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# Guidance Activities for the Elementary Teacher

Sherry Blew

*Eastern Illinois University*

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Guidance Activities for

the Elementary Teacher

(TITLE)

BY

Sherry Blew

THESIS

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## CHAPTER I

### INTRODUCTION

Guidance, in a limited way, has existed for years in the American elementary school. Some students were fortunate enough to have a "guidance minded" teacher. Teachers who were aware of the pupil's needs for self-understanding as well as their needs for facts and knowledge were in some schools in the early years of elementary education in this country. In recent years, however, educators at all levels have perceived the need for an intensive, planned program of guidance and counseling. Guidance is especially necessary in the early formative years of the pupil in the elementary school. Guidance may be preventative as well as remedial in nature. The earlier remedial measures can be taken for problems which have their origin in early childhood, the more effective they will be, and the less time remedial treatment will require. Unfortunately, many of the emotional maladjustments of an individual originate early in life and become more deeply ingrained and more difficult to treat as time passes.

The elementary school is in a uniquely favorable position to provide guidance services for the child and to insure the conservation of learning potential. . . . One factor in favor of a positive guidance program at the elementary level is the age group of the children. The very fact that they are young enables the persons interested in guidance to emphasize a preventive as well as remedial approach.<sup>1</sup>

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<sup>1</sup>Ruth Martinson and Harry Smullenburg, Guidance in Elementary Schools (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p. xiv.



There are many misconceptions concerning the term "guidance." These misconceptions may be due, in part, to the earlier concepts which viewed guidance as basically a vocational endeavor. The following definition may help the reader in understanding this writer's concept of guidance activities. Guidance activities can be thought of as "all those experiences which the child has under the direction of the school which assists him in realizing his potential in becoming a self-directed individual."<sup>1</sup> Guidance activities then are concerned with every aspect of the whole life of the child. Each child is an individual with identifying characteristics that pertain only to him or her. It is up to each pupil to become a self-directed and unique individual.

Individuality is a prized resource to be conserved and developed, not something to be denied or destroyed. Individual differences in children cause variety in the classroom. When classifying children there is no method which can eliminate the individuality or variation that exists among and within them. To attempt this classification would destroy the richness of group experience and prevent distinctive personality development.<sup>2</sup> Guidance activities are those which help the children to develop their potentials.

#### Summation of the Growth of Guidance

Throughout the years, the concepts of guidance activities on the elementary school level have undergone several phases. For example,

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<sup>1</sup>Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 527.

<sup>2</sup>Virgil E. Herrick et al., The Elementary School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 103.

several decades ago, guidance at the elementary school level was designed to aid children who were already involved in problem situations. Guidance was interpreted as a service for youngsters who were experiencing academic or social problems or some other difficulty in school. In effect, guidance was a resource, remedial in nature.<sup>1</sup>

However, in the 1930's, guidance began to be recognized as a service and function of the school helping all pupils to adjust to school situations. Guidance was coming of age as a special area. Guidance personnel were recognizing the need to try to prevent problems rather than repair flaws in a child's total adjustment to school and life. Guidance became preventative in nature as well as remedial. The trend more recently has been to interpret guidance activities even more broadly. The guidance area now serves as a continuous function of the classroom teacher. The teacher, in cooperation with a guidance specialist or counselor, assists children "in securing the knowledge and skills needed in making adequate choices, plans, and interpretations essential to a satisfactory adjustment in a variety of areas."<sup>2</sup> Two areas concerning adjustment would be social and mental adjustments at home and school.

#### The Purpose of this Paper

The purpose of this paper was to explore the guidance role of the elementary teacher in providing guidance experiences for the child in her classroom. It was hoped that from this study a better

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<sup>1</sup> Ibid., p. 70.

<sup>2</sup> Harold G. Shane and E. T. McSwain, Evaluation and the Elementary Curriculum (New York: Henry Holt and Co., 1958), p. 344.

understanding might be formulated of the guidance activities in which the child may participate in the classroom.

## CHAPTER II

### THE NEED FOR GUIDANCE IN AN ELEMENTARY SCHOOL

Since the predominant function of guidance is developmental in nature, elementary school guidance should move toward preventing needless waste in a child's development. A curriculum which imagines guidance as being compatible with instruction should assist the pupil to a better educational, emotional, and social adjustment. This curriculum should also aid in caring for the pupil's physical needs.<sup>1</sup> Such a school would have a curriculum which provided activities such as physical exercise and opportunities to meet and cooperate with people. In other words, the curriculum of the school should be formulated so that many of the activities are of a guidance nature. If this is done, there is likely to be less waste in the child's development during his school years.

At the elementary school level, guidance is an integral part of the teaching and learning process. The important agents in learning and development in school are the child, his peer group, and his teacher. The child himself is always the primary agent responsible for seeing his own goals and for relating his own behavior to them.<sup>2</sup> During the early grade school years, the children and teacher work

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<sup>1</sup>Shuster and Ploghoft, p. 493.

<sup>2</sup>Herrick et al., p. 123.

and play together as a group. This early group work is often closely supervised by the teacher. Thus, the teacher is in a position to observe and provide helpful activities for the children. This group action may be so directed as to provide both learning and guidance situations for the child.

Because children in the elementary school are still relatively immature in their growth, they are impressionable and flexible in their responses to experiences. We can expect that children will be both alike and different in many ways. All children, for example, are alike in the sense that they are working at the same tasks of growing up; they differ in the ways in which they work at them, in their speeds of development, their points of beginning and their final levels of maturation.<sup>1</sup> Some children mature more rapidly than others. One child may develop physically faster than another. Because of this early physical development, a problem such as attention from the opposite sex may be difficult to handle.

Whenever a study of the child is made, guidance seems to be its accompaniment. The child entering nursery school, kindergarten, or first grade faces new problems and different situations and is in constant need of adjustment and guidance. The elementary teacher can do much to help the child adjust to his problems if the teacher is aware of the pupil's needs. The child is not always aware of his own needs. Therefore, the teacher should be able to provide activities for the child that will help to fulfill his needs.

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<sup>1</sup>Ibid., p. 103.

## Pupil Needs

All children have needs of one type or another. Since most problems originate in their early years and become more difficult to treat as time goes on, it is important that good guidance practices begin in the primary grades. Pupil needs can be grouped into four basic areas: emotional, educational, social, and physical.<sup>1</sup> Guidance in the elementary school is chiefly concerned with meeting these needs, not as isolated parts but needs as they are interrelated in the whole child. The purpose of this concern is to help children make satisfactory adjustments to life and to become mature individuals.

### Emotional Needs

In the emotional area, assurance that the child belongs, that the child is wanted in his home, in his neighborhood, in his school and classroom, is a primary concept of a child's basic needs. Discipline which is just and kindly and which will help the child to achieve self-discipline is another must. The child must learn how to adjust to himself and to others. This is done more easily if the child feels secure in his parental love. The child should be helped to understand his physical and mental capacities and changes. He should strive to be emotionally well-adjusted.<sup>2</sup> The child will be better emotionally well-adjusted if these needs are satisfied, and then he will be better equipped to cope with his educational needs.

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<sup>1</sup>Ervin Winfred Detjen and Mary Ford Detjen, Elementary School Guidance (New York: McGraw-Hill Book Company, Inc., 1963), p. 1.

<sup>2</sup>Harold Wright Bernard, C. Evan James, and Franklin R. Zeran, Guidance Services in Elementary Schools (New York, N. Y.: Chartwell House, Inc., 1954), pp. 3-4.



### Educational Needs

In the area of educational needs, the child needs information which is presented in a meaningful and challenging way. The child needs to discover and develop his aptitudes, interests, and abilities. This may be done through testing and through various experiences provided by the school. Some of these experiences should provide vocational skills as well as academic knowledge. To do this successfully, basic study skills should be learned and practiced.<sup>1</sup>

The child should have an opportunity to understand and practice the principles necessary for democratic living and for becoming a worthy citizen of his country. Facts about his environment should be understood and accepted by the child. To such a child, thunder and lightning would not be a frightening experience. The educational needs of the child must be met if the child is to develop into a self-directing individual. The educational needs mentioned above are not intended to be considered as all inclusive. Rather, it is intended that the child's educational needs must be taken into consideration as well as the social needs of the student if the school is to aid in making the student a well-adjusted one.

### Social Needs

The social needs of children are as varied as the educational and emotional ones. Many of the emotional and social needs are interrelated. A child needs friends, both child and adult. This friendship is necessary to give the child a feeling of belonging in his peer group. As he grows older the parental security and esteem is shifted to his

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<sup>1</sup> ibid.

classmates. The child needs friends with which to play and to learn manners and actions which are acceptable to society for his age group.<sup>1</sup>

The child especially needs adult friendships to help him learn his role in society. For example, a boy may learn from his father or grandfather the role of being a man in the society in which he lives. He may learn that "big" boys do not cry when they are hurt, although girls often do cry when they are hurt. The child must learn to get along socially with others and to follow the pattern dictated by society. If the child is unable to acquire his social needs in an acceptable manner, he may try to satisfy them in an unacceptable way. This need may cause him to become a juvenile delinquent. The behavior of a delinquent may be caused by a lack of social adjustment on the part of the child. In a few instances, the cause for such behavior may be related, in part, to the physical needs of the child. An illustration of this type of behavior could be a child who steals because he lacks food and is hungry.

#### Physical Needs

In the area of physical needs, a child requires such things as a balanced, nutritional diet, sufficient rest to counteract excitement and fatigue, and a knowledge of good habits of personal hygiene and health. Regular medical, dental, and eye check-ups should be taken when possible so that corrections may be made. A child needs regular supervised playground activities to develop muscles of the body and to learn body coordination. It is the responsibility of the teacher to help the child to identify and solve various problems. The teacher and the school cannot fulfill this obligation alone. They must have help from the parents and the community.

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<sup>1</sup>Bernard, James, and Zeran, p. 4.



## Parents and Community Responsibilities

To have an effective guidance program, the school must have the cooperation of the pupil's parents and community. An effective guidance service requires close parent-teacher cooperation. The child is a product of the home, the school, and the community. These separate entities should all work together to help the child obtain the goals and objectives which are so necessary for his adjustment. To achieve these objectives, the school must work closely with the parents and the community.<sup>1</sup>

Close cooperation of community agencies, representatives of the school, and Parent-Teachers' Association is vital for a good elementary school guidance program. The use of such community resources as the Boy Scout and Girl Scout Organizations, Y. M. C. A. and Y. W. C. A., juvenile courts, churches, the city council, playground associations, service clubs, and other similar groups is very helpful in aiding school personnel with the pupils. These groups should meet regularly to formulate and execute plans for improving the environment of the community; and, with the help of school personnel, should aid in helping to solve difficult individual problems. The assistance of these community resources are invaluable in obtaining needed medical aid for children whose parents are unable to provide such necessary items as glasses or artificial limbs.

Parents often need help in understanding the objectives of the school system and how it can provide educational opportunities for their child. Parents need to know what to do at home to cooperate with the school in guiding their children. The initiation of this cooperative

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<sup>1</sup>Freeman Glenn Macomber, Guiding Child Development in the Elementary School (New York: American Book Company, 1941), p. 297.

endeavor rests upon the shoulders of the elementary school teacher and is part of her guidance activities. She must be able to motivate parents to participate in the concerns of the community and the school.<sup>1</sup> The role of the elementary teacher is very important and not always an easy one.

### The Role of the Elementary Teacher

Since the teacher spends a good deal of time with the child, the teacher has an opportunity to become acquainted with the child. She is able to observe the child at play and at work. Therefore, the teacher needs to be aware of her influence and responsibility in this dual role. Shuster and Ploghoft have indicated that the teacher should develop a philosophy which recognizes his key position as it relates to guiding pupils into those enriching experiences which will enhance the development of each child's potentials for effective self-direction.<sup>2</sup> The teacher, because of his association with the child, is in a unique position to beneficially guide the child.

The extent to which the teacher understands the guidance function and related activities will bear directly upon the effectiveness of the teacher's role. That is, in the course of a school day, the teacher will make many decisions, he reflects many attitudes; he directs numerous activities and a host of other things, all of which make some impression upon the young learners. The teacher needs to see the interrelationships between the various guidance activities which are prevalent

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<sup>1</sup>John A. Barr, The Elementary Teacher and Guidance (New York: Henry Holt and Company, 1958), p. 191.

<sup>2</sup>Shuster and Ploghoft, p. 496.

and the teaching-learning situation. The following guideposts should be of value to the teacher in performing his guidance function.

1. A teacher who effectively integrates guidance with classroom teaching knows that all children face a variety of adjustment problems in the normal course of growing up and that it is in the resolution of these problems that all children need guidance.
2. A teacher who effectively integrates guidance with classroom teaching knows that children of the same chronological age are at different levels of readiness for a given learning experience.
3. A teacher who effectively integrates guidance with classroom teaching is skillful in gathering and using the data needed to determine readiness.
4. A teacher who effectively integrates guidance with his classroom teaching knows that success in school work is intimately related to the way the child conceives himself as a human being and to the emotional satisfactions he is achieving in his relationships with others.
5. A teacher who effectively integrates guidance with his classroom teaching knows that children learn many things within a given context, and plans with reference to the whole constellation of possible wholesome learnings.
6. A teacher who effectively integrates guidance with his classroom teaching appreciates that the true measure of his success is the degree to which children come to understand themselves more fully and to direct themselves more wisely.
7. A teacher who effectively integrates guidance with his classroom teaching is able to accept diversity "in stride" and to retain perspective in spite of confusing variations in pupil behavior.<sup>1</sup>

How these guidance functions will be translated into meaningful learning experiences will depend upon the understanding the teacher has of his role in the school. Macomber has stated that the teacher

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<sup>1</sup>Shuster and Ploghoft, pp. 498-99.

assumes the role of a leader whose chief purpose is to help the child understand himself and to guide the child into worth-while experiences that will help him to live an effective life.<sup>1</sup>

This leadership may be assumed by the elementary teacher for each pupil and may continue for as long as the pupil has a need. At all times during the relationship, the teacher must recognize each child's worth in society and the inherent dignity of each individual. If this attitude is prevalent the child will be able to maintain and develop his self-esteem.

The Oklahoma State Department of Education has determined the role of the elementary teacher in guidance to be very important. In a handbook released by this agency, the teacher's role is discussed in the following manner:

The role of the classroom teacher includes many facets that influence the daily life of the student. The classroom teacher is a key person in the fulfillment of the guidance program. One of the very important activities that the classroom teacher has is control of the learning climate or atmosphere or environment. A classroom teacher sets the environment of the counseling room. Therefore, any learning that takes place is in direct relation with the type of environment that has been established.<sup>2</sup>

The role of the elementary teacher in guidance demands a great deal from the teacher. The teacher must be able to understand that all children are not alike even though they may appear to be seeking the same or related objectives. If any positive good in the guidance area is to be accomplished, the teacher should realize that one pupil is different from another pupil.

<sup>1</sup>Macomber, p. 283.

<sup>2</sup>The Oklahoma State Department of Education, A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools (Oklahoma: The Oklahoma State Department of Education, January, 1961), p. 25.



As a result of these individual differences, the teacher must anticipate the individual needs of each child and provide, whenever possible, an atmosphere for satisfying those needs. For example, one child may have to learn to accept the rights of others to have opinions, while another child may need to discover how to express himself before the class. The elementary teacher should be able to use related guidance activities to help each child to work towards a solution of his problems.

Guidance regards each child as a human organism, and as a distinct and unique individual. Guidance recognizes each child's worth in society and the dignity of every child. Guidance is aware that there is good in every child and that every child has some talent or ability which can and must be brought out by purposeful guidance activities. Self-expression is one of many guidance activities in which the child should be given the opportunity to participate. Guidance maintains that in every classroom a climate conducive to learning and growth must prevail. Guidance also declares that every child should experience success no matter how small the degree might be.<sup>1</sup> Failures are inevitable.

Another way of expressing the responsibility of the teacher for guiding the child in the classroom is given by Lerch, who says that guidance may be viewed as "seeing Tommy through by helping Tommy to see through."<sup>2</sup> The degree to which the teacher is able to promote these activities that will provide this self-understanding, will

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<sup>1</sup>Albert M. Lerch, "Role of Elementary School Teaching in Guidance," Grade Teacher, LXXVI (May, 1959), p. 100.

<sup>2</sup>Ibid.

depend on such factors as the training of the teacher, the personality of the teacher and the philosophy of the school administration.<sup>1</sup>

Elementary grade teachers should accept this responsible role in the elementary guidance program because patterns of behavior that are molded in the elementary grades usually carry to junior high and high school as well as to later life. If the teacher is able to utilize the guidance viewpoint in his daily contacts with the children in the classroom, he will have served not only as a teacher, but as a counselor and as a friend to both the children and their parents.

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<sup>1</sup>Donald S. Arbuckle, "The Classroom Teacher's Role in Guidance," Review of Educational Research, XIV (April, 1954), p. 186.

## CHAPTER III

### TEACHER GUIDANCE ACTIVITIES

#### Constructive Guidance Atmosphere

Perhaps one of the most important functions of the teacher is to establish an atmosphere in which the child is stimulated to learn. Before a child can learn academically, he must be free from undue emotional strain. It is important for the child to feel secure with his classmates. To do this he must have a "good" self-concept. The child's self-concept is formulated by how he perceives others treating him. This interaction first starts with the parents and the child's brothers and sisters. Later it expands to include his playmates and teachers. The teacher may be able to provide situations which will enable the child to demonstrate some skill or talent such as singing. The opportunity to do one thing well is an incentive for the child to try another activity. This principle is stated in the adage, "Nothing succeeds like success."

The teacher in the classroom is in a position to provide an environment in which each child would have the opportunity to grow into a socially desirable, happy and wholesome individual. In such an environment, the teacher should encourage the child to develop traits in self-direction, self-control, and self-appraisal rather than to tell the child what to do and how to do it.<sup>1</sup>

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<sup>1</sup>Roy DeVert Willey, Guidance in Elementary Education (New York: Harper & Brothers, Publishers, 1960), p. 1.

### Establishing Student Rapport

A teacher who constantly instills within a child the desire to learn establishes the atmosphere for building self-confidence and a feeling of security. By providing the climate for further social adjustment, the child's best interests are kept in mind.<sup>1</sup> Since interests help provide the motivation that an individual needs to use his abilities to capacity, it seems essential that the interests are understood by the individual. A person becomes interested in something when he likes to do it. People might have interests of which they are unaware. By trying out new activities, new interests may be discovered or developed. Even though interest will not always increase a person's ability to perform a specific type of task, it will furnish the drive and motivation to help him develop his abilities.<sup>2</sup> The teacher, then, is the central figure in assuming the task of "setting the scene." By this statement the writer means developing an environment in which interests are stimulated.

High priority is given to helping children gain a sense of personal worth. Self-identity may develop as a result of hearing one's name spoken or seeing it in print as personal belongings and products of one's efforts are labeled; or observing one's physical being in mirrors, photos, and films. As achievements are noted and praised, as talents are fostered, and as assistance is given when mistakes or failures occur, self-confidence is engendered. Staff

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<sup>1</sup>Raymond N. Hatch, Guidance Services in the Elementary School (Dubuque, Iowa: Wm. C. Brown Company, 1951), p. 23.

<sup>2</sup>Frederic G. Kuder and Blanche B. Paulson, Instructor's Guide to Discovering Your Real Interests (Chicago: Science Research Associates, 1949).



members must realize the extent to which feelings of self-worth are influenced by tone of voice, facial expressions, and gestures, as well as by what is said during personal relationships.<sup>1</sup>

In the classroom the teacher can do much to create student rapport as indicated by Helen Anderson in an article concerning her class. When she speaks, it is in a quiet tone of voice, which seems to relax the children. Her warmth and affection for each pupil is reflected in their friendly respect for her and the absence of tension in her children's behavior. By being patient and showing even temperament herself, the class seems to develop some of the same characteristics.<sup>2</sup>

The teacher, by being interested in children, respects their classroom contributions, understands their problems of growth and adjustment, and helps them satisfy their needs. The teacher respects the classroom contributions of the child by accepting whatever is said as being pertinent to the classroom discussion. This will avoid embarrassment to the contributor, and he and his peers will feel free to contribute whatever is in their thoughts relevant to the topic at hand. The child who enters the discussion must feel that he has increased in status with himself and his peers. The child is striving to be accepted by his classmates and teacher. Each child has need of attention and reassurance of his worth as an individual. If the teacher is aware of this need for reassurance, he will be better able to provide the necessary tension-free classroom climate. In a tension-free atmosphere, the satisfactory social, emotional, physical, and

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<sup>1</sup>Leland Jacobs, "Everyday Adventures," The Instructor, LXXV (March, 1966), p. 25.

<sup>2</sup>Helen M. Anderson, "Teacher from Colorado," The Instructor, LXXV (March, 1966), p. 10.

Intellectual adjustment of each child will have a better chance of evolving.<sup>1</sup>

A class had been discussing the uniforms and equipment of the Revolutionary soldier and at the end, a boy raised his hand.

"Yes, Robby," the teacher said.

"What happened to Revolutionary soldiers who got wounded?"

"What do you think happened?"

"I guess a lot of them must have died, because I read that they didn't have a medical corps."

"How many of you think Robby's thinking is correct?" (Many hands)

The question which Robby asked was not rejected, but rather structured into a meaningful discussion. This probably made him feel that what he said was worthwhile and not a "silly" question.<sup>2</sup>

The teacher may let the child decide what classroom activities he will participate in, such as emptying the waste basket or cleaning the erasers. By giving the child an opportunity to select a topic to discuss on a panel, such as a unit on the American Indian, or to choose a report topic such as the Indians home or the instruments used in warfare, the teacher is letting the child develop a responsible action.

Helping to keep Margaret Blount's classroom running smoothly is a group of officers elected by their classmates. These officers not only perform useful duties, but their jobs provide responsibilities that

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<sup>1</sup>Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pennsylvania: International Textbook Company, 1949), p. 86.

<sup>2</sup>Robert M. Bottomley, "Traditionally Wrong Answers Must Now Be Accepted--Sometimes Even Rewarded...", Grade Teacher, LXXXIV (April, 1967), p. 94.

help to build good character. They include room manager, ball captain, lost and found custodians, and book manager.<sup>1</sup>

The permissiveness of the teacher in letting the child accomplish his studies without unnecessary restrictions, such as not permitting the child to sharpen his pencil except during recess, can be very frustrating to a student whose pencil lead breaks while he is working arithmetic. The child's having to sit there unable to finish the assignment is not conducive to good classroom atmosphere. This is not to say that some restrictions are not necessary. For example, chaos would result if some children were permitted to talk out loud or to hop and skip when the other children were reading a story during the reading class session. The child should be permitted to do whatever is necessary in his pursuit of learning so long as it does not interfere or disrupt the learning situation of his classmates.

Whenever there is need for children to stop work and keep quiet, or when the class becomes noisy, the teacher might say, "Freeze." To the children, this means stop in place, keep quiet, and remain motionless until they are told to "Thaw." When the children are told to "Thaw," they quietly resume their activities. Instead of having to demand their silence, this idea might provide a more satisfying atmosphere to the classroom.<sup>2</sup>

Whenever a class is formed, whether the group is new to the school, or its members merely new to each other, the teacher is in a position to help the children become acquainted and make adjustments. Such

<sup>1</sup>Margaret Blount, "Teaching Tips," Grade Teacher, LXXXIII (January, 1966), p. 30.

<sup>2</sup>Sharon Addison, "Teacher Tested Ideas," The Instructor, LXXIV (December, 1964), p. 82.

factors as the age of the children, their grade in school, and the size of the class might be bases for determining the techniques used for helping the class get acquainted. The children need to know something about the teacher and his standards, in addition to information about other members of the class. By having the children and teacher informally discuss personal characteristics and something interesting they have been doing, it would be possible to become better acquainted. Also, assigning John, Jean, Ray and Ann to give a short skit on a reading lesson may help them learn more about each other and learn how to work together.

To solve the problem of searching for classroom decoration ideas, one teacher turned to his pupil resources and frequently asked them to submit ideas on how their room could be decorated. They listed these ideas on the board and let the pupils choose from them for a special occasion or the appropriate season. This list keeps their interest alive, and they are alert to look for materials they can use at school or collect from the outside environment.<sup>1</sup>

By creating a basis for congeniality, such as games, hobbies, and other interests, the teacher is helping to establish an atmosphere conducive for student rapport. There are many opportunities for teachers to promote personal and social growth in the classroom. For example, Connie may bring picture slides of her vacation trip and tell about them as she shows them to the class. Through such activities the pupil can develop poise and the ability to communicate with others. The teacher may help children to gain insight into their interests,

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<sup>1</sup>Nellie L. Kilham, "Teaching Tips," Grade Teacher, LXXXIII (April, 1966), p. 47.



aptitudes, and values. Certain pupils may be given individual assistance in making a desirable social adjustment. This may be accomplished by the teacher's praising Lou for being courteous in allowing Ann to sit next to her guest. A teacher, by setting a good example, may instill proper attitudes toward work and study. Class projects might be provided to counteract prejudice and build human understanding. Such projects as planning and discussing an ideal community playground or developing ways to include all children in the class in recess activities might be beneficial. Oral reports on such topics as getting the most out of school, discovering opportunities for self-development, and getting along with others may prove to be invaluable to the student as well as to the teacher.

In order to motivate the class and maintain their interest, a "ladder of success" might be used. This ladder would also be a good way to keep track of each child's progress. A ladder is cut from construction paper and glued to poster board. Pipe-cleaner figures--each with the name of a child on it--are taped to the ladder. Every time the child masters a concept, his figure moves up a run on the ladder. Each day the class will probably be eager to see whether their "man" will be moved.<sup>1</sup>

Mondays and days before and after holidays tend to be filled with the restlessness and irrelevant comments of the children. To approach this situation in a more meaningful manner, the teacher might prepare in advance little quiz games, such as "How many of these words can you match with their meanings?" or "What characters from books

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<sup>1</sup>Marilyn Pabst, "Teacher Chosen Ideas," The Instructor, LXXVI (March, 1967), p. 146.

are described in these sentences?" or riddles about classmates, such as "A girl has new twin brothers. Who is she?"

The use of quiet games--jigsaw puzzles, checkers or dominoes are useful on restless days also. Another challenging idea might be that of interesting workbook pages. Children might work in groups, keep records of the scores, and challenge other groups. One of the added advantages of learning to plan for your pupils' off days is that it gives you support for your own off days as well. Once a bad spell is over, it is a good idea to proceed to normal things without reference to the upset period.<sup>1</sup>

When the teacher says, "Today, boys and girls, we are going to begin a new unit on Mexico," and a hand shoots up and the student asks disgruntledly, "Why do we have to learn about Mexico?" the teacher needs to come up with a very interesting and different approach. In this case as a motivational device, the pupils might discuss the necessary preparations for taking a land trip to a strange country. After a short buzz session, atlases, outline maps of Mexico, rulers, and coloring pencils could be distributed to prearranged groups. The pupils might decide on exploring Mexico in 1517 with each group taking a different route and then meeting at a decided location. A bulletin board display created by the students might also help to induce enthusiasm.<sup>2</sup>

Opportunities for promoting growth vary from day to day and from class to class. These opportunities are as many and varied as the teacher is able to perceive.

<sup>1</sup>Rona Gans, "Teaching Tips," Grade Teacher, LXXXIII (April, 1966), p. 50.

<sup>2</sup>Janet Knighton, "It's Different When the Kids Get in on the Action," Grade Teacher, LXXXIV (April, 1967), pp. 106-107.

In order to create the optimum conditions for learning, the teacher should be aware of the following things:

1. Base his behavior on the assumption that all children want to be good.
2. Try to treat each pupil as a unique and worthy individual.
3. Make some sort of contact with every child before he enrolls in his class.
4. Help each pupil become an effective member of his peer group.
5. Establish a good working relationship with the child's parents.
6. Help the members of his class develop a sense of belonging by allowing them to do as many of the routine tasks as possible.
7. Decorate the classroom in such a way that it will appear to be warm and friendly.
8. Provide special activities to help new students make a quick and satisfactory adjustment to the school.
9. Allow the children to work in as free and permissive an atmosphere as possible.
10. Try to spend some time alone with each child.
11. Be natural and allow his own true personality to become a potent force in the development of a productive classroom environment.<sup>1</sup>

Since the teacher cannot do everything, it would be unfair to assume that the teacher would be held responsible for creating the ideal environment for every child in his class. However, it is the responsibility of the teacher to be aware of the importance of the place environment and atmosphere have in learning by the child. The environment and atmosphere that pervades in the school and the resultant

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<sup>1</sup>Raymond N. Hatch and James W. Costar, Guidance Services in the Elementary School (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1961), pp. 24-25.

Interaction with the staff and the students may be thought of as one of the most influential factors in learning.

### Incidental Counseling

Counseling by the teacher within the classroom atmosphere takes place incidentally and casually.<sup>1</sup> The teacher is not usually a qualified counselor or trained in the field of child psychology. However, there are many avenues by which a teacher might create counseling possibilities. The few minutes a teacher may spend with a child before school, during recess, or after school may be as effective as planned interviews. The teacher, by allowing the child an opportunity to discuss his problems is helping the child relieve tensions. By listening to George tell how his little sister gets all the attention at home and how he gets blamed for everything, the teacher is better able to understand George as well as help him relieve pent-up emotions. In fact, the teacher who listens with understanding to the child is counseling effectively. Unless the teacher knows the child's home and community environment intimately, the teacher is not in a position to counsel intelligently or to get the most teacher-parent cooperation, which is essential in finding solutions to existing problems that the child may have.<sup>2</sup>

One teacher gave each of her students frequent opportunities to talk informally without being overheard by the other children. These conferences might begin with a favorable comment on some problem on which the student has been working. Then the teacher might ask if the

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<sup>1</sup>Alec Rapoport, "Some Guidance Activities for the Elementary School," Chicago School Journal, VI (October, 1963), 33.

<sup>2</sup>Macomber, p. 290.



child has any questions. Sometimes it could take a bit of round-about conversation to bring them out. Several conferences might take place before complete rapport was established. In this particular instance, the teacher finds that the students get things off their chests and clear the air before little difficulties grow into big ones. A better, more amicable feeling among them has resulted. A long-term benefit to follow might be that the children see that solving their problems is often in their own hands if they will just make a move in the right direction of a solution.<sup>1</sup>

Another counseling incident might be as follows: Sally and Ruth were a tight-knit twosome. They probably found each other the first day of school, and they were inseparable. In order to move them toward the group, the teacher began building a relationship with them through their own interests. If they were setting the table, she would "drop in" and over "coffee," tell them, for example, about the puppets Susan was making. If they were calling each other on the phone, she would call each of them, too, and gossip about what other children were doing. Building on their interest in play cooking, she proposed a real cooking project for the whole class. Sally and Ruth were at the head of the expedition--involved for the first time, instead of giggling at the end of the line. They continued to spend most of their time together but a new pattern was developing. Sally began to boss Ruth. Ruth copied Sally, even parroted her words. It seemed to the teacher that Sally was beginning to develop autonomy, but Ruth was still excessively dependent. This new relationship led to a pre-occupation with being "best friends," "loving," and "hating." The

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<sup>1</sup>Emily A. Swartz, "Quickie Conferences," The Instructor, LXXIV (December, 1964), p. 31.

girls began to discuss their feelings. Once, as Sally yielded the swing to Ruth, she said, "I don't like her. It's funny. Sometimes we like each other and sometimes we don't."

The teacher was able to support them individually by taking roles in their play and experiences, like the cooking project. She made them the center of important projects. She taught them positive ways of thinking about themselves. In the end she succeeded in involving them with other children, and she did this without separating them and without directly steering them toward other children.<sup>1</sup>

Opportunities for incidental counseling may present themselves through the curriculum. For example, a student giving a report on "The Care of Dogs" may also relate part of his report to being a dog trainer and become interested in learning more about this occupation. If this occurs, the classroom climate could be such that the children are aware that a satisfying relationship is possible and does exist with the teacher. The teacher will have to decide for himself if opportunities can be utilized from informal meetings with the children or whether a time must be set aside for formal interviews for counseling.<sup>2</sup>

A promising possibility for the child who is capable but does not want to learn is the so-called independent study idea--a system for guiding a child to learn on his own the things that he wants to learn and thus, presumably, making him more willing to learn. Students select topics appealing to them. These have ranged from toy gun

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<sup>1</sup>Elizabeth Glikson, "How to Get Stay-Aparts to Join the Group," Grade Teacher, LXXIII (February, 1966), p. 55.

<sup>2</sup>Edgar G. Johnston, Mildred Peters, and William Evralff, The Role of the Teacher in Guidance (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), p. 126.

collections and internal combustion engines to poetry writing in one school. Each pupil is given time during the school day to pursue his chosen project. Sometimes carry-over activities result. Some students write reports on their investigations. Some become involved with the "whys" behind their interests. Others meet success and become "experts" in the eyes of their peers for the first time.<sup>1</sup>

One fourth-grade girl was allowed to join the fifth- and sixth-graders in their self-directive activities. Her ability to comprehend and create poetry was far beyond that of the average elementary student. By being able to work independently, teachers created a situation in which the girl could develop at her own rate, follow her interests, and enhance her skills.<sup>2</sup>

Accentuating the positive in pupils' work—even when it is painfully meager—pays off in the end by encouraging really positive results. This instance is an example of what happened in one teacher's classroom. The children had been making so many mistakes in punctuation, usage, and capitalization that the teacher spent much of the time at the chalkboard pointing out errors. The class looked constantly glum and bored. After much thought, the next class session the teacher announced, "I am so pleased with the improvements in your papers!" The facial expressions of the children revealed happiness and pleasant shock. Pointing to the material written on the chalkboard, the teacher said, "I was so pleased that Michael remembered to spell the state of Maine with an 'e'!" Michael smiled with self-satisfaction. His day had been made. The teacher expressed pleasure in the fact that Lisa

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<sup>1</sup>Bruce Hunt, "Surprising Things Happen When They Study on Their Own," Grade Teacher, LXXXIV (November, 1966), p. 114.

<sup>2</sup>Ibid., p. 164.

had begun a sentence with a capital letter and had ended it with an exclamation mark. No one was left out. The children glowed with feelings of achievement.<sup>1</sup>

Thinking up positive ways of "getting ideas across," the teacher found out what each person could do well. Terry could draw well. The teacher assigned him to draw pictures on the chalkboard to illustrate action verbs for the class. Wanda read well. So, her task was to read to the class, slowly, stories from the reading book, raising her voice significantly at the end of each question to help the class understand the need for question marks. She read exclamatory sentences with excitement in her voice so together they could help the class recognize the need for exclamation marks. David had a clear, strong voice that carried to all corners of the room. His assignment was to read instructions aloud to help the poor readers understand how to do their assignments. They all became teachers. They all participated--not always correctly or efficiently--but always positively and happily.<sup>2</sup>

The teacher, in the counseling role, helps the child to better understand himself and his environment. It is hoped that the child may arrive at a more intelligent adjustment than would otherwise be possible. The purpose of all guidance is to help the child set desirable and obtainable goals for himself and to make better choices.<sup>3</sup>

When a child has a serious problem such as stuttering, the teacher should refer the child to the school counselor, speech therapist, or

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<sup>1</sup>Dorothy Boone Kidney, "Praise the Good and the Bad Gets Better," Grade Teacher, LXXXIII (February, 1966), p. 18.

<sup>2</sup>Ibid.

<sup>3</sup>Macomber, p. 284.



other specialist. The teacher is not trained for this area of guidance and should not be expected to deal with children who have deep-seated problems. Therefore, when problems of this nature occur, the teacher should seek professional help in coping with these situations. However, it is the responsibility of the teacher to be able to identify and know when help for the child is needed.

### Pupil Assistance

#### Creative Activities

Even though many teachers may not have had creative experiences per se as children, most teachers today recognize that the opportunity to be creative is essential to a child's healthy development. "Giving the child an opportunity to release his emotions by expressing feelings and from the satisfaction of creating contributes immeasurably to a child's stability."<sup>1</sup>

Teachers who free children to work creatively often see an unhappy, nervous child release tension in role playing, drawing, pounding clay or sawing wood. Alice for example, was a shy, withdrawn little girl. The teacher encouraged Alice to work with drawings and paintings which led to Alice's showing her work to a few children and to the teacher. In this way, Alice found an instrument through drawing for expressing her inner conflicts. As children create and express their ideas and feelings, they learn to better understand themselves. For example, the way Jim draws a "father" in a picture may indicate how he perceives his own father. By observing children in free activities,

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<sup>1</sup>Los Angeles County Superintendent of Schools Office, Guiding Today's Children (Los Angeles: California Test Bureau, 1959), p. 45.

the teacher may become more aware of each child's problems and unique personality. As a result of this awareness, the teacher would be better capable of using effective guidance activities.

A teacher who is keenly desirous of begetting creative pupils should be concerned about classroom climate which should exemplify a happy balance insofar as experimentation and experiencing are concerned. Like the army sergeant who "know when to squeeze, and when to let go," the teacher should allow freedom to let children live and learn, but yet be mindful of limits in permissive behavior.<sup>1</sup>

Some teachers might seem to question the value of a child's doing something without specific directions. "Although children may begin work with nothing specific in mind, they soon envision a variety of goals. Such 'freeing' can lead to new insights and productivity."<sup>2</sup> The experience of watching such expressions evolve can be very enlightening and useful in helping the child to help himself, as well as being rewarding to the teacher.

The following are a variety of creative activities through which the teacher has an opportunity to help children organize their thoughts and feelings.

Denise and Jerome were working with wet chalk. Each time the wet sponge was applied to the paper, some chalk adhered to it. When the sponge was returned to the water, new colors were formed by combining the color on the sponge with that in the water. For these two children,

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<sup>1</sup>Phyllis O. Edwards, "Miss Dee Promotes Creativity," Grade Teacher, LXXX (March, 1963), p. 30.

<sup>2</sup>Los Angeles County Superintendent of Schools Office, p. 47.

a few minutes became an adventure in discovering what will happen to a color when another color is mixed with it.<sup>1</sup>

Montage portraiture plays a key role in stimulating imagination, and many of the best motivating art materials cost very little or nothing. Magazines provide an abundant source of materials. Scraps of illustrations, designs, and photographs cut from magazines can be arranged into interesting and amusing effects by combining a variety of incongruous parts. Youngsters enjoy the opportunity to create the satiric, humorous, and bizarre effects typical of montage portraiture.<sup>2</sup>

Stitchery--the idea of "painting with thread" would be a fresh approach to stir pupils' imaginations and spur them on to creative experimentation. To keep a fresh, free attitude about the medium, it is wise for the beginner to learn first to draw with thread experimenting with the different kinds and sizes. The teacher can be useful by providing the student with a wide variety of fibers and yarns to initiate his exposure. A student should try different yarns, needles, fabric backgrounds, and combinations of stitches to discover the potential of the medium. Through such an exploration the student would be more likely to develop his own personal style and expression. In following such a learning-by-doing approach, the student could probably develop a sensitivity to the proper materials for his creations. "The child--fresh, spontaneous, unfettered by cliches and stereotypes--approaches the medium with a startling frankness of expression."<sup>3</sup>

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<sup>1</sup>Jacobs, .p. 25.

<sup>2</sup>John Lidsstone, "Patchwork Portraits from Picture Scraps," Grade Teacher, LXXXIII (May/June, 1966), p. 51.

<sup>3</sup>Nik Krevitsky, "Painting with Thread," Grade Teacher, LXXXIV (November, 1966), p. 84.

A sculptural media which can be most versatile for classroom use is papler-mache. Papler-mache is paper or paper pulp that is soaked or dipped in a starch solution so that it will be malleable. It dries to the shape the student designs and becomes hard, lightweight, and durable. One method of making the starch solution is to dissolve one part cornstarch in eight parts water. Cook, stirring until the mixture is beginning to bubble. The consistency will almost be that of pudding. These objects can be painted with poster paints and can also be painted with shellac to give them a more permanent protection.<sup>1</sup>

Around Christmas children become excited and are eager to start on their own original gifts and decorations. The following are a few ideas of various projects.

Copper tooling using a sheet of 36-gauge copper foil and pencils, paintbrush handles or depressors to impress a holiday design in the foil

Gift-wrap paper by printing in paint with sponges, cut vegetables, or discarded items with interesting shapes

Stone-chip cards using wax crayons to draw the design and then applying stone chips to the design area with cement

Applique apron cut from burlap with felt designs stitched on with yarn

Paper-strip figures made from construction paper and other scraps designed by the child's imagination

Tree trims made from bits of discard container material<sup>2</sup> such as a bell from a section of a pressed egg carton

Block printing can be made with a piece of wood or linoleum that has been "plowed out" with a gouging tool. When cutting the blocks,

<sup>1</sup> Anne Law, "The Simplest Way Is With Papler-Mache," Grade Teacher, LXXXIII (March, 1966), pp. 66-67.

<sup>2</sup> Irena Maris, "December Art," The Instructor, LXXIV (December, 1964), pp. 45-55.



the children should be reminded that only the uncutout parts will show the print. The blocks are rolled with a water-base ink and printed. One fifth grade class planned to illustrate a reading book called "Fun on the Farm," which they were writing for second-graders. Each child drew their full-page illustration on a block of wood or linoleum, with a pencil. When satisfied with the drawing he cut out the background, leaving the illustration itself raised on the original surface. When a good print was made, each one printed fifty presentable copies which were assembled with the other prints and the stories into books for the second grade to enjoy.<sup>1</sup>

For such a seasonal time as Halloween, children might like to design a mural for a wall decoration. They could tape two widths of butcher or kraft paper together for such a project. The students can plan, draw and color this mural by putting their creative abilities together into a group project.<sup>2</sup>

An exciting new art project could be that of using crepe paper to motivate the students. The students need a sheet of 12" x 18" colored construction paper of their choice and some one-inch strips of crepe paper. The crepe paper is first stretched carefully and then braided. The students manipulate the braids around on the paper until they find a pleasing design. They can then tape or glue the braid to the paper.<sup>3</sup>

<sup>1</sup>Alma T. Van Slyke, "Fun on the Farm," The Instructor, LXXII (March, 1963), p. 125.

<sup>2</sup>Kate Keffner Agee, "Teacher Tested Ideas," The Instructor, LXXIV (October, 1964), p. 100.

<sup>3</sup>Jacqueline Armin, "Designing with Braided Crepe Paper," The Instructor, LXXIV (March, 1965), p. 114.

Imaginative approaches to poster-making lend variety to the posters needed throughout the year for various activities. For children who are not able to do their own lettering, letters cut from old magazines can give them a chance to exercise artistic judgment in planning unusual arrangements. Posters might be constructed from construction paper folded accordion-style to stand by themselves, or by a strip of construction paper stapled in the form of a cylinder for a unique novel hanging.<sup>1</sup>

The creation of puppets for a spring puppet show gives students an opportunity to be imaginative. They can make puppets open and close their mouths or just have them stuffed with newspaper. Such articles as yarn, drinking straws, paper dollies and fabric scraps can help puppets take such form as rabbits, clowns, leprechauns, ducks and similar characters.<sup>2</sup>

An aid for stimulating creative poetry writing might be that of a Japanese concept--the traditional classification of beauty in four parts. (Hade, Iki, Shibui, and Jimi) A basic plan for this might be to state the four categories, define their meaning and boundaries of each, and let the class discuss their own spontaneous and random thoughts within this framework. Before writing begins, thoughts about color and imagery should be fully exploited. No attempt to discipline the actual writing should be done so that the student is free to release spontaneous feelings, emotions, and experiences in picture thought.<sup>3</sup>

<sup>1</sup>John Lidstone, "Eye-Popping Posters from Practically Nothing," Grade Teacher, LXXXIV (September, 1966), p. 120.

<sup>2</sup>Frances Calabria, "It Happens Every Spring," The Instructor, LXXVI (March, 1967), p. 29.

<sup>3</sup>Barbara Bonner Musso, "Want to Stimulate Poetry?" Grade Teacher, LXXXIV (November, 1966), p. 86.

The preceding examples of creative activities are by no means intended to be all inclusive. Teachers may formulate other creative activities from their own experiences or from those of other children. Rather, it is the intention of the writer to emphasize the need to be aware of the importance and variety of creative activities.

"By being given the opportunity to develop creative activities, the child is provided with a safe method for exploration and experimentation."<sup>1</sup> The teacher is in a position to provide worthwhile experiences for the child. Through these varied experiences, the teacher may be able to learn and understand the child better. The child may reveal hidden fears, anxieties, interests or abilities to the teacher through various activities.

As a result of various techniques, a child can approach and try to solve his problems. Through painting, sculpture, writing, and other free activities, children show what and how they feel about themselves and others. These "free" activities may reveal what a child believes other people think about him. Other unstructured activities such as puppetry, family drawings, and other media often reveal true attitudes of children who otherwise would not easily show their feelings.<sup>2</sup>

The sociodrama, where pupils portray roles in a problem situation, permits individuals not only to choose a common problem to act out, but to voluntarily represent different personalities.<sup>3</sup> An illustration

<sup>1</sup>Gerald T. Kowitz and Norma G. Kowitz, Guidance in the Elementary Classroom (New York: McGraw-Hill Book Company, Inc., 1959), p. 260.

<sup>2</sup>Los Angeles County Superintendent of Schools Office, pp. 47-49.

<sup>3</sup>Harold F. Cottingham, Guidance in Elementary Schools: Principles and Practices (Bloomington, Illinois: McKnight & McKnight Publishing Company, 1956), p. 37.

would be the teacher's walking past children who are playing school and possibly being able to identify himself by the imitative actions of the student "playing" at being teacher. There is ample opportunity to observe attitudes and behaviors through the various roles. Elements in this technique might be the freedom to improvise, to express emotion, or to dramatize.

A "sharing period" or a "telling and showing" time when experiences and projects may be brought before the class provides the teacher with clues to the understanding of the child. By relating a new experience or displaying a toy, the child may reveal the kind of things he enjoys, his feelings about the problems he encounters, or his way of attacking new situations and his impressions from these new situations and his impressions from these new situations. The child might also indicate with whom he likes to associate, and what he does in his spare time. The teacher may be in a position to observe whether the child is over-active or easily stimulated and excited.<sup>1</sup> The teacher may also observe certain characteristics of other members of the class and how these characteristics are related.

As an illustration, one teacher asked her class to help her make up a story. The children seemed surprised, but interested. The teacher's next question was "What is a story?" The answers varied from "Big Billy Goat didn't let the troll scare him" to "You get into trouble." After a discussion of subjects, the class decided to create a story about a dog. The teacher started the story and helped to fill in when the children ran out of ideas (which wasn't often). The children

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<sup>1</sup> Ibid., p. 33.



gained a feeling of importance in being able to express their ideas, and a feeling of accomplishment in having created something uniquely their own. The contributions of the students enabled the teacher to gain insight into the student.<sup>1</sup>

Picture stories give the child a chance to express his feelings towards himself and his peers. A child will typically identify with one character in the story and express his attitudes through that one character.<sup>2</sup>

Children react to pictures. They get curious about them, and then form ideas about what they think they see in them. This sets their minds to working--a prime ingredient in a creative writing exercise. Three such pictures might be of a mouse meeting a cat, the cat toying with the mouse, and finally, the cat alone with a self-satisfied expression on its face. This could be an excellent device for training pupils to think in sequence--a necessary skill that should be taught in the lower grades and reinforced every year. The ability to relate successive events in a logical series is vital to clear thinking and writing. The children who fail to master it become the adults who tell the punch line of a story first because they have never acquired the habit of thinking sequentially.<sup>3</sup>

From many types of written evidences the teacher can learn more about the child's characteristics, either physical, emotional, educational

<sup>1</sup> Esther Levia, "Beginning Creative Expression," The Instructor, LXXV (March, 1966), p. 26.

<sup>2</sup> Merle M. Olsen (ed.), Modern Methods in Elementary Education (New York: Henry Holt & Co., Inc., 1959), p. 55.

<sup>3</sup> Margaret Bierbaum and Dave Sohn, "Did the Cat Eat the Mouse?" Grade Teacher, LXXXIV (November, 1966), p. 91.



or social. To utilize this activity the teacher should probably design some type of written work so as to elicit significant facts or attitudes about pupils.<sup>1</sup> For example, the teacher may have Frank pretend that he and a few classmates are lost on an island. Frank is to write about when he would want to be on the island and tell how they were found or escaped from the island. In this way, the teacher can keep increasing his scope of knowledge of the child as well as confirming or disproving earlier obtained data.

By being able to consider and discuss freely, children often weave their ways of thinking, hidden assumptions, bias, habits of irrelevancy or indecision into their speech and actions.<sup>2</sup> Many evidences of growth appear as the child begins to share his ideas and experiences, to accept the reaction of others, or to incorporate their suggestions. Teachers, therefore, are able to gain insight into the child's makeup. As children are encouraged to think and participate creatively, many, and sometimes unusual, interests are unmasked.

Several publications to aid teachers in introducing puppetry, poetry, creative writing, painting, family drawings, dramatic plays, rhythms, clay work, and sculpture are available. A few are:

Ruth E. Hartley, Lawrence Frank, and R. M. Goldenson,  
Understanding Children's Play (New York: Columbia  
University Press, 1952)

Hugh Maerns, Creative Power (Garden City, New York:  
Doubleday & Co., Inc., 1940)

Viktor Lowenfeld, Creative and Mental Growth (New York:  
The Macmillan Company, 1952)

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<sup>1</sup>Cottingham, p. 51.

<sup>2</sup>Los Angeles County Superintendent of Schools Office, p. 48.

Another source of help is consultants for curriculum and for the arts. Those consultants in art and music are especially useful in workshops and study series working with teachers. As teachers become involved in using new techniques, they feel more confident in introducing them to children and in originating different ones to use later.

The teacher should be cautious in evaluating responses of children because the teacher usually is not a trained child psychologist. It is possible for the teacher to come to an incorrect conclusion about the behavior of the child and the causal factors involved. Unusual recurrences such as Mark's always writing about death, Cathy's drawing very minutely, or Tony's tearing up clay models, may lead the teacher to evaluate the need for further study of the child. Sometimes simple explanations can be found for such responses. An often used illustration of this is the child who always colors everything black. The teacher may conclude the child has a morbid and "unhealthy" attitude. In reality, the child may not have any other crayon except black. However, when a teacher becomes puzzled by a child's responses or feels unsure of the significance of a child's behavior, a counselor or psychologist should be consulted.

Much value to the student and to the teacher may be obtained from these various creative activities. The teacher should be aware of and use these guidance activities in her day-to-day classroom work. It is often stated that "good guidance is good teaching." Thus, a great responsibility lies with the teacher in giving the child assistance. This assistance may be given through creative activities and through informational activities.

### Informational Activities

Another division of activities in which the child may participate is that of informational activities. These activities provide the teacher with information about the child and may be used to better understand and identify problems of the child. To obtain a more complete picture of the pupil, the teacher can use records of past experiences. The teacher is in a position to observe the student in classroom situations, in play-ground activities, and in the lunch room. These developmental experiences of the individual child should be systematically recorded and should become a part of the accumulative record. These observations can be made over a long period of time. The value of the accumulative records depends on the teachers who compile the information. Unless objectivity and attention to detail are strictly adhered to, other elementary teachers who attempt to use these records will not find them beneficial. Much information may be contained in the cumulative record.

The cumulative record should contain up-to-date information on the student. The record should give information on health, family, academic marks and testing results of the student. In other words, the cumulative record should give a history of the pupil's school life. Work and study habits of the child should be noted in the record along with attitudes and interests of the student.<sup>1</sup>

Structured and unstructured autobiographies of the student often provide information for the cumulative records. Family goals and attainment of other family members are sometimes told in an autobiography.

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<sup>1</sup>Crow and Crow, p. 238.

An older brother or sister who does well in school sometimes acts as a motivating factor for the younger child. However, the reverse may result. The younger child may resent and rebel against the accomplishments of older family members.

Other informational activities may include behavior ratings, check lists, tests, and inventories given to the student. All of these may become a part of the cumulative record of the student. Such inventories that show interests of students may be beneficial to the teacher and pupil.

Pupil questionnaires may be used for making sociograms. The teacher may provide situations in which the student may tell about himself and his future goals as part of the class assignment. One teacher found that the seating arrangement could serve as a continuous sociogram. By letting the students choose their own seats at various times during the year, the teacher could tell much about the pupils' emotional reactions. If a child was disturbed over the teaching or rejected the class in general, he would choose to sit as far from the teacher's desk as possible. Friends will put their seats together, but a few short minutes may turn a friend into an "enemy" and one child may move away from the group. The teacher has an opportunity to survey immediate problems without having to question the children who are involved.<sup>1</sup>

Still another informational activity is the anecdotal records. The teacher should report only facts and not opinions in the record. A systematic reporting on the student should be made so that observation

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<sup>1</sup>Harvey Alan Smith, "Classroom Seating," The Instructor, LXXIV (October, 1964), p. 118.



summaries can be made over a period of time. Any signs or evidence of maladjustive behavior may be noted. Class behavior and class participation observations should be recorded. This is especially beneficial as the child progresses through school from one grade level to another. In a few instances, case studies may be made in cooperation with the guidance counselor. These studies may become a part of the cumulative record. New information should be added and the material which is no longer useful should be taken out of the record and destroyed.<sup>1</sup> A well-organized and objectively written cumulative record has a value to the teacher that corresponds to the value a complete and accurate individual medical history has to a doctor.

The teachers have a day-to-day contact with pupils which provides opportunities for the teachers to observe the children. This close contact should enable the teacher to record certain symptoms that, on the surface, are meaningless, yet often are indications of problems. An illustration of this could be the student who is reported ill whenever a test is to be given.

Some pupils consider tests as a necessary evil because the school requires the teacher to make an evaluation of the student's competency in a given subject. If this is the only purpose of testing, then it would have been better if Horace Mann had never used the essay question which caused the big change from oral examination to written ones. Rather, "The ultimate purpose of education and of all testing is to help the child to learn to learn and to become responsible for

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<sup>1</sup>Raymond N. Hatch and Buford Steffire, Administration of Guidance Services (Englewood Cliffs: Prentice Hall, Inc., 1958), p. 180.



his own learning."<sup>1</sup> Testing provides information as varied as the test being given. There are many types of tests available to the teacher.

Some tests are designed to indicate ability, interests, and skills of the taker. Others are to measure achievement and to indicate so-called "native intelligence" or capacity for learning. Special aptitude tests have been designed to predict success or failure for almost every occupation. In ascertaining the usefulness and in interpreting the score of tests, several factors should enter in. The interpreter should have an understanding of the test, its validity, reliability, and the nature of the group on which norms were established. Other factors to be considered are: understanding the individual and his home environment, his reading and vocabulary ability and his social adjustment. Such factors as adverse physical conditions under which the test is given and the limitations of the test should be considered. In some tests the reading skill of the taker can be a limiting factor.

The teacher should use the results of tests in the context of her own judgments. For example, if Terry can comprehend and think critically about stories that are read aloud, a test-judgment that he cannot comprehend or reason well should not be accepted. Perhaps, he just simply cannot read or does not understand what the test is asking for. If, perhaps, he makes many errors on the numerical section but is unfailingly accurate in handling milk money, it would seem advisable to be slow to accept test results.<sup>2</sup>

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<sup>1</sup>Elizabeth Drews, "Evaluating Intelligence," The Instructor, LXXV (March, 1966), p. 20.

<sup>2</sup>Ibid., p. 134.

While aptitude tests cannot pinpoint a perfect vocation for each individual, they may help to point him in the right direction. Such a test might be used to focalize the child's interests and aptitudes. However, interest and aptitude are not necessarily the same although they may be. As an illustration, a person may have an interest in music and enjoy listening to music, but he may have little or no aptitude for performing on a musical instrument. In order to help herself judge the adequacy of test results, the teacher might talk to David before or after school and find out his interests and range of information. Does he have an unusual knowledge of stamps or clouds? Does Mary know a lot about the family constellation--who is related to whom? Do children seek information on their own in the classroom?<sup>1</sup>

Frequently, group intelligence and educational achievement tests are administered according to a definite plan from kindergarten through high school. This means that a fairly adequate record, based on these tests, is maintained for each child as he goes through school.<sup>2</sup> The results of these tests should be kept in the pupils' cumulative folder or record and used by the teacher whenever such information is needed.

Testing programs are necessarily only one aspect of plans to inventory the assets and liabilities of pupils. Hence, the data from this type of controlled observation must be supplemented and cross-checked against that from other methods of evaluation. To be valuable in a particular situation, testing plans must be geared to objectives

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<sup>1</sup> Ibid.

<sup>2</sup> Herbert J. Klausmeyer and Katharine Dresden, Teaching in the Elementary School (New York: Harper & Brothers, 1962), p. 571.

so that a purpose lies behind each testing instrument; if tests do not serve specific needs of the instructional program or guidance services, they should not be undertaken. Since the needs and facilities vary in each locality, it is obvious that testing programs must be tailor-made by local committees of teachers and administrators.<sup>1</sup>

In other words, testing to be a valid method of pupil-appraisal, must be done with a specific objective in mind. In this area of testing, a little knowledge is a dangerous thing. As Emerson said, "The secret of education lies in respecting the child."<sup>2</sup> However, a well-designed test may contribute to the vocational and educational values of pupils.

#### Vocational and Educational Experiences

An institution that helps an individual to develop skills and understandings is the American system of schools. These schools are staffed with professionally-trained teachers who help individuals to help themselves. It is the responsibility of the elementary teacher to help provide experiences that will give vocational as well as educational information to the pupils. The school should awaken and encourage interests in various occupations which may be undertaken by the student.

"Vocational interests that a person has are influenced by his environment. Persons are born without vocational interests. An individual is not destined to choose a particular vocation; what interests are and what they become, may be dependent upon what the

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<sup>1</sup>Drews, p. 154.

teacher brings out in him."<sup>1</sup> This implies the teacher should include vocationally-centered activities in the classroom work. The student should be helped to use occupational and educational information in making his vocational choice.<sup>2</sup>

### Field Trips

Since children learn best by "doing and seeing," perhaps the most meaningful way of providing vocational and educational experiences for the pupils would be to have the class take a field trip. A well-planned field trip permits the student to "see first-hand" the environment in which work is done. Robert Hoppock has said that tours permit the student "to see, hear, feel, and smell the environment in which he may work if the student would choose any of the occupations observed."<sup>3</sup>

The type of field trip taken will depend on the age-level and interests of the class taking the trip. Children in the elementary grades may enjoy a trip to a farm. A group of children visited a farm to select a pumpkin for a jack-o-lantern. They also observed fruits and vegetables growing and listened as the farmer named the different varieties. They helped remove some of the fruits and vegetables and packed them into a basket to be taken back to school. During the following week they named these items and classified them. Fruits were tasted and the seeds were planted to note what would happen. Pumpkin custard and vegetable soup were prepared and eaten.

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<sup>1</sup>The Role of the Teacher in the Guidance Program (Moravia, N. Y.: Chronicle Guidance Publications, Inc., 1962).

<sup>2</sup>Frank C. Wellman, "Guidance and the Curriculum," School Life (April, 1958), p. 6.

<sup>3</sup>Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1963), p. 223.



Some of the vegetables were left on a table to be handled and to observe the effects of heat and sunlight.<sup>1</sup> From this trip it was possible for the children to acquire new information, have the opportunity to handle a variety of materials, express ideas, and develop communication skills.

Many children of all ages gain much educational information from a visit to the museums of science and industry, planetariums, art and sculpture exhibits. Students studying plant and animal life would learn first-hand information at a botanical garden, zoo or outdoor excursion. A field trip to "hunt insects" would be a very interesting device to stimulate science activities. The most opportune time to explore the insect world is when a child brings the first specimen into the classroom in early fall or late spring. Before taking such a trip, it is helpful to study the definitions of insects and become familiar with a few characteristics of some of the various orders of insects which you will likely see. If the children are going to collect insects, they will need nets, killing jars, and specimen boxes. The students will benefit greatly if the teacher can relate the actual field trip experiences to activities in the classroom for a continued study of insects.<sup>2</sup>

By visiting a large lake beach, a river, a swamp and pond, a meadow, or a woods area, the children would be able to see what kinds of things--both living and non-living--were to be found in each habitat.

<sup>1</sup>Jacobs, p. 42.

<sup>2</sup>Charles W. Mohler, "Big-Game Hunt for Insects," Grade Teacher, LXXXIV (September, 1966), pp. 100, 196-197.



By recreating these habitats back in the classroom, the scene is set for discovery and re-discovery through observation, questions, and research.<sup>1</sup>

To make history come alive a group of students journeyed on a field trip to Staten Island. Before undertaking this trip, they had to do some fact-finding about the work of archaeologists. They also studied the great revolutions of early man, Stone Age cultures that have survived to the present, and something of the role of geography in the development of civilization. In the process they prepared visual materials and written reports and collected pertinent library and periodical materials. By touring the American Museum of Natural History and the Museum of the American Indian, they were able to study remains found in the area of their prospective expedition. During their trip to Staten Island, they saw a number of things to remind them of the kind of life the Indians lived. As they worked, they saw some wildlife, and near a polluted stream they found clam and oyster shells left by the Indians. From these activities the children learned that the real buried treasure is not so much the objects the archaeologist finds but the stories these objects tell.<sup>2</sup>

As a social studies lesson about the kinds of homes and buildings people use, a short walk was taken by one class to view the different kinds of roofs. They saw roofs described as hip, gambrel, simple slant, and domelike. At a warehouse they were allowed to view the inside and

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<sup>1</sup>Jane Burghelm, "We Bring the Outdoors Indoors," Grade Teacher, LXXXIV (January, 1967), p. 140.

<sup>2</sup>Collin Reed, "Dig Into the Past--Right In Your Own Backyard," Grade Teacher, LXXXIV (September, 1966), pp. 128, 170-171.

see how the roof was supported. Back in the classroom George demonstrated the construction of a modern roof by starting with a piece of paper shaped like a kite. Eddie illustrated another version of the igloo on the chalkboard. Pupils brought in pictures of new, beautiful, and spectacular roofs which they were finding in all kinds of magazines and newspapers. There were discussions about the practicality of the new roof shapes in various climates. A chart was made to show pictures or drawings of roof types. Interviews were arranged with a building contractor so that the children could learn more about the newest trends in the roofing business. The field trip and the following discussions helped to open the pupil's eyes to their environment. From this one experience the students became more curious about finding the answers to "why" certain roof shapes were typical of an area or why various materials were found in them. This interest in "why" carried over into their other curriculum activities.<sup>1</sup>

Another class project on the Community turned into editorial efforts. A parent who writes for THE PRESS offered to arrange a trip to the plant after hearing about the class work on newspapers. With this goal in mind, the class discussed the various topics dealing with putting out a newspaper. They chose a managing editor and assistants to cover current events, sports, weather, drama, poetry, human interest, and various other topics. They were introduced to the five "W's" of newspaper writing (Who? What? Where? When? and Why?) and began to write their own articles to one-word questions. As they became more adept

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<sup>1</sup>Edna D. Shennor, "The Roofs Over Our Heads," The Instructor, LXXII (March, 1963), pp. 52 and 126.

at enlarging facts, real news stories began to emerge. The publisher heard about the childrens' interest in the newspaper and offered them an entire page with THE PRESS. During their trip to the newspaper office the children were shown the reporter's radio-equipped car and were able to hear actual news as it was being made. They watched a message being received on the teletype machine. They saw pictures developed in the darkroom and observed an employee paste advertising proofs into a dummy. They watched the compositors' fingers as they operated the typewriter-like keys in the composing rooms. They saw the page-size "plates" of type being hammered into a curve to fit the printing press. They visited the storage place for gigantic rolls of newsprint, felt pieces of the paper, and listened as a guide explained the process of papermaking. They also viewed the printing presses and received a copy of the paper with their articles on page six.<sup>1</sup>

There are many different places that school children may visit. These places vary in number and kind depending on the community and the area in which the school is located. The preceding are only a few of the many places to visit. The well-planned field trip is a valuable tool for learning in the hands of the skilled teacher. Other valuable information is available through information materials.

#### Information Materials

It is very important that the pupil understands vocational and educational information. Information materials can be provided by the teacher to arouse a desire and interest in occupations. The teacher

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<sup>1</sup>Stephen C. Sampson and Hannah Sampson, "The Inside Story of a Newspaper," The Instructor, LXXIV (December, 1964), p. 60.

should strive to develop an awareness of the kinds of activities her pupils enjoy, the kinds of activities they do well, and the personal values they form in the process.<sup>1</sup>

Various types of information might include audio-visual materials such as tape recordings, slides, films, TV, posters and charts, bulletin board materials, and pictures of former students at work related to the occupational environment. A poster illustrating a truck driver, secretary, telephone lineman, beautician, etc. could be shown on a bulletin board along with a story concerning the occupation.<sup>2</sup> Slides of different occupations may be made, and tape recordings synchronized to the slides may describe the work being done.<sup>3</sup>

Published materials such as books about the fireman, doctor, lawyer, etc. help provide interest and stimulate the child's imagination concerning his environment. Bulletins, pamphlets and books are available from such government agencies as the Government Printing Office, Department of Commerce and Bureau of Labor Statistics; some are free. Private publishers such as the Chronicle Guidance Publications, New York Life Insurance Company and Science Research Associates, would also have such materials available. The state employment service, the department of education, as well as local organizations and industries, would have materials available.<sup>4</sup> The teacher needs only the

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<sup>1</sup>Peters and Shertzer, p. 225.

<sup>2</sup>"Workers Here, There, and Everywhere," The Instructor, LXXIV (March, 1965), p. 116.

<sup>3</sup>Hoppock, p. 310.

<sup>4</sup>Peters and Shertzer, p. 254.

Initiative to send for the information and to provide it for the students in a worthwhile manner.

At this elementary level, the vocational and educational information should be of a general nature. The intention for giving this information is not to encourage the student to select a given occupation. Rather, the purpose is to acquaint the pupil with the many and varied occupations available in the world of work.



## CHAPTER IV

### SUMMARY

This paper sought to explore various guidance activities in which teachers provide worthwhile guidance experiences for the child.

The teacher contributes in helping the school child to become a mature healthy individual by providing opportunities for social and emotional growth and security. In this way, the child can be directed toward satisfactory adjustments to his environment.

The task of the teacher is to establish the guidance activities which are relative to creating good student rapport and a good communicating atmosphere for the students. These activities are necessary if an exchange of ideas or positive interaction between teacher and pupil or pupil and pupil is to take place. The constructive guidance atmosphere should be conducive to the fullest development of each pupil.

To fulfill his role, the teacher will need to know and use every creative activity possible to develop the students' abilities to furthest possible levels. Guidance activities that are informational in nature will be needed to provide the teacher with as much understanding and insight as possible into each individual in the school.

The teacher should always strive to provide those guidance experiences that are so necessary for giving informational background to the student. The pupil may be able to use the background information for direction in seeking a vocation and for his educational experiences.

As a resource person, the teacher is able to provide guidance activities pertaining to vocational as well as educational information for the students. The teacher can serve as one of the screens toward which pupils may project their concerns.

The teacher needs to be mindful of the great task before him. He needs to be dedicated to accomplish his desire to help each pupil to reach out and attain the full development of the pupil's potentials. The teacher must work at guiding the child through various guidance activities in a direction that is acceptable to society.

With forty-five million or more students enrolled in American schools, the responsibility of the teacher is not a small one. Numbers alone make the educational task of the schools a formidable one. This vast force of energy and brain power sustained within the school will in a few short years be the guiding hand of the nation.

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