A Guidance Program for the Primary Grades

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A GUIDANCE PROGRAM
FOR THE PRIMARY GRADES

by

Ogreta M. Morgan
B. S., Eastern Illinois University, 1959

Submitted to the Department of Education and the Faculty of the Graduate School of Eastern Illinois University in partial fulfillment of the Degree, Master of Science in Education.

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CHAPTER I

INTRODUCTION

In order for our children to become active, happy, useful participants in our democratic society, each child must be insured the right to develop his potentialities to an optimum level. This idea is well stated by Helen Hefferman when she says, "Two ideas are fundamental in the democratic faith. The first is respect for the value of individual lives and personalities. The second is that each person shall consider the welfare of the group of prime importance, but the group must in turn consider the development of each individual as necessary to forward the highest achievement in group living."¹

Sustaining and nurturing these ideas are important tasks in the educational process. The experiences a child has in his first years of school go a long way in determining his attitudes, values, and points of view. Primary teachers, with the help of other school personnel and parents, have a responsibility to provide experiences which will insure each child the best preparation for the future.

Guidance should and must be started at the time a child enters school so that he may be able to grow toward goals he feels are worthwhile and attainable. If guidance is given early in school, later problems in the child's school career may be forestalled.

Guidance in the elementary school may be summarized to include:

"(1) improvement in educational attainment, personal development, and social relations, and (2) the production of children capable of functioning fully at the level at which each child is most comfortable, in school, in home, and community."¹

Various meanings and connotations have been applied to the term guidance. To some individuals it implies just "good teaching," to others the testing and remedial program, and to still others the total school program. Guidance is a continuous process which concentrates on the development of pupils as persons. Guidance is for every child.

Robert H. Knapp says:

Guidance relates years, and implements the experiences that a child has in school, to his intellectual, physical, social, and emotional needs and differences. How the child grows and adjusts socially and emotionally may have far more meaning to the child than the skills and knowledges he acquires.²

The opinion of this writer is that well organized guidance activities which incorporate the entire school personnel, community resources, and parent cooperation introduced in the primary grades (K-3) will do much to alleviate the development of unwholesome defensive patterns. With this in mind, the major purpose of this paper is to relate guidance practices to the primary grades and to formulate a workable guidance plan for the primary grades.


CHAPTER II

ROLES OF SCHOOL PERSONNEL

Effective guidance practices need team cooperation of the entire school personnel. Each pupil should be able to utilize the opportunities offered by the school.

Role of the Administrator

No guidance program will succeed at any level unless it has the wholehearted approval and support of the administrator. The first requirement is that he possess a sound guidance philosophy. He should consider the school's primary job as the development of the child's total personality, not just the responsibility for the child to acquire certain skills and knowledge. He will not only hold this philosophy, but the school's atmosphere which he helps to create will reflect it.

The most important single factor in an elementary school is the professional staff. The formula for the selection of this staff lies in the hands of the administrator. In the selection of the staff, he is able to reflect his philosophy and exert his influence in developing his point of view. In the hiring of a guidance counselor, he realizes that the person who is to act as a guide to teachers, pupils, parents, and community must be someone who is able to gain and hold the respect and confidence of the group involved. The administrator must be able to understand and appreciate young children. In the selection of teachers, he will consider those who have a thorough knowledge of the growth and development of the whole child, and who have a genuine affection for
each child, regardless of his background or ability.

The administrator may be described as the architect of the school's guidance program by the following aspects:

1. The general atmosphere he creates.
2. The pattern he sets by his example.
3. The type of organization he sets up—autocratic or democratic.
4. The basis on which he selects his staff.
5. The values demonstrated in the budget he prepares.
6. The school program.
7. The educational techniques emphasized.
8. The materials used.
9. Home-school cooperation.
10. Interpretation of the school's needs, activities, and purposes to the community.1

After the plans are made for an organized guidance program, the administrator has an obligation to explain and interpret those plans to the school board. Their approval and support are required. In working with the board, serious attention will be given to providing adequate testing materials, facilities, and time for carrying on guidance functions.

Enlisting the support and cooperation of the parents and community depends upon the type of information they have gained and the amount of interest aroused. The administrator is in the position to see that the parents and community are well informed as to the basic aims and principles of the guidance program.

The guidance-minded administrator realizes that successful guidance involves the team efforts of many people. By his acceptance and attitude, he can create an effective atmosphere for participation.

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Role of the School Principal

The effectiveness of guidance services in the primary grades depends to a great extent on the support and leadership given by the school principal. He is in a position to have first hand contacts with the pupils and teachers. If the school principal has the ability to be a good leader, to work effectively with the staff in coordinating their efforts to promote the welfare of children, and to recognize the necessity for a well planned program to meet mutually accepted goals, effective guidance services in the primary grades have received a major contribution.

William H. McCreary, Chief, Bureau of Guidance, California State Department of Education, describes the principal's role in terms of six major functions.

1. The principal helps the staff to develop a sound philosophy of guidance.
2. The principal takes the initiative in organizing the school's program of guidance services.
3. The principal provides for in-service education of the staff in guidance principles and procedures.
4. The principal co-ordinates the guidance program.
5. The principal provides direct counseling services to pupils when needed.
6. The principal encourages the staff to evaluate the effectiveness of the guidance services.

The first function implies that the principal through his experience and training has acquired a sound philosophy and adequate knowledge of guidance principles and practices. His manner and attitude as he contacts children and teachers in informal situations will reflect this philosophy. Through faculty discussions, in which teachers feel

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free to raise questions and contribute ideas, individual conferences and bulletins, teachers may be able to increase their insight into child behavior, to study and understand individuals and to plan together the best possible program. The principal serves in the capacity of a friend and advisor.

The principal faces a challenging task, whether he is organizing a program in a new school or systematizing those guidance activities which are already being performed. He should enlist the help of the staff members. From staff members, a guidance committee may be formed. Better cooperation will occur if the staff feel they are part of the program. With the principal's help, time and facilities can be provided for carrying on the functions of the guidance program.

For continuous growth, regular opportunities for members of the staff to participate in activities of their own planning are provided. One principal solved this problem by working with a voluntary committee of ten teachers. He was asked to serve as chairman. The following objectives were resolved.

1. Help teachers to develop the scientific attitude toward guidance problems.
2. Help teachers to understand the importance of guidance in all areas of education.
3. Help teachers to gain a better understanding of children.
4. Help teachers increase their knowledge of guidance techniques and practices.
5. Help teachers to apply guidance techniques in the classroom and in other school situations.

The group also studied and reviewed professional literature. Reports on the growth and development of children of various ages were given. Motion pictures proved valuable as training aids. Other audio-visual materials used were film strips, slides, an opaque projector, and a tape recorder. Consultants were used to assist the committee on
special topics such as sociometric surveys, personality tests, and individual case studies. In a self-evaluation rating made before and after the training period, the teachers felt that great improvement had been made in the area of guidance techniques.¹

The principal in a sense may be termed the "head counselor." To him a variety of referrals may be made—gifted children for whom special arrangements are needed, children whose problems are beyond the scope of the classroom teacher, and adjustment problems which require the contact with parents and community agencies. Some of these problems may be handled effectively by the principal, while others may require the help of specialists.

A principal, who recognizes the importance of guidance, and who is trained in guidance principles and techniques, is in the best position to view the needs and set the machinery in motion so that a young child may reap the most benefits from a well rounded program during his first school years.

Role of the Counselor

Although the request for counselors in the elementary school has been confined almost exclusively to the large school system, the trend for the need of counselors seems to be growing. In a study of elementary school guidance conducted in selected schools throughout the country, over three-fourths of the schools indicated a need for a special person to coordinate the guidance services of the elementary school.² The work assignment varies with the needs and facilities of

¹Ibid., p. 10.

the individual school. Some counselors spend their time between two or more schools or they may serve as part-time counselors and teachers in the same school.

It may be said that the counselor has four major responsibilities in doing his work.

1. Assisting teachers to do a better job in the classroom.
2. Working with individual pupils.
3. Assisting the school in working closely with the community.
4. Contributing toward the general program of the school.  

For effective assistance to the teacher, a counselor should be one who has had successful teaching experience in both the upper and lower grades, and who has acquired special training in guidance and counseling techniques. He serves as a friend and advisor to classroom teachers as they cope with their problems. He assists teachers in the understanding of their pupils and the planning of their classroom work to meet the pupils' needs. Guidance materials for the classroom and plans for their utilization are made available to the teachers.

In working with individual cases, the counselor's primary aim is to help the pupil, but at the same time he is assisting the classroom teacher who is often too busy with other duties to allot the necessary time to help certain pupils solve their adjustment problems. The methods used vary with the maturity level and the problems of the child. At the primary level he may become a friendly and interested listener. He may let the child express his feelings and desires

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through the manipulation of toys in the room. Much may be gleaned by listening to a first-grader's conversation on a toy telephone, or through viewing the child's clay characters and his reactions to them.

The counseling process in the primary grades differs from counseling at other levels only in specialized techniques used which are suited to the developmental level of the younger child. The counselor's office should offer a relaxing atmosphere in which the young child may handle his tensions, face his concepts of himself and others, and learn to live with himself and fellow classmates. No attempt is made to diagnose emotional problems or to structure therapy sessions through the use of toys, but they have a legitimate place in counseling the young child.¹

The counselor has three important functions in furthering school-community relations.

1. He serves as a liaison between school and community by becoming familiar with services and agencies which may benefit both pupils and teachers.
2. He helps interpret the educational program with stress on guidance services and needs to the community.
3. He may consult with parents either at school or home to secure information and discuss problems with their children.²

One of the main roles of the counselor is to assist in planning and carrying out an in-service training program in guidance. A thorough understanding of expected roles and the acquisition of knowledge and skills for meeting these roles may be developed through a well

²California, Dept. of Ed., Guidance, p. 12.
organized training program. Study groups may be planned in which the teachers take an active part. Such topics as mental health, orientation of new pupils, identification of pupils with special needs, and gathering and using information may be discussed.

No guarantee can be given that a person with the following qualifications will be a successful counselor, but it is felt that these personal qualifications are essential to a good elementary counselor.

1. Have an outgoing attractive personality.
2. Have a high regard for human values.
3. Like children and get along well with them.
4. Have an enthusiastic desire to work with them.
5. Have a good sense of humor.
6. Have a high degree of diplomacy.
7. Be able to respect and keep confidence.
8. Understand own emotional life.
9. Have a firm faith in the improvability of human beings.
10. Have a good workable philosophy of life.¹

Role of the Teacher

The distinction between the teacher's role as a guidance person and as an instructor is a fine one. Her instructional phase may be viewed as centering around the acquisition of concepts, skills, and understandings, while her guidance work may be more concerned with personalized problems. As a guidance worker, she values the feelings and attitudes of the child.

It is not proposed that guidance and instructional functions should be separated; rather that they be regarded as complementary parts of a dual role that the effective elementary teacher must play and, hence, call for a somewhat different emphasis and methodology. Essentially teaching

and guidance call for distinct responsibilities in terms of comparable long range goals. ¹

Through her own personality, the teacher creates the climate in the classroom. Effective teachers are friendly, constructive, encouraging, and supporting in their human relations. They are interested and enthusiastic about things children find intriguing. They are considerate and courteous in their dealings with children. Above all, teachers should be sincere, as small children are quick to discern the differences often expressed by lips and actions.

A guidance-minded teacher accepts the child as he is. Her attention is centered on the personal development of the learner, on what he becomes as he learns, and on how he feels about himself and the school environment. A child's feelings will probably govern his behavior more than his knowledge of correct behavior. The alert teacher is aware that Johnny may forget facts that he learned in the first grade but his feelings which are associated with them may persist for a lifetime. The primary teacher should continually evaluate her ideas, actions, and attitudes, since they are very influential.

Warm human responses may be shown in many ways to a group or individual. A smile may help the timid, shy child. A word of praise can convey the feeling of importance and recognition. Even discipline, if administered with firmness and friendliness, may impart to the child that the teacher cares for him too much to allow him to get into trouble or to do things that would be harmful to him.²

Kindergarten and first grade teachers should be well aware of the responsibility they hold for their pupils' self-adjustment. Most

¹Ibid., p. 8.

of the child's later success, both academic and social, depends to a great extent on the way he adjusts to his school environment. The young child is often confused. He may feel that his teacher doesn't like him and that he is alone. He needs a sense of security in this baffling new world. The teacher must attempt to bridge this gap between home and school in a natural and interesting manner. Reading readiness, which is a major task of the kindergarten teacher, can only be built on the emotional security a child has developed from pre-school experiences. The teacher should discover how the child views himself--how competent he thinks he is, how he conceives his own role in family and in school, and how limited he has been in the past. Teachers should understand and accept children for what they are and recognize the opportunity to develop each child so that he may live at ease with himself and others.

The guidance-minded teacher adjusts the curriculum to the group. She does not expect the same standards from each individual. She helps each child to grow and achieve within the limits of his innate capacity. Special materials must be provided for children who have difficulty in learning and special instructional procedures must be used with them. The teacher must also offer the best opportunities for the development of superior and gifted children.

The teacher must be able to work with the counselor and parents for better understanding of the psychological needs and problems of the children. She is in a position to identify children

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with special problems.

Good teachers as they become expert observers, can learn how to identify and help those children who will be unlikely to withstand the stress that life today imposes.1

The guidance-conscious teacher also realizes her limitations. She does not attempt to operate a clinic in her classroom. She refers severe cases to specialists. She is ever alert that she does not become too absorbed in helping a single pupil, whether he be a handicapped or a retarded student, or a gifted child who is seeking new horizons. She knows that her first obligation is to the whole class.

The teacher needs to be able to gather all the information possible about the child. She needs to be familiar with the administering and usage of tests. She needs experience in maintaining cumulative records. The teacher needs to work effectively with other school personnel regarding curriculum planning, grade placement, promotion, reporting to parents, and maintaining good public relations.

The primary teacher, to insure good guidance practices in her classroom, must be an understanding and helpful friend to her pupils. She must be sure that small problems are erased before they become critical big ones. She should examine her techniques and attitudes in the classroom. Albert Lerch offers the following questions for the examination.

1. Do I expect more of a pupil than he is capable of doing?
2. Do I compare him audibly with others in the classroom?
3. Does the behavior of brothers or sisters I have had in the past affect my attitude toward a pupil?
4. Does the family's status or background affect my attitude toward the pupil?
5. Is my opinion colored by teachers who had a pupil previous years? 

CHAPTER III

TECHNIQUES FOR STUDYING CHILDREN

Cumulative Records

A good cumulative record starts as the child enters kindergarten and continues throughout his school career. It enables the teacher to follow the growth of the child through the years. By keeping records, teachers may become more interested in the child as a person.

The valid purpose of the cumulative record is to contribute materially to child growth and teacher understanding. It may become a primary source for reporting to parents. The cumulative record can be a help to teachers in the grouping of their pupils. Through the use of cumulative records, periodic appraisals may be made of all the pupils as a check on the school's endeavor to promote individual development. Teachers may study cumulative records in order to become acquainted with a new group of pupils. It is much better for the teacher to know when Mary enters the room that Mary cannot see the board or that Bill has trouble hearing his teacher.

In studying the cumulative records, a teacher should not allow herself to become unduly influenced by the records. There is little danger of this if the teacher recognizes that:

1. the behavior described is only a sampling of the pupil's total behavior and may not truly represent him;
2. the pupil may have changed since the record was made;
3. the record may reveal as much about the person who made it as about the pupil;
4. the person who uses personnel records should always remain open-minded, and he should use the information to understand, not to condemn.¹

Since elementary teachers are primarily responsible for maintaining and using cumulative records, they should be included in planning and organizing the system. Existing forms from other schools and those from publishers of record systems should be studied. If the needs of the school can be met by a good commercial form, the school would probably save time and money by using it. The contents of the record and the accuracy with which it is kept are of prime importance. No detrimental information should be entered in the folder, unless that information can be used to help the child.

Care should be taken that only needed information is provided in the record. A photograph of the child taken each year and cemented to the inside of the folder is helpful to the teacher in becoming acquainted with her pupils. Health records, anecdotal records, profile sheets from standardized tests, records from other schools, reports of special teachers, and reports of parent-teacher conferences are beneficial to the teacher.

In transferring from one school to another, the record should not be given to the child. In the school with which the writer is most familiar, a self-addressed card is given to the pupil to present to her teacher. When this card is received at the former school, the cumulative record is forwarded to the new school.

The records should be stored in an easily accessible place for the teacher, preferably in her own file.

The true value of any personnel record as a guidance tool depends in large measure upon the extent to which teachers use the information to understand pupils and to improve their teaching.1

Tests and Inventories

Tests are one means of gathering data about a student. Tests should not be considered in isolation while studying the pupil, but rather as parts of the whole picture. Testing should have a purpose and not become a basis for labeling children and evaluating teachers.

There are three phases associated with the school's testing program. "They are selection, administration, and using tests."2 Qualified teachers should participate in the selection of tests. Tests should be selected that meet the purposes of the testing program. Careful evaluation of reliability, validity, and usability is essential.

If teachers are to administer the tests, they should be well trained, and they should assume a professional attitude. Often the results of tests may be altered by the atmosphere in the room and the methods of presentation. The teacher should familiarize herself with the test manual and the test itself. Good work should be encouraged in a calm, normal manner. Materials should be distributed effectively and efficiently. The teacher should adhere strictly to the exact directions and timing. The tests should be scheduled at a desirable time of day and precautions should be taken so that there will be no interruptions.


Reading readiness tests may be given at the end of the kindergarten year or at the beginning of the first year. Since reading readiness activities are promoted in most schools during the first grade, it would seem plausible that readiness tests should be given after the child has been in school a few weeks. The timing of other tests at the primary level should be given consideration. Since second and third grade teachers work with pupils of various reading levels, it would seem that readiness tests in reading might be used to help the teachers assess the reading needs of her group.\(^1\)

Controversy arises regarding fall versus spring scheduling of achievement tests. The writer favors fall testing. Test data accumulated in the fall are more recent and can be used in detecting the needs and planning the educational experiences of the group. Because of social mobility, the teacher may not have data on some of her pupils if testing is done in the spring. The temptation of teaching for test results may be alleviated by fall testing.

When teachers are well trained in the systematic use of group tests, they are aided in the identification of group variations, group similarities, and individual needs.\(^2\) They may learn that within a third grade, achievement range may be from first to fifth grade and that the children tend to group differently in various areas. Through careful study of the results, teachers may be able to identify those children who need special help. For example, those children who are in need of remedial help or those for whom special enrichment material must

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\(^2\)Ibid., p. 133.
be provided may be identified. The under-achiever who has a high potential may also be identified.

Test results may be used in reporting to parents. Numbers that correspond to the rank order of the children may be recorded in appropriate columns. This enables the teacher to show the parent how his child compares with the group and to point out his strengths and weaknesses without the parents seeing the names of the group. This system has been used very effectively in the school where the writer is employed.

Skillful observation during work and play, informal discussion and questionnaires, and the use of simple check lists can be used to obtain information concerning the pupil's mental, emotional, physical, and social development.

Planning a testing program should involve a group of all school personnel who will make use of the results. A program of training for the administration and use of tests is essential. Workshops for the education of parents, concerning the purposes and uses of tests, may be held.

Anecdotal Records

Appraisal of behavior and attitudes is much more difficult than determining the pupil's growth in basic academic skills. The anecdotal record may be an effective technique in studying the behavior pattern of the child.

"An anecdote is a brief objective account of an event that seems to be important to the child or the teacher's understanding of the child."\(^1\)

\(^1\)Tbid., p. 34.
Anecdotal records may include brief records of observations, conversations, interviews, and quotations from the pupil's written work. Care should be taken to include only those incidents which pertain to the study of the child's behavior and attitudes. Anecdotes taken over a period of time and in several situations give a more accurate picture of a child's behavior. Evaluative adjectives and teacher's opinion should be avoided.

The anecdote should be recorded accurately and as completely as possible, and as soon after the occurrence as possible. This may be done on a card, pad, or a simple prepared form. The information should include the name of the child, name of the observer, time, place, date, and description of the behavior.

Autobiography

Autobiographies are used more successfully in the intermediate and upper grades. A more simple form may be started in the third grade. Information on the child's home life, childhood experiences, personal interests, and companions may prove helpful.

One teacher collected data by asking parents to write the story of their child's life up to the kindergarten stage. Outline items including general background, mental and physical development during different intervals, and further comments, were given to the parents. The parents contributed other items taken from baby records and memory. A wealth of information was collected.¹

¹Ibid., pp. 94-106.
Sociograms

Sociometry is defined by J. L. Moreno as "the measurement of person to person, person to group, and group to group relationships."\(^1\)

The teacher should not attempt to mold all children into distinct patterns but should endeavor to help each child acquire that level of social acceptance which meets his own needs. In order to do this, the teacher must determine the social climate of her class and the social acceptance of each pupil. A great deal may be learned through observation; however, only sociometric techniques will reveal the innermost desires of a child. Discrepancies often exist between those classmates with whom a child would like to play and work and those with whom he does work and play. Especially valuable is the information gained concerning the isolate. Sometimes it is learned that a child thought to be socially accepted has not been chosen by anyone.

The teacher may use the sociogram as a basis for planning opportunities for children to work and play together. She may plan that the non-accepted child will have a chance to work in groups to improve his standing. The teacher may use the sociogram to guide her in planning and presenting opportunities for each child to gain recognition from his peers.

Sociometric tests may be planned and constructed by the teacher. For kindergarten and first grade, the test may be administered orally. For second and third grades it may be mimeographed and distributed. Such questions as "Who are your best friends?"; "Whom do you like to sit with during lunch?"; "Whom would you like to invite to your birthday party?"

may be asked. Choices are tabulated and summarized in a chart or sociogram.

A pupil's first choice is often based on identification of a more successful classmate than himself. Second and third choices are often given to classmates who possess about the same social status and ability. Helen Hall Jennings has summarized the psychology of choice as follows:

The child chooses in a "graduated manner" by degree of choice another child who has either better contact with problems which trouble him or a more skillful way of dealing with equally difficult problems; or he chooses the child who temperamentally complements him in a way that puts him more at ease; or he chooses a child who, in some other manner, is more than a duplicate of himself. It is as if the child looked around to find another who could offer assistance toward growing up, and was willing to do so.¹

Teachers need to be trained in the use of sociometric techniques in order that the teacher may use them as effective tools.

**Unfinished Stories**

Unfinished stories and sentences may be used to gain a better understanding of pupils. If the pupils are unable or have difficulty in writing, the story may be finished by pictures or acting out the ending. To be most useful, the unfinished story should be designed to reveal attitudes and ideas about particular problem situations.

The story should be quite simple for primary children. Materials should be chosen that do not provoke emotional strain. Status of the children's own families may be built by encouraging the children to develop stories concerning their own environment. Parents' reactions to highly personal questions and situations must be considered. The most useful pictures and stories seem to be those dealing with problems that

¹Ibid., p. 8
are real and intimate to the age group being taught. ¹

Some suggestions for unfinished sentences may concern the activities in the class or on the playground. Examples are: "At recess, I like to _____"; "We have fun when _____"; "We need to _____"; "Learning to read is _____"; "At school I wish we could _____." These techniques should be used by teachers as motivating devices to help children verbalize their feelings and attitudes about things and not as clinical instruments. ²


²Ibid., p. 177.
CHAPTER IV

INTEGRATION OF GUIDANCE AND CURRICULUM

In past years curriculum was considered merely a course of study; however, in recent years curriculum has been defined as "all of the directed learning experiences under the influence of the school."¹ The direction by which the child is influenced and the determination and meeting of his needs are closely related to the guidance process.

Discovering Pupils' Needs and Interests

One of the main objectives in the teaching of children is to discover their needs and devise ways and means of meeting them.

By keen observation, different types of children may be identified: the slow learners, those who have social and emotional problems, those who have special talents in different fields, those who aspire for leadership, those with physical handicaps, and those who show ability in physical and mechanical skills. This observation should be done carefully in different situations. Honest and objective observation, free from bias, should be made. Reluctance should be shown in labeling any child. Too often teachers are prone to be influenced by the child's appearance and family background. Teachers should not attempt to evaluate a child's strengths and weaknesses.

unless the observation is made in an honest objective manner.

Other devices, such as the use of standardized tests, the study of efficient cumulative records, and informal discussions and inventories, should supplement the observation.

Identification of the bright child who always knows the right answers and is dependable may not present much of a problem. Identifying children who have the ability but are underachieving is a more difficult problem. Early identification of these children and helping them to develop to their capacity are requirements which must be met by our schools if we wish to combat the ever-increasing dropout problem. Identification of these children may be made through the use of intelligence tests, achievement tests, study of the child's environment, and evaluating the teacher's own relationship to the pupil.

Leadership ability may be noted by watching and listening as groups of children work and play together. Qualities of leadership may be exhibited in two ways: by leadership activity or by holding a leadership position.\(^1\) Qualities of leadership may not always be shown in a constructive manner. In striving for recognition, a child may influence others to throw stones or molest school property. Leadership qualities are being shown in such actions. If these are detected early, they may be channeled in a more constructive manner with understanding help and guidance.

Eighteen to twenty per cent of the school population is made up of children who cannot meet average academic standards year by year.

Of this group, sixteen to eighteen per cent make up the classification of the slow learner. It is necessary for this retardation to be recognized and diagnosed so that attempts may be made to stimulate the maximum social, mental, and emotional development of the child.

Several methods should be used in attempting to identify the slow learner. The most successful and reliable method is to administer to each pupil an individual intelligence test. Care must be taken in making use of the results. One must not assume that the I.Q. tells all. Total intelligence may be colored by channeled abilities. A child with a low verbal intelligence score and a high performance or non-language ability rating may have a normal I.Q.; however, his deficiency in language capacity would result in inferior academic achievement.

Environmental factors, sensory defects, physical defects, emotional maladjustment should all be taken into consideration along with the age-grade progress records and past school achievement records of the child who is underachieving.

Great reluctance should be used in forming a decision that a child is a slow learner. One should always be alert to potential needs and capacities that might be overlooked.

Slow learners may develop into useful and productive citizens if they are identified and helped to acquire necessary skills and knowledge.

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for effective living. If they have to live in a school atmosphere where they meet only discouragement and failure, they may soon develop unfavorable attitudes and values. It is necessary to identify and make provisions for these children during the primary grades. The younger child has not had too many years to become embittered. If given sympathetic help and understanding during the primary grades, the slow learner may be able to accept his limitations and build upon his potentialities.

Often, young children enter school with serious problems. The teacher's reaction to these children may lessen or further these problems. These children may not have had the opportunity to develop a warm and satisfying relationship with an adult. If this is denied them in their first school experiences, they may display behavior traits that indicate the beginnings of serious maladjustment. Primary teachers can do much by early identification of children who show signs of serious social maladjustment and by providing help before persistent patterns of anti-social behavior are formed.

Several children in a group may have physical conditions that affect their learning. Alert teachers are aware of the need for knowing about these conditions and determining how the children feel and react about their physical states. In planning for a program the teacher needs to know the child who needs help in speech, the child who has difficulty in seeing or hearing, and the overweight or undernourished child. The teacher should work regularly with the school nurse to see that proper treatment is given these conditions.

The core of the guidance program in the primary grades is the realization and provision for individual differences in a group.
Teachers must do what they can to help each child gain the most benefit from his school experiences.

**Procedures for Meeting Needs and Interests**

The curriculum must be planned to meet the individual needs of the children. Activities should be planned in which each child has an opportunity to work without the stigma of failure.

It is important that children experience "Good living" in the classroom. For some children the classroom may be the only such opportunity offered. Some children may need more security, more love and a feeling of acceptance. Meeting these needs will help a child experience "good living." One primary teacher tried to compliment every child in the room either privately or in front of the class each day.¹

Many times several poorly done tasks have to be overlooked in order to find some thing well done. During my first year of teaching, an incident occurred which seems to be an example of "good living" in the classroom. Donald was always at the bottom of the list in his academic work, but he was the only one in the room who mastered cutting a tree out of folded paper. Donald was allowed the privilege of helping the other children. The look of pride and satisfaction he displayed as he hurried about his task was a great reward to the teacher and his fellow classmates. Donald had achieved and had been accepted. He experienced "good living."

In order for a classroom to have a good atmosphere, it must be

flexible. Seats and chairs should be movable so that children may work in committees and groups. Much can be learned by observing children as they work in groups. Often the aggressive or "bossy" child is put into place and the shy, reticent child is drawn out as groups of children work together. By working in groups, bright children have a chance to initiate activities which provide learning experience for every child in the room.

Children at the primary age need time to reflect and wonder. Children should not be busy with routine tasks every minute of the day. A table filled with a variety of interesting books, science projects, and pictures can be a valuable learning aid, but it loses its value unless the child is allowed time to examine it on his own.

Teachers should not hesitate to provide gifted children with enrichment material. Provision should be made for them to seek answers to their own questions and share the results with the rest of the class. Teachers should find out all they can about the interests of these children. By being friendly, appreciative, and natural with gifted children, a teacher may be able to acquaint herself with their interests. She may have them tell or write about themselves, using such titles as "My Hobbies," "My Favorite Books," and "What I Like to Do Best." After having discovered their interests, the teacher must maintain genuine consideration for what these children want to do. "The teacher is to work primarily with motivations, not as an authoritarian, but as a friend and sharer of activities of strong appeal."

It is not enough for the teacher to be kind and sympathetic to the slow learners. She should be able to know and accept their qualifications and limitations. She must be able "to accept the slow learner at his face value and be able to accept what can reasonably be expected of him without feeling her attempts are barren endeavors."\(^1\) The teacher must adapt the situation to meet the needs of the child and not fit the child into a set pattern of situations. The slow learner needs a feeling of security and well being. He needs to be able to belong to a group, and be able to contribute a share in maintaining the group, while at the same time conforming to its standards.

In order to help the child meet these needs, attainable goals must be set up. He needs to feel success as he makes progress toward the attainment of these goals.

The teacher must continually evaluate her progress in meeting the individual needs of her group. Young children need help and guidance in adjusting to their early school environment if they are to emerge as happy, useful citizens.

We must find ways to contribute information that will build their understandings. We must find ways to answer their questions that preserve their great zest for learning. We must find ways to encourage and carefully guide their attempts to put their ideas together and generalize about their experiences.\(^2\)

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which arouses much interest and discussion. Children at an early age show curiosity and interest in the world about them. It is important that they obtain the correct information and establish the right concepts about the world of work. Although occupational information is approached in a general, indirect method, it is necessary to promote active interests, establish correct attitudes, and help boys and girls acquire a general knowledge of the world of work. Promoting interests, establishing correct attitudes, and attaining a general knowledge should be introduced in the early grades. Alert teachers should be on the look-out for the establishment of and for guiding the growth of these goals.

Hoppock says,

A child's feeling of security is increased as he obtains better understanding of his community and the people who work in it. He needs to feel that he can accept these people as his friends. This is especially important to the timid, fearful child as he leaves his home environment to enter school.¹

Many spontaneous vocational choices are announced between the ages of five and ten. The way teachers and parents respond to these choices may help the child to determine whether to regard the choice of an occupation as important or unimportant. The responses may affect the attitude of the child toward himself and the whole world of work.

At an early age, children have a lively and curious interest in the world of work around them. This interest gives an excellent opportunity for building a suitable foundation in order that children may obtain a more realistic picture of the vocational possibilities

which they will have.

Interests of children move from make-believe play to interest in group games, sports, and making and doing things of interest in the world about them. Alert teachers are constantly seeking evidence of children's interests and seeking ways to cultivate them. How children's interests develop and the direction they take are influenced by their experiences and environment, and by the contacts made with family, community, school, and friends.

At an early age boys and girls begin to think about future careers. Often these plans are unrealistic, and often they point in the direction of prestige and glamour. These choices usually made between the ages of six and eleven are described by Gingberg and his associates as "fantasy" choices. The next period, that between eleven and seventeen, is termed the "tentative" choice period, while the realistic choice is delayed until adulthood.¹ Children need guidance in making the transition from one period to another.

Preconceptions are often acquired by children before they start to school. Preconceptions may take the form of imitating a hero, the desire to follow in the footsteps of the parent, or the form of an economic or social class bias. There is a tendency in our culture to measure an individual's success by his ability to get and hold a job whose social prestige and earning power are high. The elementary school is the logical place for the child to learn that all legitimate jobs are important and necessary to our way of life. The teacher must use

care that the child does not adopt her attitudes and prejudices instead of his own.

A project to arouse interest and provide information may start in the primary grades by letting the pupils tell what their parents do. This may take the form of one child describing the duties of a traveling salesman. In the discussion, products he sells, who buys them, where he travels, and the time he spends away from home may be brought out. Much interesting and pertinent information can be obtained through these informal discussions. Young children may wish to trace to its source a single product or service that has been taken for granted. The morning newspaper may be traced to the timber workers of Oregon or Canada, the blue jeans a boy wears may find their way back to the Southern cotton fields. They may want to find out where tap water, gas, and electricity come from and the workers involved.

In Evanston, Illinois, children in the primary grades became interested in the construction of new wings for the school. The year was spent in learning about construction jobs. Special tours enabled the kindergarten children to watch operators of big machines at work. First and second graders observed various workmen and learned about the process of framing, bricklaying, and roofing.¹

Preparation for social and vocational adjustment should continue from the day a child first enters school. Youth need to learn early the satisfaction of a job well done.

¹Glen L. Weaver, How, When, and Where, p. 12.
CHAPTER V

HOME--SCHOOL--COMMUNITY REALTIONSHP

"If the welfare of a child is to be guaranteed, all of the agencies responsible for his development must work together in a program suitable for teaching him how to live together in a democratic society."¹

Five or six impressionable years of the child are spent in the home. Upon entering school he spends only four to six hours a day in the classroom for fewer than half the days of the year. The rest of his time, he is subjected to a variety of experiences provided by the home and community. Close and active cooperation of home, school, and community is necessary for effective guidance of our children.

Parent-Teacher Conferences

Tremendous values may be gained through better parent understanding of school problems, classroom practices, and pupil behavior. If parent-teacher conferences are properly planned and carried out, they provide an excellent opportunity for a closer-working relationship between teacher and parent.

Parent conferences may be held to provide an opportunity for the parent and teacher to become acquainted or they may be held to exchange information. The latter type usually supplements the written report.

Direct contact with parents helps teachers to develop better understanding of the child and his environment. The personal contact can promote mutual respect between parent and teacher. Children of the primary age usually enjoy having their parents come to school and derive great satisfaction from the friendship between the adults. It is a means of creating good public relations, if properly handled.

Teachers should be well trained in preparing for the conference. Role-playing is one means of preparation. At a staff meeting a teacher may take the role of the parent while another assumes the role of the teacher. The teacher should be friendly, well poised, and well informed if she expects a favorable response. "The impression that the parents carry away with them from the meeting will tend to be the one they have of the teacher in the future when problems arise." Teachers should refrain from labeling the child when talking to the parent. The teacher must realize that when she is talking about the child, she is discussing a very personal part of the parent. The feelings of the parent are bound to be affected. Attention should not be focused only on the wrong things about the child. Teachers should believe in the values of the conference and not look upon it as an ordeal.

Some suggestions for teacher preparation for a conference are:

1. Review the pupil's record and make definite plans before the interview.
2. Have child's record and some samples of work on hand to show the parent.
3. Ask the parent to comment on the child's interests and activities.
4. Be objective toward the child in expressing his strengths and weaknesses.
5. Ask the parent for suggestions.

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1 John A. Barr, *The Elementary Teacher* . . ., p. 216.
6. Make sure that each parent leaves the conference with a positive attitude about his child's needs and development.¹

Parents should be apprised of the conference. Discussions of the aims and goals may be held at parent meetings. Plans may be publicized, in the local newspapers. Letters should be mailed to the parents explaining the purpose of the conference, giving the time and place scheduled, and including a return appointment slip.² Parents may contribute to the conference by furnishing some of the following information:

1. Child's relationship to other children in the family or neighborhood.
2. Child's relationship to adults in the family.
3. Types of free play activities and interests he selects.
4. Emotional reactions in the home to frustrating experiences.
5. Expressed attitude toward school.
6. General health conditions.
7. Unusual experiences that may have affected child, such as travel, absence of one or both parents, illness of child or member of the family death.³

Conferences should be scheduled to the convenience of the parent as far as possible. If parents have children in two or more schools, it is wise for the teacher to cooperate, and schedule the parent conferences on the same day, giving the parent ample time to reach his appointment. Some schools dismiss early so that the conferences may be held. Working parents appreciate scheduling interview times after working hours.

¹Division of Instructional Services, Flint Public Schools, The Primary Cycle Reading Guide (Flint, Michigan: Flint Public Schools, 1961), and adaptation therefrom.

²Appendix A (Parent Appointment Letter for Conference).

Well organized and instituted parent conferences reap many benefits to both teachers and parents.

**Use of Community Resources**

A well informed community has several resources for use in the guidance program for the primary grades. Study groups, composed of parents, school personnel, and representatives of different agencies in the community may help define the needs of children and devise ways of meeting them.

"Teamwork between schools and community agencies provide more adequate service to all children than schools alone can provide and accomplishes results which the schools alone could never achieve."\(^1\)

A child should be taught in the early grades that he affords close contact between his school, home, and community. What he says and his attitude about his school is important. He should be taught to take pride in his community and learn ways of improving it.

The county nurse can describe to the study groups how parents can help with the health program including examinations, immunizations, and vaccinations.

The safety program can become a community project. Members of the police department may talk to them about safety measures in crossing the streets and in use of their bicycles.

The children may be guided through such places as the post office, fire station, and public library.

Interested, capable citizens may come to school to help teach

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the children some skill in which they are proficient. The writer invited a mother to describe her school days in Germany to a third grade class. She also taught them a German song. The children were delighted and the mother gained insight into the activities of the school.

Community organizations should be aware of needy families. They may contribute by furnishing glasses or free medical care for children. Some children may be in need of warm clothing. Help may be needed for physically handicapped children. Such organizations as Lions Club, Kiwanis, Rotary, and Civic Welfare Clubs are willing to help.

Parent clubs may help in school registration. They may participate in construction of play equipment and providing play areas for the children.

Guidance workers should not overlook the help such organizations as Scouts, Campfire Girls, and 4-H Clubs can give. A boy with no father may have contact with men leaders in club groups. Leaders of groups may be able to furnish information about a child or to help in a guidance problem in a way that the school person could not because of the different environment.
CHAPTER VI

ORGANIZATION OF THE PLAN

There is no one plan which will meet the needs of all schools. The writer will suggest a plan for the primary grades, from which some of the organizational procedures may be adapted to meet the needs of other schools.

It is assumed in the formulation of this plan that the administrator has a sound philosophy of guidance and, with the full cooperation of the school board and community, will provide a well trained counselor who will develop a guidance program for the primary grades.

The counselor's first duty is to become acquainted with the school staff, the children, and as many parents as possible. He seeks the assistance of teachers and parents by letting them know who he is and what he is trying to do. A good counselor realizes that he must act slowly and not impose authority.

The guidance program should not be imposed upon an unwilling group of teachers, but they should feel that they are an integral part of the plan.

The first step of the proposed plan is to set up a guidance committee representing teachers, administration, and parents to survey the needs of the pupils and adopt objectives and procedures to meet these needs. This committee, to be effective, should consist of voluntary members who are qualified to make genuine contributions to the
guidance movement. The committee will serve as a point of origin for specific proposals and plans. The committee will accept for consideration suggestions from other staff members and will keep all school personnel informed of its activities.

**Adopting Objectives**

Since children in the early grades are very impressionable and flexible in their responses to experiences, it would seem that the main objectives of a guidance program for the primary grades would be to:

1. Provide each child a climate in which he is able to develop fully his potentialities at a level at which he is most comfortable.

2. Help the child in order that he may emerge from the primary grades with educational, social, and emotional adjustment necessary for a happy productive school career.

Interest in guidance for younger children may be summed up in the following condensed quotation from *Child Development and Curriculum* by A. T. Gersild:

> The school is not solely or primarily responsible for the prevalence of maladjustment or dislocation in the lives of elementary school children, for there are factors in the emotional and social adjustments of children that are quite independent of school. Even though many of the causes of maladjustment lie outside the school, it is still the function of education to alleviate as far as possible the emotional distress and to counterbalance disturbing influences in a child's life.²

Specific goals to help acquire the main objectives should be determined by faculty committees. Some suggestions are:

1. Plan for the orientation of kindergarten and first grade pupils and their parents.

²S. C. Hulsander, p. 37.
2. To establish a cumulative record system (beginning at kindergarten and continuing through the grades).

3. To provide in-service training programs for teachers and parents in order to become better acquainted with needs, growths, and development of children.

4. To develop a system of appraisal of students by use of tests, questionnaire forms, and anecdotal records.

5. To provide optimum health for each child, by keeping adequate health records and acquainting parents with the health needs of their children.

6. To provide activities in the classroom whereby individual differences are acknowledged and provided for.

7. To devise a referral plan for children in need of special help physically and emotionally.

8. To promote better teacher-parent relationship through parent-teacher conferences.

9. To use available community resources which will help both the pupil and teacher in carrying out guidance activities.

10. To continually evaluate the guidance plan and seek ways of improvement.

**Plans for Orientation of Children and Parents**

Mothers of incoming kindergarten children are invited to school in the spring. Preparation for the child to enter kindergarten in the fall is discussed. This may be a group meeting where teachers and parents meet to talk about "our children." An informal group meeting provides an excellent opportunity for adults to become acquainted and pave the way for a healthy parent-teacher relationship.
The counselor may talk to the group, explaining the importance of the parent's attitude toward the child. Recognition of the child as an individual should be stressed. Parents should be informed to accept the child as he is, to compare him only to himself, and not with other siblings or the neighbor's child. Problems that a child faces as he leaves the security of his home to enter a strange environment and the adjustment of the child to these problems should be explained. Some of these problems may be due to lack of the child's acceptance of meeting situations on his own. Well informed parents and teachers give the child opportunities for being on his own. Parents may help to lessen the child's apprehension and anxiety by being solicitous, cheerful, and genuinely interested in him. Parents may help the child accept his role in the group by making clear to him the difference between acceptable and unacceptable behavior and the implications such behavior has on individuals and the group.¹

Provision may be made for the group to see an introductory film such as "A Day in the Life of a Five Year Old."²

The school nurse may explain the school health program, stressing the value of the right amount of sleep and the proper diet. Special health programs such as group immunization and vaccination, testing for hearing and vision, and carrying out communicable disease control may be explained.

Handbooks, which contain information on school hours, attendance, health practices, and safety measures may be distributed.


²Cottingham, p. 221.
Teachers should inform the parents what the child should have accomplished before he enters school. Some suggestions are:

1. Know his name, address, and telephone number.
2. Know how to dress and undress himself.
3. Know how to take off his wraps independently and hang them up.
4. Know how to go to the bathroom by himself.
5. Know the best way to come to and from school.

Group meetings held throughout the year where information and ideas are shared by parents and school personnel will help create a wholesome climate.

Before the closing of school, fall beginners should visit their kindergarten room. This contact should be well planned to promote the child's enthusiasm and give him a sense of security. Kindergarten children may serve as guides to the newcomers as they inspect the room and tour the building. They should have an opportunity to meet the school nurse, counselor, and principal. Regarding these people as interested friends will help build the child's security.

**Establishing a Cumulative Record System**

A committee, composed of teachers of various grade levels, with the assistance of the counselor, should select a cumulative record system which will meet the needs of the guidance program. This committee will also study ways and means by which teachers may become more adept in interpreting and using the data included in the cumulative record. The committee should also decide the best possible storage space.

The cumulative record should start with the student in Kindergarten and continue through his high school years. Items should be checked in relation to their use in better understanding the children.
The record for the kindergarten child should contain:

I. Personal History of the Pupil
   A. Name
      1. Sex
      2. Race
      3. Nationality
   B. Birth
      1. Place of birth
      2. Date of birth
   C. Address
   D. Telephone Number

II. Personal Family History
   A. Parents or Guardian
      1. Father's name and occupation
      2. Mother's name and occupation
   B. Address and Telephone of Residence

III. Health Record

Anecdotal records, report of parent conferences, and any pertinent data which will enable better understanding of the child may be added throughout the year.

During the first, second, and third grades, profiles of reading, and achievement tests may be entered, as well as the results of aptitude tests. Social and emotional data, referral listings, and reports of parent conferences may be entered. The cumulative record may also show the level of reading attained each year.

Since records are the framework of the guidance program, they should form the background for in-service discussions. Teachers may use them in presenting and reacting to group variations in ability and achievement, studying selected exceptional children, evaluating techniques of recording subjective information, studying economic and social structures of their groups, and studying family compositions.¹

Effective and frequent use of records will tend to improve understanding of the child, and planning for his development.

¹Martinson and Smallenburg, pp. 162-163.
In-Service Training Programs for Teachers and Parents

A committee, composed of interested teachers from kindergarten, first, second, and third grades, with the assistance of the counselor and principal may organize a workshop. Attendance may not be required, but the committee should strive to create sufficient interest so that most of the staff will attend.

Professional literature on the nature and needs of young children may be reviewed and studied.

Audio-visual aids such as films, film strips, slides, and a tape recorder may be used during the year. Some suggested films are "Learning to Understand Children," "Maintaining Classroom Discipline," "This Is Robert," and "Willie and the Mouse,\(^1\)

The principal may arrange for the use of reading consultants and a child psychologist to assist in dealing with special topics.

Evaluation of the workshop should be made by the committee.

Participating teachers may reveal how the study has helped them understand children, gain a better knowledge of guidance techniques, and attain a better approach to behavior problems.

For furthering parent cooperation in the guidance program, lectures, films, and informal discussions pertaining to pertinent problems arising among young children could be used. The counselor may collect available materials such as health pamphlets and guidance booklets for study and discussion. Observation classes may be used to impart to parents how teachers manage reading groups, or how dramatic play is valuable, or how children do rhythms in groups. Staff members could

\(^1\)California, Dept. of Ed., Good Guidance Practices, . . ., p. 11.
explain to parents how they can help in reading readiness for children such as:

1. Help child to learn; to listen, to look, to remember.
2. Listen to the child, make him feel it is important to listen.
3. Look at and discuss things with him.
4. Read stories to child.
5. Encourage child to read.
6. Show acceptance, warmth, and patience.

The school nurse, special speech teacher, and clinical psychologist may explain their services.

**Personal Inventory Service**

A committee of qualified teachers with the assistance of the counselor will select tests suited to the needs of the program. The counselor will administer and score aptitude tests and interpret their meanings and usage to the teachers.

Reading readiness tests will be given at each grade level. The results will be used to help teachers group children at levels where they can achieve. Diagnostic tests will be given to help teachers determine those in need of remedial help. Achievement tests will be given in the fall in the second and third grades. Teachers will be instructed how to map the results on a class analysis sheet. The results will be used in determining strengths and weaknesses of the individuals and the class as a group. It is suggested that the chart be used in parent conferences.

The committee will devise questions and check lists to determine the social structure and interests of the class group. The counselor

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1Division of Instructional Services, Flint Public Schools, p. 13.
2Appendix B.
will help teachers to interpret and use these lists.

**Health Services**

Adequate health records are to be kept on each child from the time he enters school.

The school nurse will give hearing and vision tests to each child in the fall. The results will be reported to the teachers.

Children will be weighed and measured three times a year to help determine their physical growth.

Parents will be asked to help with immunization and vaccination clinics.

**Providing for Individual Differences**

The classroom teacher will have the major responsibility for providing activities to meet the needs of the children in her classroom.

In planning classroom procedures, the teacher must be aware of differences that exist in her group.

She will plan and provide an environment which is conducive to the learning and development of each child.

The teacher may use role playing to help children look at problems objectively, discuss their feelings, and find better ways of solving difficult problems.

The foregoing facts may help in planning classroom practices.

1. Instructional materials presented to children should be appropriate to their level of achievement.
2. A wide variety of materials on many subjects and with a range in difficulty that will meet the needs of the children should be in each classroom.
3. The classroom environment must include a variety of equipment that is conducive to purposive action and
that challenges each child to full use of his abilities.¹

**Referring Pupils**

The counselor will assist the classroom teacher in determining problem cases for referral. Guidance resource people within the system may be a special speech teacher, school nurse, or a school psychologist. Outside-of-school agencies may include welfare services, guidance clinics, and medical aid.

The teacher should refer only those who are in need of special help. The teacher will help the counselor obtain the necessary data needed by the referral agency. She should cooperate with the agency in every way possible. The teacher should have a complete report on the referral.

**Scheduling Parent-Teacher Conferences**

It is suggested that two parent-teacher conferences may be held, one in the fall and one in the spring.

The counselor will assist in the preparation of teachers for the conferences through distribution of materials and role playing.

The purpose of the conference will be explained to parent groups and publicized in the local papers.

Individual letters should be sent to the parents, explaining the purpose, time, and place for the interview. Return slips, indicating refusal or acceptance of the appointment, should be returned to the teacher.

The principal, working through the administrator who gains consent

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of the local board, should provide for early dismissal of school on the
days of the conferences. It is suggested that the teacher allot part of
the time for the conference.

The conferences may be scheduled for fifteen minutes, with five-
minute intervals for the teacher's preparation of materials.

Surveying the Community for Resources

The counselor will make a survey of the community to obtain
various organizations and individuals who may offer assistance to the
guidance program. This information will be given to the classroom
teachers.

Places to which field trips may be taken to promote children's
interests and help them form correct attitudes about work should be
contacted. Such places may include a dairy, a factory, the post office,
a grocery store, and the public library.

Evaluation of the Plan

Continuous evaluation of the program should be made by the
school personnel, parents, and community. It would seem advisable that
the evaluation should be directed by the guidance committee.

William Coleman offers some possible criteria for evaluating
guidance services in the elementary school:

1. Are the teachers sensitive to the feelings of
   individual children?
2. Are the teachers able to accept each child as
   he is in the classroom and to appreciate the
   individual differences which exist?
3. Are the teachers familiar with the growth and
development patterns of children?
4. Are the teachers familiar with and do they utilize
   the various methods of securing information on
   individual pupils?
5. Is counseling accessible to individual pupils?
6. Is there an effective two-way communication between home and school?
7. Are all the teachers making use of community agencies to deal with the problems of children?
8. Are all the teachers seeing to it that every child in need of remedial help is receiving it?
9. Is there an orientation program for beginning pupils?
10. Does the in-service training program include time for discussion and consideration of guidance services?¹

The chief criteria for evaluation of the proposed plan would seem the extent of acceptance which the teachers give to each child, the respect which is accorded to him, and the expression of the child's attitudes and feelings.

The results of the guidance program will depend largely upon the manner of approach which the counselor assumes as he tries to gain the cooperation of the school personnel. The counselor must move cautiously and slowly. Teachers need to accept guidance as an integral part of their teaching, and not feel that it is a new ordeal thrust upon them.

Provisions should be made in the program for the primary grade teachers and intermediate teachers to become better acquainted with the work in each department. If a good understanding is reached, and their goals coincide, the transition of the pupils is made easier.

CHAPTER VII

SUMMARY

In order to combat the many frustrations and anxieties which children encounter as they move from grade to grade, guidance programs should begin in kindergarten and continue throughout school. Guidance programs must encompass every child, and not be applied only to special cases.

The teacher will be the key figure in the guidance program, as she has many personal contacts with the children. The teacher's guidance activities will be supplemented by the support and assistance of various school personnel, including the school administrator, specialists such as the counselor, the school nurse, the psychologist, and special remedial teachers.

Some guidance practices are found in all schools. If effective results are obtained, guidance must be well planned and organized to fit the particular needs of the school.

In the guidance program which has been submitted for the primary grades, the main objectives adopted may insure each child the chance to develop his potentialities at a comfortable level and ease his educational, social, and emotional adjustment as he moves from grade to grade. Specific goals to meet these objectives are determined by a faculty committee.

Orientation of pre-school children and their parents is planned
so that the transition from home to school may be accomplished with a minimum loss of security. Cumulative record and testing systems are provided to help the teacher recognize individual differences, and provide activities conducive to the development of each child. In-service training programs are planned, in which teachers and parents may become better acquainted with the needs and growth and development patterns of the children. Health records are maintained during the child's school career to aid in providing optimum health for each child. A referral plan to enlist the help of specialists for children whose emotional and physical needs are beyond the help of the classroom teacher is provided. Parent-teacher conferences are scheduled to enable the teachers and parents to become better acquainted and work together to insure the child better progress in his school career. Utilization of community resources by the pupil and teacher is provided. Continuous evaluation of the guidance program is made by the school personnel, parents, and community.

The proposed plan has been set up under ideal conditions, but the writer hopes that some ideas have been presented which will stimulate the need and interest in organizing guidance plans for use in the primary grades. If guidance is started in the primary grades, programs may be more effective in the secondary school.
APPENDIXES
Dear Parents:

The Sullivan Board of Education has indicated its approval of parent-teacher conferences in the belief that through them parents and teachers can develop a better understanding of the problems basic to the objectives stated below, and thereby be better prepared to render a more distinct service to the child. As the teacher of your child, I feel this conference will be mutually beneficial. The Principal of the school joins me in urging you to come to my room at the time listed below.

The conference has four major objectives:

1. To develop the most favorable relationship between the parent and teacher whereby each may work to the greatest advantage of the child.
2. To enable the parent and teacher to become better acquainted, thereby developing an understanding of each other's problems in relation to the welfare of the child.
3. To give and secure information relative to the child's activities at home and at school.
4. To consult with each other in order that both teacher and parent may be in a better position to secure the best reaction from the child at all times.

We have reserved from ______ to ______ on ______ as the time for your conference concerning ______.

Please write your name in the space provided below and return the appointment slip to me. In this way, the principal and I will know if we can expect you at the time designated for your conference.

Very sincerely yours,

__________________________
Teacher

Appointment Slip

Please expect me at the time designated for our conference concerning ______.

__________________________
Parent's Signature
APPENDIX B

PREPARATION AND USE OF CLASS ANALYSIS CHART

In preparing the analysis chart for use, the names of the pupils are recorded in order of their achievement. The numbers preceding the pupils' names are used to identify the pupils, and are used in distributing the grade equivalent. A line is drawn indicating the grade placement of pupils at the time of testing. A line connecting the median grade equivalent for each subtest shows the class profile. The picture provided by the chart indicates to the teacher the results of the test, and helps her detect the subjects in which the best and poorest work is being done.

Individual profiles may be shown on the chart by placing the chart on a soft board and inserting pins in the numbers identifying the child. A colored thread may be used to connect the pins. The child's profile may be explained to the parent without the parent detecting the names and test results of the other pupils in the class.
BIBLIOGRAPHY

Books


**Bulletins**


Periodicals


