

For the elementary school counselor, these points are evident:

1. The teacher's own mental health is a potent factor, especially with a child with ED tendencies.
2. Teachers who have trouble year after year--who are saying that every year children get worse--should take a critical look at their room environments.
3. Greater objectivity is needed in realizing that "failure to click" need not be a reflection on either teacher or child.
4. Early detection is vital, but only if it is made in positive terms--not merely to label a child as hopeless.
5. Special schools, psychiatric treatment, and even tranquilizers are stopgaps. Real solutions lie in creating patterns of living in which children can assume rightful obligations and experience success.

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[1] The Instructor, "Emotionally Disturbed Children", August-September, 1967, p. 22-24.

6. Identifying and removing ED's from regular groups is necessary and more money must be spent for such programs. Yet they too are stopgaps, and will not necessarily reverse the rise in the number of ED children. Increased flexibility and provision for altered environment in the normal school program are needed to turn the statistical tide.[1]

MISCONCEPTIONS CONCERNING THE SCHOOL COUNSELOR

The Counselor is Not a Clerk

Hoyt suggests that no more than 5 percent of the counselors' time should be spent in administrative and clerical work.[2] If the counselor can spend his time in preparing case studies, building local norms, doing a community survey, writing articles, and/or reading and research, instead of performing the mechanical task of clerk typist and registrar, the school would be much further ahead in their use of a professionally trained person, and ultimately have a much better guidance program in the school.

The Counselor is Not a Substitute Teacher

This is a very sticky question in that on occasion the counselor might welcome the chance to get back into a classroom. Too, if he refuses to be used in such a capacity on professional grounds, he leaves himself open for criticism by the administration, and eventually by the staff. But the counselor must live in the school setting, and this means living with a number of different kinds of people, as well as "fitting" into the school's operational system.

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[1] Ibid. p. 22-24.

[2] Kenneth B. Hoyt, "What Should Be the Pupil Load for the School Counselor?", The Personnel and Guidance Journal, May 1955.

Doctors do not serve as nurses; lawyers do not serve as courtroom clerks; engineers do not serve as electricians; and, counselors should not serve as substitute teachers.

The Counselor is Not an Administrator

Occasionally, the administrator will inadvertently refer an irate parent with an administrative problem to the counselor, before all the facts of the case were made known by the parent. The counselor could only react to the problem in one way, that being to maintain a neutral position, as much as possible, and maneuver the parent back to the principal's office. A close working relationship between the counselor and the principal and and a reciprocal understanding of each other's roles is imperative to an effective handling of such situations as illustrated by the incident just described.

The Counselor is Not a Source of Evidence

The private nature of the counseling interview often results in the counselor being perceived as a person"who knows things about boys and girls" that others in the school do not. As a matter of fact, a counselor may often be forced to rigorously defend his claim to "privileged communication," when pressured by administrators, parents, teachers, law enforcement agencies, or school board members to reveal certain "alleged data" on a particular boy or girl.

It is immoral for a counselor to break a counselee's confidence, for the counselor is trained to create an atmosphere in his office which is conducive to freedom in self-disclosure by

his counselee. No counselor should be asked to reveal confidences gained under such conditions, and--no counselor should break such confidences no matter what the threat or cost to himself.

The counselor can avoid much of the "busy-body" probing of administrators and teachers by making it a practice never to put anything in his boys' and girls' folders that might harm them in any way if read by some one searching for additional information. Another device, of course, is the maintenance of a confidential file in addition to the regular case notes.

The Counselor is Not an "IQ" Divulger

The tendency to label and then think in terms of the label certainly seems to describe the teacher who rushes madly into the counselor soon after school begins and requests the "IQ" scores of her boys and girls.

This kind of situation can be avoided in the school that has a well-informed administrator and competent guidance staff. Through a well organized in-service training program, and the involvement of teachers on a school guidance committee, the entire school can become aware of the meanings behind such things as: intelligence quotients, general ability tests, achievement tests, interest blanks, personality profiles and inventories, in relation to their values, in aiding the school provide the best possible educational opportunities for all the boys and girls of the school.

Such thinking and action on the part of those concerned with the lives of the students in the educational setting can help

remove the perceptual sterility that results when such labels as: average, dull, incorrigible, neurotic, ad infinitum, are tagged onto boys and girls.

The Counselor is not a Disciplinarian

There is a natural tendency for over-worked teachers to shuttle pesty little problems to the counselor. They seem to see the counselor and his office as a catch-all for any little disciplinary problem.

The counselor, to be sure, deals with discipline, but it is a discipline of behavior, not a deference to legislated rules and regulations established by those in power. He helps boys and girls look at themselves in relation to their environment and rather gently points out the various aspects of the interaction process in terms of operating successfully in that environment - the various advantages and disadvantages which accompany behavioral acts of one kind or another. He attempts to enable students to see consequences of behavior, and the effects such behavior can have on them over a period of time. The counselor helps them underatand themselves in terms of why they act certain ways many times against their own better judgment.

The Counselor is not a Teacher-Therapist

Age is no criterion for ruling out the possibility of emotional disturbances and occasionally a teacher manifests behavior highly suggestive of deep, underlying anxiety, or indicative of any number of possible disturbed emotional states. It is imperative that anyone, who is in a position to manipulate a relationship

for therapeutic purposes, realize that he then creates a situation capable of hurting people as well as helping them.

The Counselor is not a Psychiatrist

It is a real temptation for the counselor, especially one who is particularly enthused with his work, to avoid referral of a so-called "hot-potato," until he has tried his hand at reducing the problem. His background training in psychology and guidance has supplied the counselor with a general understanding of many psychological symptoms which indicate possible personality disturbances of a severe nature. This knowledge is necessary to the counselor in order that he may recognize danger signals quickly, and institute such preventative action as may be applicable and available to the individual concerned. The counselor who probes beyond his depth is risking the future happiness of his counselee, as well as his own.

The Counselor is not a "Political Appointee"

Administrators tend to select their counselors from among the teachers on their staffs. If they happen to have a qualified person on their faculty or one who could meet the certification requirements for the school counselor with the taking a few additional hours of graduate training, there is nothing especially wrong with selecting such a person. However, if the principal sees the position of the counselor as being a "plum" which he can give to some faculty member who has been faithful and supportive throughout the years, it rapidly becomes tainted with political contamination. Too, if the administration, in general, sees the

counselor's position as an excellent proving-ground in which to train a potential administrator, it adds still another dimension to the perceptual distortion of the school counselor's role in those who are trying to see what he is. Therefore, it is important that the counselor meet certification requirements, and that he be a professional person. In so doing, such situations as these would never occur for administrators and their faculties would know that the counselor is not a political appointee.

The Counselor is not a Fortune-Teller nor Magician

The counselor does not have a crystal ball and other devices for giving answers. He is not infallible, He has competencies gained through study and practice, which qualify him to help others find answers for themselves, but he does not supply answers.

A good counselor can help students discover themselves as instruments of inquiry; but he can not predict careers for boys and girls. He can help students find information; he can describe various opportunities for them, but he can not foretell the future.

A counselor can explain the tools of his trade to teachers, as to the rationale of a test, an inventory, or an anecdotal record, but he can not prophesy specific outcomes of such devices, nor can he use such devices to supply exact answers to teachers, as to the meaning of such data for any of their students.

The Counselor is not a Recluse

One important criterion of good counseling is availability. There are times when the counselor must leave the office during the school day--for committee meetings, in-service training

programs, or for visits to community agencies--but these should be kept to a minimum. If the counselor has desk-work to perform he should do it with his door open. A closed door can be an ominous thing to a boy or girl in need of a counselor.

The Counselor is not a Teacher

Despite the opinions of some authorities, it is the opinion of the writer, that the counselor should not be a part-time teacher. People see in terms of their past experiences, and consequently in terms of their particular systems of labels which they have for various and sundry phenomena in their environments. If this holds it is difficult for students to conceptualize any meaningful image of the counselor who may also be their teacher. They feel that they cannot really trust a counselor with some of their more important confidences, if that counselor is a teacher who may give them grades at some time in the future.

The subject matter of the counselor is the self of the student. It is alittle difficult to grade this material, and it is still more difficult to deal with it in the usual instructional sense, or with any of a wide variety of classroom materials. While a great deal of learning may take place in the counseling interview-it is a learning arising out of a permissive, non-threatening, non-prescriptive, warm, psychological climate created by a person, who is not concerned with "ground to be covered," standards of behavior and performance to be maintained, punishment to be administered, the eliciting of promise and resolutions; but rather, being of help to another human being who is struggling to find out who he is, what he is and establish some kind of

purpose in order to unravel his life pattern.

While the teacher has his role to play in helping the student to develop certain skills with which to add to his effectiveness as a human being, he is limited in his opportunity to help thosestudents, who for one reason or another have brought into his classroom and into the school, personalities which are in need of individualized attention. The teacher does not have the time to deal with such students, not does he usually have the necessary training. If he is a part-time counselor, he will inevitably encounter resistance in his counselees for the reasons mentioned earlier in this section. Perhaps more important than any of the possible reasons for the teacher not being assigned to a half day of counseling, is that his major interest probably lies in the classroom, and counseling in this case is simply a prestige position, which, though interesting, really takes time away from his classes and his students.

The reverse is true for the teacher-counselor, who prefers counseling to teaching. It is a full time job to teach if done adequately and most certainly, this holds for counseling. Therefore, the counselor is not a classroom teacher.

This brings to a close of the more important aspects of what the job of the school counselor is not. While admittedly, a trace of some of these elements may creep--on occasion--into the counselor's day, they should not be allowed to predominate. It is hoped that this list of "is nots" has helped to take a critical look at the elementary school counselor in such a way

as to become more sensitive to what he is, as well as to what he is not.

A SUCCESSFUL ELEMENTARY GUIDANCE PROGRAM

To develop a program of elementary guidance which would provide the most effective guidance services possible with a limited number of staff members, objectives should be formulated. These objectives would guide the development of the program and are as follows: to discover abilities, interests, strengths and weaknesses of pupils as an aid to teachers in counseling and planning for retarded, average and gifted children; to prevent minor maladjustment problems from becoming serious; and to locate and refer pupils who are developing serious maladjustment problems to the proper source of referral.

It is quite apparent that the guidance personnel can have only a very minimum number of direct contacts with pupils and parents. Principals and teachers are responsible for most of the counseling and conferences. In this way the teacher will not feel inferior to the counselor. The administration and supervision of the program is the responsibility of two staff positions: the consultant of guidance and special education and the school psychologist.

About half of the time the guidance consultant is allocated to administering the elementary program. Briefly it entails: meeting with committees of principals and teachers to formulate objectives and guidance policies, to select tests and materials, and to plan program procedures; arranging for the meeting with

groups of teachers and principals to discuss the giving and scoring of tests and the interpretation of test results; discussing a limited number of cases with teachers; counseling with individual children; conferring with principals and parents; making referrals to community referral sources; and placing those who need special school placement in the proper school setting.

The school psychologist is primarily for the diagnostic study of individuals who are referred by the schools. If the results indicate a learning difficulty due only to slow mental developement or a similar kind of problem he reports directly to the school. If there is indication that there is a complex problem which needs further study or referral, the findings are presented at a staff conference. The psychologist and consultant and other professional people, as the need indicates, are included in these conferences.

Children who are referred by teachers and principals are usually those who are not adjusting in the classroom or those whose test scores indicate a need for further study, parent conferences and/or referral. These individuals become case studies (as in the appendix) and their needs are used as a means of helping school personnel develop a better recognition of individual differences and individual needs.

Group and individual testing is basic to the implementation of the program although it is the most important part of it. Classroom teachers are responsible for administering group tests under the direction of the guidance consultant. Test results have become the springboard for much of the in-service training--

both group and individual--which has been done with principals and teachers.

A tremendous factor in the success of the program is the close cooperation between school personnel and referral sources in the community. All should work together as a team. Included in this group are physicians, psychiatrists, psychologists, clergymen and social workers. Some function as individuals, some work as a team within the framework of a social agency.

Most referrals are made to the local child guidance center. This organization is uniquely orientated and staffed for doing diagnostic studies and making subsequent referrals when this is indicate. If the type of treatment provided by the center is indicated, the case is handled there. The center is under the direction of a psychiatrist. Psychologists and psychiatric social workers serve on its staff. Professional people mentioned previously serve as consultants whenever their counsel is needed. He serves as a consultant when questions of educational placement arise and he acts as a liaison person between the school and the center.[1]

The elementary school counselor strives to provide the stimulation for change in perceptual sets, for encouraging and challenging people to see things, including themselves, differently. To accomplish this goal, he must constantly keep before him the developmental stages through which the elementary child is moving

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[1]Oren W. Miller, "An Elementary Guidance Program at Work," School Counselor, Oct. 1960, p. 9.

and have a clear perception of how various socio-cultural factors are interacting with these developmental sequences.

The elementary school child, if he does nothing else, must develop two attributes which will become the cornerstones for later life: he must find the courage to dream realistically about the future and the strength to learn what he can do and thus to begin to learn who he is. The counselor, by stressing the discovery of individual differences and by emphasizing the creative potential for self expression in all children, can lead the school to modify its structure and its curriculum so as to provide the kinds of exploratory experiences which will allow the achievement of these goals.

The role spelled out here emphasizes the counselor's concern with the central aspect of the school: the teaching-learning interaction. He becomes a catalyst in this process, rather than a buffer. To bring this about, his training and personality must itself be able to soar beyond the present, beyond what has always been done. Yet in his quest for change and growth, the counselor must be equally sensitive to the fears and needs of the staff and parents as well as of pupils. He is the expert in human relations who can help people to see at all times the excitement and the pleasure of human interactions, who keeps them from refusing to see the novel that is always inherent in the seemingly routine.

It is this elementary counselor who, in the quest to meet the burdens of daily living in the school situation reminds everyone that school is an experience and, as Keats wrote, that:

Life is the roses' hope while yet unblown;
The reading of an ever-changing tale;
The lifting of a maiden's veil;
A pigeon tumbling in clear summer air;
A laughing school boy, without grief or care,
Riding the springy branches of an elm.

Until that spirit echoes through the halls and rooms of every elementary school, the mission has not been finished. The elementary counselor should be a help in the search for such a goal.[1]

CONCLUSION

The writer made a comparison between the incidental provisions for guidance and a well organized guidance program. This was accomplished in accordance with the teachings of the various guidance courses offered by the School of Education at Kansas State University. While there are varied approaches to the organization, the staffing, and the specific elements involved in various programs of elementary school guidance, there has emerged a sound foundation of agreement regarding goals or purposes. The agreement regarding goals is rooted in our common concern for the fullest possible development of the child, not only as regards his usual school learnings, but also as regards certain other significant learnings that we see as coming best only with proper attention to the full scope of his development.

Hill stated:

> The elementary school counselor, or guidance specialist,

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[1]Thomas W. Mahan, Jr. "The Elementary School Counselor-Disturber of the Peace", National Elementary Principal, Feb. 1965, p. 72.

> if he works mainly with the problem children, will not differ much from the usual pattern of the school psychologist. If he works as a consultant, counselor, and close colleague of the teacher in enriching the learnings of all children, he will have to be a person of broad preparation, a high-level practitioner.[1]

Plans, purposes, and various procedures for organized guidance programs at the elementary school level were presented in the report. The purpose of the report was to consolidate information gained from several sources which could be used to help formulate a workable plan for elementary school guidance. A plan for organization, procedure and personnel available for integrated services--the team approach in elementary guidance--was introduced.

With changes in family life, schools have been given some of the responsibilities formerly taken care of at home or by the community. Today school personnel are conscious of their influence upon children's health and cleanliness, their manners, their recreation and such personal characteristics as fairness, honesty, and generosity. The schools today are expected to accomplish much more than just teaching of information and the academic skills.

In addition, schools have reached more children and have worked with them for a longer time. Once it was thought that certain children could not benefit from formal education. Now many of these children are attending school. Schools have made provisions to accomodate the nonacademic, the physically handicapped, the mentally retarded, and other children with special needs. Unless people are aware of these developments they may

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[1]George E. Hill, Ohio Department of Education, position paper, op. cit.

not understand and appreciate the persisting differences, inabilities, interests and behaviors among school children today.

There are certain advantages in the elementary school which facilitate contributions made by planned guidance services: the children are quite young, and therefore, prevention as well as remedial approaches can be emphasized; there is a close association between parent, child, and teacher; therefore, the teacher can work with the parent to meet specific needs of the child; the elementary child, because his behavior patterns are of shorter duration than those of high school students, can make adjustments in less time; because the teacher is with the child all day she is not limited to the presentation of curriculum materials, but can work for the total growth of the child; and elementary teachers are sensitive to the needs of the children they teach. By offering guidance in the elementary grades a continuing positive education experience is more nearly assured in the secondary school.

Guidance costs in the elementary school are estimated on the basis of an organized program which allows physical space and certain basic materials, such as art media, supplies for play therapy, systematic group tests and records, library materials, such as for staff and parent use and individual testing materials. Personnel estimates are based upon the recommendations of school administrators. In comparing guidance costs at the elementary and secondary levels, it is found that elementary programs can be planned for less. This does not imply that existing guidance programs in secondary schools should be altered

or curtailed, or that necessary differences between the two levels should be eliminated. The figures simply provide a means for looking at costs. They are offered in the hope that they will show that planned guidance programs in the elementary schools, with personnel who can coordinate the programs and work as resources to the teachers and children, are not prohibitively expensive. Similarly, data from correctional institutions are of interest, to indicate that even highly complete guidance programs would be extremely conservative on a comparative cost basis. Obviously, more attention needs to be directed toward preventive guidance at the early levels.

Guidance in the elementary school has grown from many educational sources and has been influenced by many persons. Noted educators, through their writings, stimulated interest in the needs of children. Scientists, particularly through the development of measurement techniques, underscored the importance of child study. Numerous organizations interested in mental health inevitably became interested in young children and their mental health. The development of vocational guidance and the expansion of the guidance concept at the secondary level extended gradually to earlier levels. The importance of all information concerning an individual stressed further by the psychoanalytic movement, implies a need for systematic guidance at the elementary school level.

The growth of elementary guidance has been great during the last thirty years. Needs for personnel have become apparent and school districts have increased greatly the number of guidance

resources within their elementary schools. Future needs indicate that growth will be accelerated.

The writer urges schools to use an integrated approach in organizing elementary school guidance programs within pupil personnel services, to the end that each child shall benefit from a cooperative effort of all professional personnel.

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APPENDIX

CASE STUDY

ELEMENTARY SCHOOL COUNSELING

7th grade girl

by

Loretta Marvin

"Suzie" was born July 20, 1954 in Riley County, Kansas and was adopted at the age of 18 months. At the time "Suzie" was adopted there was another adopted child - a boy about 3 years older - in the family. The father is a plumber and the mother is currently a housewife only althoughshe formerly was bookkeeper for an implement dealer.

Her test data is as follows:

Intelligence test -deviation I. Q. .85 as shown on California Test of Mental Maturity level 2(short form)

Percentile rank

1. Logical reasoning	18
2. Numerical reasoning	8
3. Verbal concepts	34
4. Memory	24

With the mean at 50, she is well belos in all areas.

Her achievement record as shown by the SRA test taken 3-67 shows:

English Usage	50.03
Math Usage	45.01
Social Studies	52.07
Science	53.15
Word Usage	51.04
Composite	50.07

Again with the mean 50, the composite of 50.07 shows that she is capable of average work as far as what she has learned in school is concerned. Yet her term grades are mostly D's. All the teachers feel that "Suzie" is not working up to her ability. Incidentally the intelligence test taken by the welfare office when "Suzie" was 2½ years old indicated high-average.

There is no record of a personality and temperament test although a profile for DAT would be the best point of departure for counseling students.

"Suzie's" physical health is above average. She is well developed for her age. Mentally, she is a very "flighty" person and demands attention. She isn't too concerned how she gets attention either.

She has attended the same school all seven grades. Her scholastic record hasn't changed much. She fluctuates between D and F.

Her parents are probably in the upper middle class. The father is part owner of a plumbing business which also sells furnaces and heating systems. The general atmosphere of the home is pleasant and congenial as far as the parents are concerned. Another child was adopted about 9 months ago. He is almost 3 now. The mother gave up her bookkeeping position to stay home and care for this small boy. So now there are three adopted children in the home and none of them are related. Their ages are 16, 12, and 3. At first "Suzie" was very anxious to have the boy adopted, but now that the newness is wearing off, he is more of a nuisance. She does not want him to be in her room and getting into her things. "Suzie" often takes her home for granted and does not show appreciation of it although it is above average in the community where she lives. The home is in a lovely setting with timber all around and some acreage. There is a panelled recreation room and new bathroom and all the furnishings are of the best quality. The welfare office said "Suzie is spoiled". When her mother scolds her (as all mothers do) "Suzie" says, "You don't like me." This must be very difficult for her mother.

Anecdotal Records

September 28, 1967. (reported by Mrs. Cummings) "Suzie" was elected cheerleader of the "B" team but would not accept it because it was not for the "A" team.

October 3. The writer had prepared a test for geography that should have required at least 30 minutes to complete if a good grade were desired. "Suzie" deliberately "blew" the test, and then cause others to get a low grade by hurrying. She didn't even read the questions but marked them indiscriminately and rushed to my desk and handed in the paper -all in about three minutes. The other students thinking they must keep up with her also failed to read their questions carefully and consequently missed them.

October 30. Four short bells rang in succession this afternoon during reading class. "Suzie" jumped up, shouting "Fire drill" and ran for the fire escape. The writer had not been alerted for a fire drill and really didn't know what the signal meant. However, since all the class members were following "Suzie" the writer felt she had better go too even though the fire escape was very rickety and felt unsafe. "Suzie" was screaming all the way down to the ground. One of the boys remarked, "Suzie" is just as bad as she ever was, only worse.

November 12. Met "Suzie's" parents tonight at community meeting (Back to school night) The seemed to be very pleasant and expressed their desire to help "Suzie" make better grades.

November 19. Intercepted love note from boy to "Suzie".

December 4. "Suzie" came up and whispered to me that her period

had started. Could Sally go with her and help her. I gave them permission.

December 6. During the latter half of the lunch hour the 7th and 8th graders are unsupervised. They return to their respective rooms and write on the board or visit. Sometimes they get a little rowdy and throw erasers at each other or smear each other with colored chalk. Today some of them smeared lipstick around. It was pretty messy. When Mr. K. found out about it, he came up with his paddle, and told everybody who was involved to step out in the hall. "Suzie" and about eight others reluctantly went out of the 7th grade, and received one swat with the paddle, along with the 8th graders across the hall. Then Mr. K. warned them to settle down or they would not get any Christmas Party.

December 15. During geography we had a test over Mexico. This time "Suzie" was told to move her desk out into the hall and to take her Scholastic magazine to read after she had finished the test-not to come back until I told her. The rest of the class worked on their test slowly and carefully.

December 22. "Suzie" gave me a Christmas card as did some of the other girls.

Jan. 5, 1967. The social worker came over to talk to me about "Suzie". She wanted to know if the adoption of the little boy had made any difference in "Suzie's" behavior. I explained that "Suzie" wasn't a bad girl but was very mixed up. She told me about the first week of school that she was adopted. I told her how lucky she was because her parents chose her rather than having to take what they got. Suzie said, "I know." But the welfare worker told

me adopted children often use this to their advantage saying, "I'm better than you. My parents picked me out of the crowd but they just have to be stuck with you."

January 20. We have had a spelling contest all semester. The winning team was supposed to be treated by the losing team. However, it developed into a dancing party with the losing team furnishing the records. "Suzie" was not a 'wall-flower!

January 25. (reported by Mrs. Cummings) The basketball season is just about over. "Suzie" has not been allowed by her parents to come out to the night games because she is so boy-crazy.

February 20. (reported by 4-H leader's wife) Couples were being selected for the exhibition square dancers. "Suzie" kept acting silly, all the while expecting to be chosen. The square dance caller read the names of the exhibition square and "Suzie" wasn't one of them. So she went up to the caller and asked if she could be in the exhibition. The caller said, "Did I call your name?" She said "No." An assistant in 4-H found something else for "Suzie" to participate in so she wouldn't feel left out completely.

March 8. "Suzie" is interested in being a baton twirler with the band. (reported by music teacher)

March 25. "Suzie" is attending track meets now so doesn't have time for twirling.

April 27. (reported by study period teacher) "Suzie" was her usual hyperactive self today. She walked all across the room to the wastebasket to put in a small slip of paper. She returned to her desk and rummaged through her purse. Then she got up and walked back to the wastebasket again, with another tiny bit of paper.

She just cannot sit still for 5 minutes. It takes her a long time to settle down and study. Often she is disturbing the others beside and around her with her loud talking-yet she is unaware that she is even talking.

May 9. (reported by geography teacher) "Suzie" earned an A on a geography test today. She had a spelling test over the Canadian provinces and spelled all 12 of them correctly.

May 15. "Suzie" is a fast, clear reader, probably the fastest in the class. However her comprehension is very low. She has been in remedial reading class for the past four months. The reading teacher reported that she was very immature. She resents being in the class but completes most of her assignments.

May 17. (reported by class sponsor) In the 7th grade class meetings, "Suzie" will often pipe up with a very silly statement. The other children will tell her she is acting silly and at times will say some very unkind things to her about it. "I believe Suzie does this sort of thing to attract attention to herself. She doesn't seem to realize what she is saying-just so everyone focuses their attention on her. On the surface, the ridicule she receives doesn't seem to bother her, because she keeps right on saying silly things, but I think that the ridicule does bother her quite a bit. She doesn't seem to realize that the methods she is using to attract attention are attracting the exact opposite of the kind of attention that she wants."

May 18. (reported by music teacher) I only have her for 20 minutes 3 times a week. She is very self-centered girl and acts silly sometimes for which I have to give her a bad grade. However she does

have a lot of musical ability. She received a very high score on the Seashore test. She started flute last year but soon quit when she found out she would have to work at it to become proficient on it. I think she may attribute this attitude to other things as well. She would like to be at the top of the heap, but wants it given to her. I think "Suzie" would benefit quite a bit if she would concentrate considerably less on what other people think of her and more on how she thinks of and treats other people.

May 18, 1967. (reported by geography teacher, Mrs. W.) "Suzie" had a crushing blow to her self-confidence about 3 weeks ago. Her best girl friend decided to find another girl to pal around with. Suzie said "I didn't have any friends in the 4th grade, the 5th grade, the 6th grade and now I don't have any friends in the 7th grade.

Interpretation

"Suzie" seems to have an abnormal need to be popular both with students and teachers. She will use most any mechanism to gain attention. If the useful mechanisms of success and charm do not work, she resorts to the useless mechanisms such as viciousness or being a nuisnace or finally rebelling. Most of her energies are spent thinking inwardly which in turn leads to mental illness; whereas thinking outwardly-consideration of others will lead to better adjustment. Her real feelings are so well disguised under her nonchalant air and apparent self confidence that only trained personnel can bring them out. She should be referred to the school psychologist.

She is making very poor marks but is capable of doing better, as shown by her intelligence and achievement tests. She needs motivation -a goal to work toward with good grades part of the requirements. For example, cheer leaders must maintain a "B" grade average. In the meantime she should be counseled possibly in a group situation. SRA has some helpful pamphlets such as "Getting Along in School" and "Making Your Study Hours Count." The National Forum Guidance Series has workbooks available at the junior high level: "Discovering Myself" for 7th grade and "About Growing Up" for the eighth grade. Another good guidance book is "Seven Stories for Growing Up" by Sugarman. These books could be correlated with social studies or reading.

"Suzie's" parents need help too. Instead of being so strict with her and holding a tight rein on her activities, they should understand "Suzie" is going through a very difficult period of

growing up. She is part child and part woman. Instead of keeping her home from basketball games, the parents might come as a matter of course family group. Then possibly also, the parents might attend group counseling sessions as parents of adolescents. The family would also benefit from the book "Encouragement" by Dinkmeyer and Dreikurs.

The fact that "Suzie" knows that she is adopted seems to be part of the trouble. For some reason she feels that she deserves special attention just because she is adopted.

If "Suzie" receives help soon, she may channel all her energy into a good direction and develope into a useful happy citizen. She might develop her musical talent or be a top flight student leader.

SCHOLASTIC RECORD

	Gr. 4	Gr. 5	Gr. 6	Gr. 7
Social Studies	C-		C	D
Reading	C	B	C	D
Spelling	B-	A	C	D
English	C	C	B-	D
Art	S	S	B+	none
Music	S	S	S	A
Arithmetic	C-	D+	C	F
Science	C	C	B-	D
Phys. Ed.				A-

Report From Reading Specialist For "Suzie"

California Test (reading) given October 27, 1966

Actual Grade Placement	-7.2	
Reading Vocabulary	-7.1	
Reading Comprehension	-5.5	Total Reading-6.1

California Test (reading) given May 2, 1967

Actual Grade Placement	-7.9	
Reading Vocabulary	-7.7	
Reading Comprehension	-5.9	Total Reading-6.6

Tach - X Training

"Suzie" averaged 84.6% accuracy

This machine is one used to flash images on the screen to train students to comprehend at a high rate of speed.

Vocabulary Tests

Test #1. There were 15 words and definitions to match and 5 words to define. Each was worth 5 points. "Suzie's" percentage correct was 45.

Test #2. There were 25 words and definitions to match and 5 words to define. Each was worth 3 1/3 points. "Suzie's" percentage correct was 53.

Controlled Reader and Workbook

Reading Speed was usually 150-180 words per minute. Questions were given over each story. The ten questions were worth 10 points each or 10% each. "Suzie's" comprehension level in percent follows:

Story No. 2	180 wpm	40% correct
3	180 wpm	60%
4	180 wpm	70%
5	180 wpm	80%
6	150 wpm	70%
9	150 wpm	70%
12	180 wpm	10%
15	180 wpm -	70%
22	180 wpm	80%
23	150 wpm	40%

CASE STUDY

ELEMENTARY SCHOOL COUNSELING

by

Loretta Marvin

Kindergarten Schedule

8:45-9:00	Free Play
9:00-9:15	Circle-Opening Exercises
9:15-9:45	Activity or Art Work
9:45-10:00	Outdoor play or games
10:00-10:45	Toilet, milk and rest
10:45-11:05	Music and Singing
11:05-11:25	Story or Show and Tell
11:25-11:30	Prepare for home and dismiss

Tuesday - Library 9:00-9:30

Jack was born in Pottowatomie County Kansas, December 10, 1961. His father is a traveling salesman and is home only on weekends. His mother is about 35 years of age and very active in the community, inference from hearsay. She is a cub scout leader as well as boy scout leader. She also teaches Bible school but is not a regular church member.

Jack's physical health is normal in all respects as far as we know. He has made normal gains in weight and height. In the fall of 1966 he weighed 47½ lbs. and was 45½ ins. tall. This spring he weighed 58 lbs. and is 48 ins. tall. He has had all his immunizations required at the beginning of school as well as his dental and visual checkups. Yet he cannot speak clearly or it should be said does not speak clearly most of the time. He does say "Good Morning, Mrs. Marvin," during opening exercises and once in a while will pronounce a child's name clearly. Other than that, he speaks only jibberish.

His home life is difficult to determine. His physical needs are met adequately. All his school fees and school supplies were paid for promptly. The mother often asks if there is anything she can bring or do anything to help the teacher. Sometimes the child seems happy to see his mother and at others pulls away from her and cries. When the writer visited the home, the mother seemed to be the dominating force while the father really didn't seem to care. The father was affectionate toward "Jack" however. There are three other living children in the family-all boys. Their ages are 17, 10, and 3 respectively. Another child died during infancy. The 17 year old is an honor student and the apple

of his father's eye. The 10 year old is in trouble at school much of the time. The father's brother is mentally deficient. The family is in the $5,000bracket according to the father's statement. They drive a late model car and last year took a trip to California.

A socio-gram was made of the kindergarten class. The children were all asked to tell the teacher the names of the children they would like to sit next to in the circle. "Jack" could neither tell his choices nor was he the choice of any child in the room. He is completely ignored in the classroom except to make fun of or to tease. He is no discipline problem but then he does not make any contribution in the class. The teacher allows him to have as much freedom as he wants as long as it doesn't interfere with the class routine. While the rest of the class do their seat work, Jack scribbles on manilla paper. He often wanders around in the room aimlessly. He likes books. Nursery Tales and Where's Prancer? are two of his favorites.

Anecdotal Records

May 1966. I was invited to the Mothers' Day Tea because I was going to be the new teacher. It was here that I first met "Jack". The teacher told me he would be one of those who would be repeating kindergarten. The mother stayed awhile to visit and "Jack" was playing with the toys. His mother shouted at him to stop, then turned to me and said, "You have to shout at him. That's the only way he will mind."

September 1966. I held up the "helping hands" to see if the children could recognize their names. If so, they had the privilege of passing cookes, or feeding the fish, etc. "Jack" shocked me by

reading them right off.

September 1966. "Jack" makes no attempt to drink his milk. I told his mother and she said it is strange because he loves milk and drinks at home alright. She wants to bring a cup and try that instead of a straw.

October 1. "Jack" spilled his milk again today. I told his mother when she came after him and she said to discontinue the milk. He also has a very brief attention span. He cannot sit still in the story row but has to get up and walk around. Some of the children in the class do not understand why I allow him to do this wandering and yet insist on the others sitting still.

October 5. We were working in our numbers books this morning. "Jack" kept running back and forth from his seat to where I was standing asking "Is this right?" even though it was only scribbling.

October 8. I made a real strong attempt to give "Jack" my undivided attention while working on his rhyming word sheet this morning. This was fairly simple for the rest of the class so I felt most could do it without my help. I tried to stay with him while he circled the correct pictures. I said, "Draw a circle around the pictures that sound like clocks." He was supposed to circle box and socks but he only jibbered and pointed away with a blank stare. About that time another child asked me a question. I turned to help the other child and by the time I turned back to "Jack" he had scribbled all over his work sheet.

October 10. If I didn't know better, I would say "Jack" was deaf. I know he isn't because he stands promptly when I call his name during opening exercises. However, during art this morning he

absolutely paid no attention to instructions and cut up his paper in small bits while the others waited for me to tell them what to do. The only way "Jack" has a project to take home is for someone to make it for him.

October 12. "Jack" spilled his paint during free time this morning.

October 13. My principal came in to talk to me about taking a first grader back into kindergarten. The child refuses to talk and the parents said the child has a friend in kindergarten who might be a good influence upon the child to talk. I explained that I had a much larger class than the first grade class and that I also had an orthopedically handicapped child plus "Jack". Altogether I had 26 kindergartners in the morning and 40 seventh and eighth graders for 3 different classes in the afternoon while the first grade teacher had only 16 all day long. I felt the first grader would receive more personal attention if she stayed in the smaller class. The principal referred the child to a speech pathologist.

November 2. "Jack's" mother came to school this morning. It was show and tell. Instead of allowing "Jack" to show and tell about his baby squirrel, the mother ignored "Jack" and told about it herself. The other children were overshadowed also. She stayed a full 45 minutes and brought her pre-schooler who wandered around freely, upsetting puzzles and blocks.

November 4. I talked to my principal about "Jack" this afternoon. He said he was aware of the problem but could offer no solution. He had already contacted the Manhattan Superintendent about seeing

the school psychologist and speech pathologist but had been turned down. "We need a special education class much more than we need our remedial reading teacher." "The parents also need help," he said.

November 7. Dr. Kathleen Sinnett of Manhattan, an independent psychologist specializing in child psychology, was contacted. She recommended a consultation team at the Kansas Treatment Center for Children in Topeka. The team consists of a psychiatrist, psychologist and social worker.

November 12. Parent-teacher conference. "Jack" had nothing in his folder for reporting. Instead his mother was given the name of the consultation team in Topeka. She was very grateful and said she would call that very afternoon.

December 23. Dr. Bradley, Dr. Ogura and Dr. Lievano, the community service and consultation team from the Topeka State Hospital, spent an hour with my principal and me discussing "Jack". As far as they could determine after their one interview and observation of the child, he had a severe emotional disturbance and should start treatments as soon as possible. The soonest he could get into the hospital would be March 1. The home was a disturbing factor. The mother was three months pregnant with "Jack" when another infant child died in her arms. As a result she often rejects "Jack" then feels guilty and smothers him with affection. This vascillation of feelings leaves the child very unstable. Therefore he should be kept away from her and in school as much as possible. I explained how difficult it was to maintain a normal routine and discipline with a child who was talking or

wandering around the room most of the time. Other possibilities were explored such as: private tutor, home-bound teacher and visiting teacher. My principal explained we had none of these available. So it was decided that for the child's sake, he should be allowed to remain in school. I asked about tranquilizers since he was so hyper-active. The psychiatrist said, "No, not until we know what is causing the hyperactivity. A tranquilizer could make it worse." However when he became too disturbing I should call his home and have the child removed from the classroom for the rest of that day. We asked about the type of treatment to be expected in March. The doctors replied that he would receive a complete check-up, including an electroencephalogram and that the parents would also receive tests and be observed. They would be kept at the hospital for about a week and then "Jack" would receive out-patient treatments. The cost would be scaled according to the income of the family - in this case, very low. The interview was concluded with high hopes for treatment in the near future.

February 14, 1967. Valentine Party. Valentines with each child's name were placed on the bulletin board. Each child could take his valentine if he could read his name. "Jack" read them all very clearly and distinctly.

March 1, 1967. This was the date "Jack" was supposed to go for treatment. However, he came to school as usual. When his mother met him at the door to take him home, I asked why "Jack" had not gone. His mother said his father refused to sign the papers because it cost $28.00 a week. He couldn't pay that when he had 3

other children to support. Jack's mother said she would try the Guidance Center in a nearby town. If her husband wouldn't co-operate, she would have to go around him.

March 8, 1967. No help from the Guidance Center because this school is out of their territory. "Jack" is not so hyper-active lately. He is content to sit and scribble with a green crayon day after day.

March 12, 1967. We have a unit on the zoo now. "Jack's" mother brought movies of their trip to the San Francisco Zoo last summer. She said she would be glad to bring her organ over and play for the children sometime.

March 24, 1967. Easter Egg Hunt. "Jack's" mother on committee. The egg hunt was held on the athletic field. Then the class crossed the street to "Jack's" yard for cookies and koolade.

April 4, 1967. I talked to my principal about Jack's case-about whether to retain him or not. "Jack" absolutely could not compete with the other children academically. The principal said that he would have to contact "Jack's" father and have him do something about treatment for "Jack".

April 21. Circus program for mothers. (this report by one of the mothers) The acrobats were doing their tumbling acts. "Jack" dressed as a clown couldn't do the 'measuring worm'. This wasn't thought too much of since clowns usually act funny. However his mother came out of the audience and ordered him to do it thereby creating a scene. Later when "Jack" ran to her, she told him to get away from her-she wanted nothing to do with him.

April 23. I drove out to the home this Sunday afternoon to see

both parents about getting psychiatric help for "Jack". His mother mentioned that they moved the table out of the kitchen into the dining-room because "Jack" was carrying on a conversation with an imaginary friend on top of the refrigerator. I explained that "Jack" often seemed to be completely out of touch with reality at school too. Yet he was intelligent and could read certain things. His father said he often read the billboards or advertisements on TV. I asked about signing the permission papers for psychiatric help at Topeka State Hospital. "Jack's" father said he was willing to sign if some organization would pay the bill-that he couldn't afford $28.00 a week. I said I felt there was some way to get help. First we should contact the Social Welfare. Jack's mother said she had received some papers from the social welfare and had put them away several weeks ago. Now she thought she had burned them since they were not going to use them. I suggested calling up the director, right that afternoon and get the case going again since it had delayed so long. "Jack's" mother said, "I know that she is out of town today." "However, I will go over to the welfare office tomorrow and see if we can get help through the March of Dimes." My interview with the family concluded on a friendly basis again with high hopes for treatment. They would have to wait at least until July to get on the waiting list now.

April 25. "Jack's" mother came to school with papers filled in by Dr. Brady showing brain damage. She is going to call Topeka to get on the waiting list.

April 27. (observation by another teacher) Out at recess we played

"Farmer in the Dell". "Jack" knew all the words and sang them perfectly. He still will not get in the circle but walks around the fringe.

May 4. "Jack" was absent today. His mother said he had been awake crying all the previous night-that something on TV had upset him. She knew I wouldn't be able to handle him so she kept him home.

May 5. I asked my principal, about retaining the children who received low marks on their readiness tests and also "Jack". The principal said he had observed "Jack" during TV music while I tested some of the other students in their classroom. At that time "Jack" was very disturbed and would only cause trouble for the first grade teacher. After all they have to learn something in first grade and the teacher cannot neglect 24 other children for the sake of 1. So he definitely should not be promoted. The principal is going to talk to "Jack's" father.

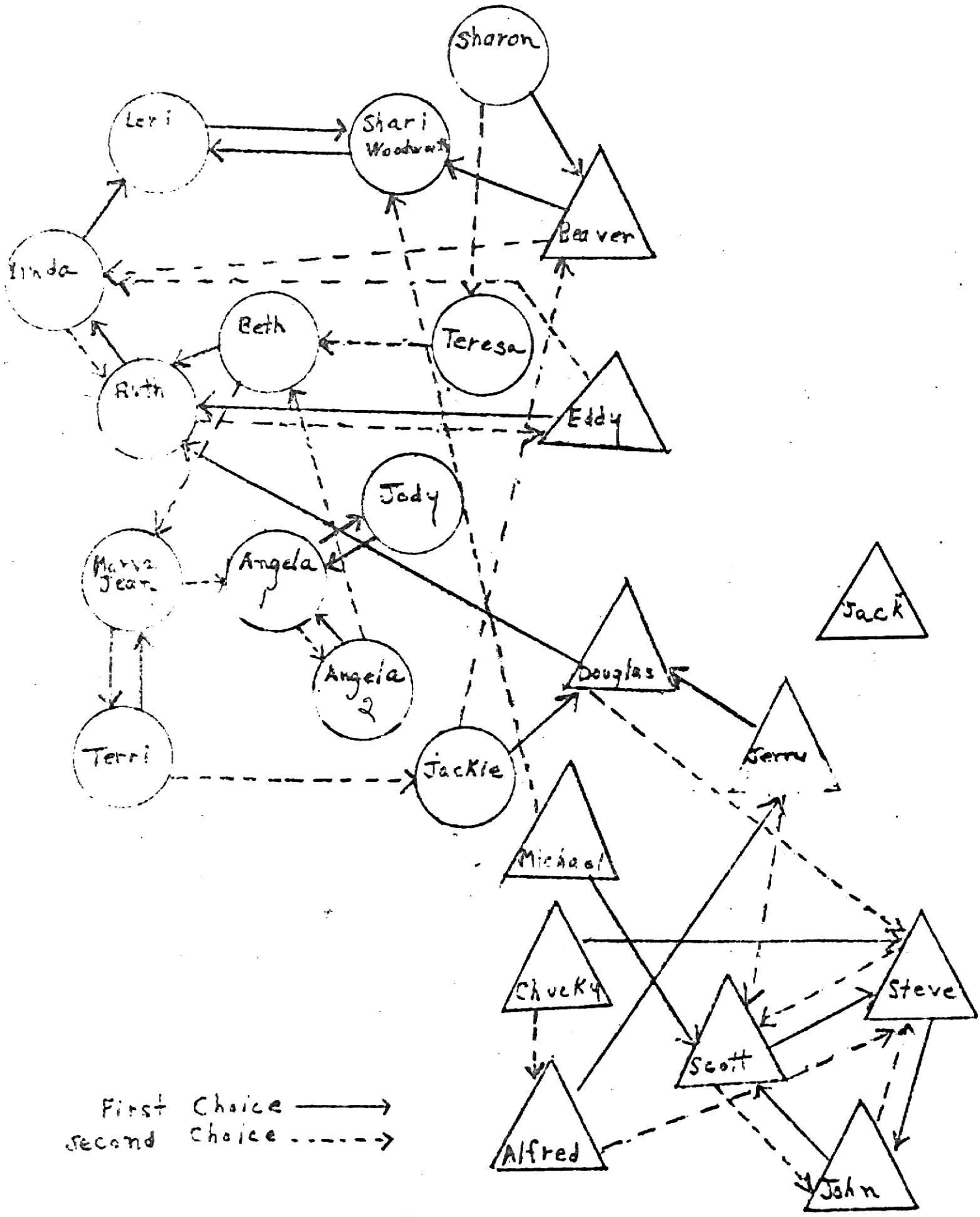
May 5. Wrote to Dr. Bradley in Topeka giving my observations so far this semester. I mentioned that "Jack's" parents were trying to get aid through the March of Dimes (for brain damaged children) and that they were expecting treatment in July.

May 10. I received a letter from Dr. Bradley in Topeka. As yet they have not been contacted by the family for putting "Jack" on the waiting list. Dr. Bradley advised me that he had written the welfare office and also the family that the child could have treatment at minimal cost-still the family has not authorized treatment. Therefore they cannot do anything for the child. They cannot force the parents.

May 10. I contacted the principal about the possibilities of forcing the parents to take the child for treatment by court order. The principal said that he preferred to keep on a friendly basis with the family if at all possible.

May 12, 1967. "Jack" came to school with a large bandage over his chest this morning. He pulled up his shirt and showed it to me. I asked him what happened but he could not tell me-he simply jabbered. However it was obvious that he wanted sympathy.

May 15. Met with social welfare director. She said Jack's mother was given another set of admission papers to sign, in April. But as yet, these papers had not been returned to the welfare office. They had also notified the parents that if they could not pay the $28.00 weekly charge that the state would pay for it. The welfare office said the parents or at least the mother was only bluffing all this time. She seemed very cooperative and willing to sign papers of admission but when the welfare social worker called in the home, the mother would not answer the door. So apparently the mother just doesn't want to face facts-that her son is disturbed and needs treatment. Court action may be the only way to get help for this boy. This would require a petition signifying neglect by the parents. I was asked whether I would sign the petition: I said "Yes, I would do anything I could do to help "Jack" and the sooner the better." Then I told the welfare director that I was planning to talk to "Jack's" mother the next morning at parent-teacher conferences and that I would take another set of papers to have her sign them. This would bring the case to a showdown.


Sharon
Leri
Shari
Woodward
Beaver
Linda
Beth
Teresa
Ruth
Eddy
Jody
Marva
Jean
Angela
Angela
2
Jack
Douglas
Terri
Jackie
Jerry
Michael
Chucky
Steve
Scott
Alfred
John
First Choice
second Choice

May 16. "Jack's" mother did not come to her scheduled parent-teacher conference. I called her and she said she did not receive a notice of it. It is ironic that she comes to school every other day to pick up her boy but when she is scheduled to come "she doesn't know about it." I have re-scheduled her conference for tomorrow, as she said she couldn't come today. She was too busy with scouts. The principal said that if she didn't come tomorrow, he would go over to her house with me.

May 17. The welfare social worker and "Jack's" mother came to visit me at the same time. I had other conferences scheduled and was meeting with one mother when they came. So they went back to her home near the school. Later she, "Jack's" mother, came back and explained she had signed the paper for admission. So now it is up to her husband to sign also.

May 23. Finally the father signed the admission papers. "Jack" will get quicker service if he is admitted as an "in-patient". Since he will have to stay at least a week anyway for tests he might as well stay longer and get as much attention as possible. So "Jack's" mother is calling Dr. Bradley and making arrangements at Topeka State Hospital for Jack. Thank goodness, it has all turned out so well and on a voluntary basis.

Interpretation

"Jack" is not retarded as far as we know. He is severly disturbed and unless help is received soon, his education will be greatly limited. This case has drug on in the school system for over two years. The school has made every effort to help the child both in school and to obtain outside psychological help. It seems ironic that the family has money available to take trips, books, records--even an organ--yet there is no money available for psychological treatment. I would highly recommend that the school refuse admittance into kindergarten for "Jack" until he has received psychological treatment. It is understood that the handicapped child fares better with his peers and should be in a regular classroom; however, this child will soon be 7 and still in kindergarten with the 5 year olds. This could go on indefinitely. The father sees the child only on weekends and apparently doesn't worry about him in the meantime. The mother cannot give permission for treatments without the father's consent. In the interim, the school is "baby sitting" this boy. He can not be promoted to first grade because he is not academically ready. The child can not even pass a readiness test for kindergarten. Therefore the child should be sent home and referral to the school board or childrens' court to demand psychological treatment, before re-admittance into kindergarten.

Just before school was dismissed at the end of the spring term, the father signed the admittance papers along with the mother. Now arrangements are being made for "in-patient" treatment. It is hoped this child will be helped so that he can at least earn his own

living and not be a burden to society.

Follow-up to "Jack's" Case Study

January 5, 1968. I found out through another teacher on the staff where Jack attends school, that Jack was never admitted for treatment. Instead he was completely neglected by all concerned. He entered kindergarten again and is now 7 going on 8 and still in kindergarten.

However, the school does have a counselor now and he has been working with "Jack" and now "Jack" can at least talk. "Jack" said "Good morning, Mrs. _____" very distinctly.

This is a prime example of the need for an elementary school counselor. The teacher should not be expected to favor one child as she had to do in this case by altering her disciplinary measures for one child and not the others. Then on the other hand when the county welfare was contacted for help and offered it only to be refused by the parents, there is only one salvation for the child-the school counselor.

THE FEASIBILITY OF AN ELEMENTARY SCHOOL GUIDANCE PROGRAM

by

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This is a study of the plans, purposes, and various procedures for organizing an elementary school guidance program. Schools are no longer selective, eliminating those who do not qualify for certain learnings, but are developmental, providing experiences adapted to the individual needs of all children.

The school must also recognize and attempt to ameliorate contemporary conditions in society which affect children's lives. At no other time in history has there been such a demand for highly trained child specialists in such a variety of useful roles. A highly organized and efficient guidance program in each school, headed by a professionally trained counselor and working with all members of the staff, can result in well adjusted children and future adults--emotionally, socially, and academically.

The purpose of this study was to consolidate information gained from several sources which could be used to help formulate an elementary school guidance program. The need for such a program, the planning and organization, the procedures, and the personnel to be utilized, were presented in the study.

Information used in writing this report was obtained by various means. A review of periodical literature written on the subject was made. From this source recent trends were noted. Material from books of well-known authorities was used for basic references. The case studies are based on actual experiences of the writer and present a more comprehensive report on problems. Methods of gaining information about children and the subsequent interpretations of such information are illustrated therein.

In the past there have been many misconceptions concerning

counseling. But today, every good teacher has a guidance point-of-view and counseling is appropriate in the elementary school. Great gains have been made in the last thirty years. As the movement grows, experimentation and evaluation should determine the preparation of teachers which can contribute most effectively to the needs of the children.

Guidance consultant are at the center of guidance programs in elementary schools. Patterns of selection and preparation of these persons now are varied.

The counselor must relate closely with all other pupil-personnel specialists in the school. In so doing, he regards other pupil-personnel specialists primarily as referral sources who are better able to meet both the guidance and the broader pupil-personnel needs of certain students. He recognizes the functions of all pupil-personnel workers to be supplementary and complementary to each other. However, he does not regard this relationship as a lessening of the close relationship he maintains with the teachers and students.

The cost of elementary guidance are less than those of secondary schools. Thoughtful persons realize that secondary schools are concerned with vocational guidance, program planning and with accumulated problems. In elementary school, these areas are of lesser concern. The salaries of the counselors and psychologists are the writer's estimates of equitable current salaries for positions that require school experience plus one to two years of additional specialized training.

The five aspects of the counseling function are the professional

earmarks of the counselor and are used in the various guidance services as necessary.

If the schools use an integrative approach in organizing elementary school guidance programs within pupil-personnel services, then each child will benefit from a cooperative effort of all professional personnel.